

**Operating Plans for Northwest
Territories Education Bodies for
the 2019-2020 School Year Ending
June 30, 2020**

**Plans de fonctionnement des
conseils scolaires de division et
des administrations scolaires de
district des Territoires du Nord-
Ouest pour l'année scolaire se
terminant le 30 juin 2020**

The Operating Plans for the current 2019-2020 School Year were prepared by each of the ten NWT education bodies in compliance with the *Financial Administration Act's* "Planning and Accountability Framework," which requires NWT education bodies to plan for 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.

Included in this document is one Operating Plan for each of the following education bodies: Beaufort-Delta Divisional Education Council; Commission scolaire francophone Territoires du Nord-Ouest; Dettah District Education Authority; Dehcho Divisional Education Council; Ndilq District Education Authority; Sahtu Divisional Education Council; South Slave Divisional Education Council; Tłıchq Community Services Agency; Yellowknife Catholic Schools; and Yellowknife Education District No. 1.

Education Accountability Framework

Beaufort Delta Divisional Education Council

Operating Plan

For the 2019-20 School Year



Capable Citizens through Indigenized Education

Government of Northwest Territories / Gouvernement des Territoires du Nord-Ouest

Cadre de responsabilisation en éducation

Conseil scolaire de division de Beaufort-Delta

Plan de fonctionnement

Année scolaire 2019-2020



Des citoyens autonomes grâce à l'éducation autochtone

Operating Plan - Executive Summary

The Beaufort Delta Divisional Education Council's Operating Plan for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Beaufort Delta Divisional Education Council's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

BDDEC GOALS FOR STUDENT SUCCESS 2019-20	TARGETS & OBJECTIVES 2019-20
To improve student success in Literacy (Reading & Writing)	<p>5% increase in students gaining at least one stanine increase in reading on CAT 4.</p> <p>90% of students achieving Satisfactory level on the District Wide Write in May 2020 at working grade level.</p> <p>10% increase of total students writing at grade level by May 2020.</p> <p>10% increase of total students reading at grade level by May 2020.</p> <p>20% increase of students indicating at least a year's growth using Fountas & Pinnell.</p> <p>5% decrease in students' achievement gap on Grade 6 ELA AAT's.</p> <p>5% decrease in students' achievement gap on Grade 9 ELA AAT's.</p> <p>50% of parents have discussed with the ELA teacher their child's strengths and stretches in reading.</p>



<p>To improve student success in Numeracy</p>	<p>5% increase in students gaining at least one stanine increase in Math CAT 4.</p> <p>10% increase in students meeting expectations on the CMA's.</p> <p>5% decrease in students' achievement gap on Grade 6 ELA AAT's.</p> <p>5% decrease in students' achievement gap on Grade 9 ELA AAT's</p> <p>50% of parents have discussed with the Math teacher their child's strengths and stretches in Math.</p>
<p>To improve student success in Indigenous Language(s) & Culture</p>	<p>80% of students speaking 7 of the traditional greetings of their home community.</p> <p>25% of students speaking at the Emergent level</p> <p>80% of students participating in at least 4 cultural activities.</p> <p>50% of parents discussing their child's language levels.</p>
<p>To increase understanding and practice of Social Responsibility of students.</p>	<p>10 % increase of total students attending 90% or above</p> <p>5% improvement in overall district attendance</p> <p>50 % of parents attending 3 way conferences, Parent/Teacher interview(s) and workshops.</p>



Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division de Beaufort-Delta (CSDBD) pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du gouvernement des Territoires du Nord-Ouest (GTNO) et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités du Conseil scolaire de division de Beaufort-Delta pour la prochaine année scolaire.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

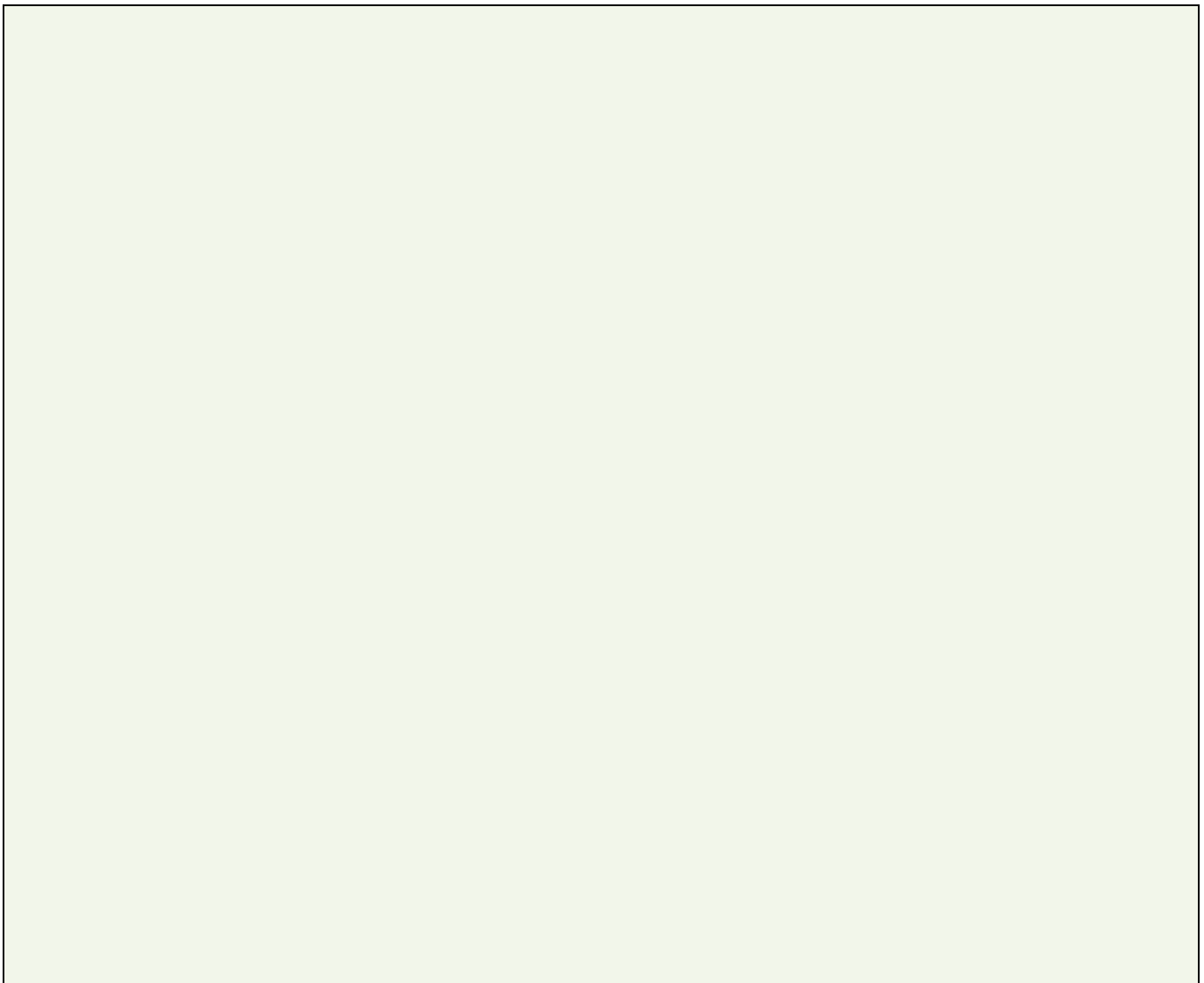
BUTS DU CSDBD POUR LA RÉUSSITE DES ÉLÈVES 2019-2020	CIBLES ET OBJECTIFS 2019-2020
Favoriser la réussite des élèves en littératie (lecture et écriture)	<p>5 % des élèves s'améliorent d'au moins une unité Stanine en lecture au test de rendement canadien CAT-4 (Canadian Achievement Test)</p> <p>90 % des élèves obtiennent une note satisfaisante à l'examen d'écriture du district (District Wide Write) en mai 2020 pour leur niveau scolaire réel</p> <p>Augmentation de 10 % du nombre total d'élèves qui obtiennent des résultats en écriture correspondant à leur niveau scolaire d'ici mai 2020</p> <p>Augmentation de 10 % du nombre total d'élèves qui obtiennent des résultats en lecture correspondant à leur niveau scolaire d'ici mai 2020</p> <p>Augmentation de 20 % du nombre d'élèves ayant progressé d'au moins un niveau scolaire selon la grille d'évaluation de Fountas et Pinnell</p> <p>Diminution de 5 % de l'écart de réussite entre les élèves aux tests de rendement de l'Alberta en anglais pour la 6^e année.</p> <p>Diminution de 5 % de l'écart de réussite aux tests de rendement de l'Alberta en anglais pour la 9^e année</p> <p>50 % des parents ont discuté avec le professeur d'anglais des forces et des possibilités d'amélioration de leur enfant en lecture</p>

<p>Favoriser la réussite des élèves en numératie</p>	<p>5 % des élèves s'améliorent d'au moins une unité Stanine en mathématiques au test de rendement canadien CAT-4 (Canadian Achievement Test)</p> <p>Augmentation de 10 % du nombre d'élèves répondant aux exigences du test CMA.</p> <p>Diminution de 5 % de l'écart de réussite entre les élèves aux tests de rendement de l'Alberta en mathématiques pour la 6^e année.</p> <p>Diminution de 5 % de l'écart de réussite aux tests de rendement de l'Alberta en mathématiques pour la 9^e année</p> <p>50 % des parents ont discuté avec le professeur de mathématiques des forces et des possibilités d'amélioration de leur enfant dans cette matière</p>
<p>Favoriser la réussite des élèves en langue et culture autochtone</p>	<p>80 % des élèves connaissent 7 des salutations traditionnelles de leur collectivité d'origine</p> <p>25 % des élèves parlent la langue à un niveau débutant</p> <p>80 % des élèves participent à au moins 4 activités culturelles</p> <p>50 % des parents ont discuté du niveau de compétences linguistiques de leur enfant</p>
<p>Accroître la compréhension et la pratique de responsabilité sociale des élèves.</p>	<p>Augmentation de 10 % du nombre total d'élèves dont l'assiduité est de 90 % ou plus</p> <p>Amélioration de 5 % de l'assiduité générale dans le district</p> <p>50 % des parents assistent aux rencontres à trois entre les parents, l'enseignant et l'élève, aux entrevues parents et enseignant et aux ateliers</p>

Annual Report - Executive Summary

The Beaufort Delta Divisional Education Council's Annual Report for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:



1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body’s:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

The following table details key aspects of the governance structure and processes, such as elections membership terms, current membership:

The BDDEC is governed by a board of elected members. Each District Education Authority (DEA) within the BDDEC elects one representative, normally their chair, to sit on the District Education Council (DEC) board. The DEC elects a Chair (2 year term), Vice-Chair (every year) and Member at Large (every year). The Inuvialuit Regional Corporation and the Gwich’in Tribal Council appoint one member (each) to the BDDEC board and are voting members. DEA’s meet monthly. The DEC meets three times per year, including two via videoconference and one face-to-face meeting in February. Training with DEA members is also offered on an as-needed basis and is normally included in the agenda during the face-to-face meeting in February.

DEA’s consist of 5 or 7 members as per the list below:

- Inuvik DEA- 7
- Fort McPherson- 7
- Tsiigehtchic- 5
- Aklavik- 7
- Tuktoyaktuk- 7
- Sachs Harbour- 5
- Ulukahaktok- 7
- Paulatuk- 7

Each DEA has individual regulations that guide decision making.

An Executive Committee is elected annually and consists of 5 positions including: Chair, Vice-Chair, Member at Large, IRC Representative, and GTC Representative. The Superintendent runs the election for this committee. The first position to be determined is the Chair, followed by the Vice-Chair. Depending on which



region the Vice-Chair represents- the Beaufort region or the Delta region- the Member at Large must come from the other region to ensure equal representation on the Executive Committee. The IRC and GTC BDDEC board members sit on the Executive Committee.

Ulukhaktok DEA:

- Joanne Ogina – Chair (2019-2021)
- Annie Goose – Vice-Chair (2018-2020)
- Sadie Joss – Secretary (2018-2020)
- Helen Kitekudlak - Member (2019-2021)
- Mary Kudlak – Member (2018-2020)
- Mary jane Nigyok – Member (2019-2021)
- Vacant seat – Member
- Lucy Ann Okheena – Student Rep

Aklavik DEA:

- Lorna Storr – Chair (2018-2020)
- Rita Arey – Vice-Chair (2019-2021)
- James Blake – Member (2018-2020)
- Gladys Edwards – Member (2018-2020)
- Brandon McLeod – Member (2019-2021)
- Lori Ann Elanik – Member (2019-2021)

Fort McPherson DEA:

- Athena Prodromidis – Chair (2018-2020)
- Mary Rose Tetlichy – Vice-Chair (2018-2020)
- Rebecca Blake – Member (2018-2020)

- Denise Firth – Member (2018- Dec 2019)
- Martina Tetlichi – Member (2018- Dec 2019)
- Joyce Blake – Member (2018-2020)
- Roberta Alexie – Member (2018- Dec 2019)

Tuktoyaktuk DEA:

- Darlene Gruben – Chair (December 2020)
- Katrina Cockney – Vice-Chair (December 2020)
- Glenna Emaghok – Secretary/ Treasurer (December 2019)
- Sandra Elias – Member (December 2019)
- Jacquelin Mangelana – Member (December 2020)
- Molly Nogasak – Member (December 2020)
- Ivy Mangelana – Member (December 2020)

Tsiigehtchic DEA:

- Archie Inglangasuk Jr. – Chair (2018-2020)
- Stephanie Cardinal Clark – Vice Chair (2018-2020)
- Shelly Vanloon (2018-2020)
- Charlene Blake (2018-2020)
- Darby Blake (2018-2020)

Paulatuk DEA:

- Gilbert Thrasher Sr. Chair (2017-2019)
- Jason Reidford (2017-2019)
- Christopher Ruben (2017-2019)
- Kelly Ruben (2017-2019)

- Albert Ruben Sr. (2017-2019)
- Celina Wolki (2017-2019)
- Aaron Ruben (2017-2019)

Inuvik DEA:

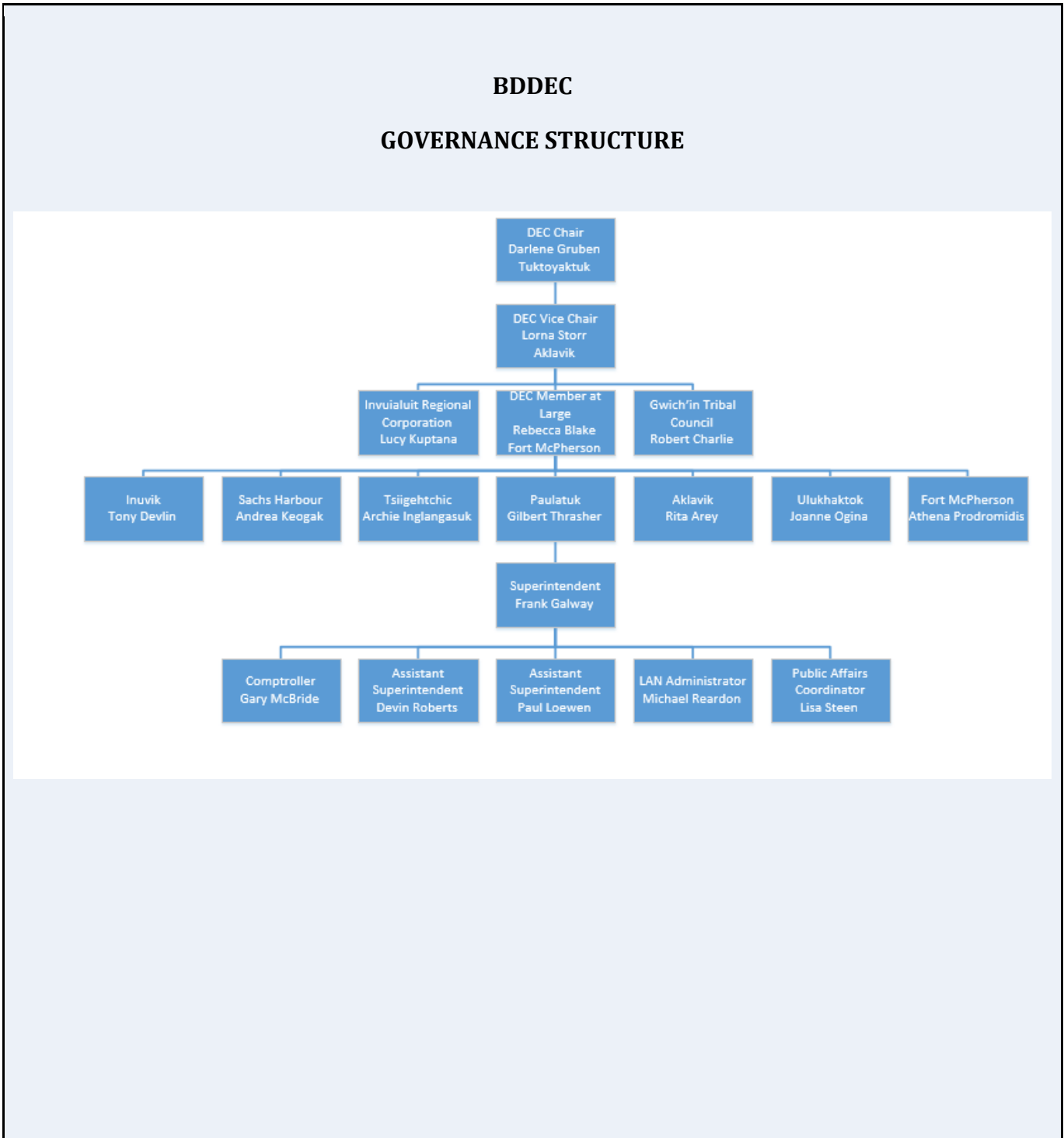
- Tony Devlin – Chair (Sept 2019-2021)
- Jennifer Parrot (Sept 2019-2021)
- Lenora McLeod (Sept 2019-2021)
- Jodie Maring (Sept 2019-2021)
- Janelle Wainman (Sept 2019-2021)
- A.J. Minakis (Sept 2019-2021)
- Mark Owen (Sept 2019-2021)

Sachs Harbour:

- Andrea Keogak – Chair (2019-2021)
- Shelby Lucas – Vice-Chair (2019-2021)
- Adella Carpenter – Member (2019-2021)
- Doreen Carpenter – Member (2019-2021)

Functional Organizational Chart

The following table details the functional organization of the Education Body:



Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Type of Training	Audience Intended (DEC/DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
In Person by Senior Admin	DEC/DEA/ Principals	Governance and Code of Conduct	ISR September 16 th – 20 th Delta Schools October 21 st -25 th		
In Person By ECE Resource	DEC	Administration	February 11 th – 14 th DEC Annual Meeting		
In Person by Senior Admin	DEC/DEA/ Principals	Finance and/or topic of choice from Fall session.	January to March (by invite)		



Education Body 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”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? <i>(Yes/No)</i>	If No, why not?
September 11, 2019	BDDEC Boardroom (Teleconference)		
November 13, 2019	BDDEC Boardroom (Teleconference)		
February 11-13, 2020	Midnight Sun Recreation Center Lounge Room in Inuvik		
June 17, 2020	BDDEC Boardroom (Teleconference)		

School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Total Number of Schools in District	9	Total Anticipated Student Headcount	1549
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School Name	Community	Grades Offered	Programming Highlights
Chief Julius School (CJS)	Fort McPherson	JK - 12	<ul style="list-style-type: none"> ● Single and split grades ● Northern Distance Learning ● Whole school approach to Language ● Culture Camps ● Full time instructional coach focusing on Grade 1 to 9 literacy
Chief Paul Niditchie (CPNS)	Tsiigehtchic	JK - 9	<ul style="list-style-type: none"> ● Multi-graded school with the following classes: JK/K, 1-3, 4-6, 7-9 ● Elders in the School program ● Full time teaching principal ● Grade 10-12 students access high school through the home boarding program in either Inuvik or Fort McPherson ● Partnership with the Aurora Learning Center has facilitated the offering of hands-on CTS courses to grades 7-9 students ● Active on-the-land programming

<p>East Three Elementary School (E3ES)</p>	<p>Inuvik</p>	<p>JK - 6</p>	<ul style="list-style-type: none"> ● Self regulation / Zones of Regulation ● WITS program ● Grade level Professional Learning Communities scheduled during common prep periods ● Elders in the School program ● On-the-land integrated and inclusive with a whole school approach ● Whole school access to an indigenous music and drama program ● Shared on the Land Coordinator with E3S ● School Based Literacy Consultant ● Two LLI Interventionists ● Addition of a second Inuvialuktun instructor for 2019-20 ● French Immersion Program ● Grade level Program Support Teachers ● Two full time instructional coach focusing on grade 1 to 6 literacy
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<p>East Three Secondary School (E3SS)</p>	<p>Inuvik</p>	<p>7 - 12</p>	<ul style="list-style-type: none"> ● Host school for Northern Distance Learning Program ● Host school for Northern Dene Winter Games ● Elders in the School program ● French Immersion grades 7 to 9 ● Single grade classrooms ● On-the-land integrated and inclusive with a whole school approach ● Shared On the Land Coordinator with East 3 Elementary School ● One full time instructional coach focusing on grade 7 to 9 literacy
<p>Moose Kerr School (MKS)</p>	<p>Aklavik</p>	<p>JK - 12</p>	<ul style="list-style-type: none"> ● Split grades 1 to 9 ● Culture Camps ● Indigenous education and on-the-land programs ● WITS program ● Whole School Approach to Language(s) ● Restitution ● LLI where applicable from grades 1 to 9 ● Reflex/PRIME math ● Self regulation ● Full time instructional coach focusing on grade 1 to 9 literacy
<p>Inualthuyak School (IS)</p>	<p>Sachs Harbour</p>	<p>JK - 9</p>	<ul style="list-style-type: none"> ● Partnership with Parks Canada to support on-the-land programming ● Access to 20% of full time instructional coach focusing on grade 1 to 9 literacy ● Community partnership with Recreation and access to gym in evening



Mangilaluk School (MS)	Tuktoyaktuk	JK - 12	<ul style="list-style-type: none"> ● Northern Distance Learning ● Whole School Approach to Language ● Elders in the School Program ● Combination of whole grade and split grade class ● Full time instructional coach focusing on grade 1 to 9 literacy
Helen Kalvak School (HKS)	Ulukhaktok	JK - 12	<ul style="list-style-type: none"> ● Elders in the School Program highlighted by Indspire ● Full time instructional coach focusing on grade 1 to 9 literacy
Angik School (AS)	Paulatuk	JK - 12	<ul style="list-style-type: none"> ● Increased enrollment ● On the land program ● Culture committee ● Full time instructional coach focusing on grade 1 to 9 literacy

Student Profiles

The following table details general characteristics of the region’s student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics.

In the 2019-2020 BDDEC will consist of nine schools. Two (Chief Paul Niditchie and Inualthuyak) of the nine schools offer Junior Kindergarten (JK) through grade 9 programming. Inuvik’s East Three Elementary School serve grades JK-6 while East Three Secondary School serve grades 7-12. The remaining five schools (Angik School, Chief Julius School, Helen Kalvak School, Mangilaluk School, and Moose Kerr School), offer grades JK-12.

Various language programs are provided in each community. Inuvik offers French Immersion programming from grades K-9. Gwich’in Language programming is offered in Fort McPherson, Tsiigehtchic, Akalvik and Inuvik. Inuvialuktun Language programming is offered in Inuvik, Tuktoyaktuk, Sachs Harbour and Paulatuk. Inuinnaqtun Language programming is offered in Ulukhaktok. Northern Distance Learning (NDL) provides access to high school ‘-1’ courses in Ulukhaktok, Akalvik, Tuktoyaktuk and Fort McPherson. All schools offer on-the-land programming for all students.

Projections:

<i>Regular Program</i>	873	56.35%
<i>Number of SSP Students</i>	664	42.85%
<i>Number of IEP Students</i>	12	0.75%

Projected Ethnic Demographics 2019-20	Dene	Inuit	Metis	Southern	Non	Total
Total	330	1018	24	8	169	1549

Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention.

Projected 2019-20

26 New Teachers

8 New Instructional Coaches

28 teachers from the region

66 teachers with full experience

Total number of teachers: 152

Average Length of Employment

5-7 years in regional center Inuvik.

3 years in community schools

Issues with housing continue. Limited housing available for teachers. Makes recruitment and teacher retention difficult. BDDEC is almost fully staffed. However, staffing schools has become more challenging. Teaching opportunities becoming increasingly available in southern Canada, teachers have accepted contracts in our region, only to notify us late in the summer that they have accepted teaching contracts elsewhere. This pattern adds stress on our administrators and schools causing impacts on student learning.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

The following table details regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional priorities and goals:	<p>To improve student success in Literacy (Reading & Writing)</p> <p>To improve student success in Numeracy</p> <p>To improve student success in Indigenous Language(s) & Culture</p> <p>To increase understanding and practice of Social Responsibility of students.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
Literacy (Reading & Writing)	<p>5% increase in students gaining at least one stanine increase in reading on CAT 4.</p> <p>90% of students achieving Satisfactory level on the District Wide Write in May 2020 at working grade level.</p> <p>10% increase of total students writing at grade level by May 2020.</p> <p>10% increase of total students reading at grade level by May 2020.</p> <p>20% increase of students indicating at least a year's growth using Fountas & Pinnell.</p> <p>5% decrease in students' achievement gap on Grade 6 ELA AAT's.</p> <p>5% decrease in students' achievement gap on Grade 9 ELA AAT's.</p>		
Numeracy	<p>5% increase in students gaining at least one stanine increase in Math CAT 4.</p>		

	<p>10% increase in students meeting expectations (65%) on the CMA's.</p> <p>5% decrease in students' achievement gap on Grade 6 Numeracy AAT's.</p> <p>5% decrease in students' achievement gap on Grade 9 Numeracy AAT's</p>		
Indigenous Language(s) & Culture	<p>80% of students speaking 7 of the traditional greetings of their home community.</p> <p>25% of students speaking at the Emergent level</p> <p>80% of students participating in at least 4 cultural activities.</p> <p>50% of parents discussing their child's language levels.</p>		
Social Responsibility	<p>10 % increase of total students attending 90% or above</p> <p>5% improvement in overall district attendance</p> <p>50 % of parents attending 3 way conferences, Parent/Teacher interview(s) and workshops.</p>		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			



School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measureable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following table details regional priorities and goals, and connections to Departmental priorities, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to School Improvement Planning and relevance to regional and departmental priorities, for the school year.	School Improvement Plans are set with the BDDEC regional Strategic Plan for 2019-20. Principal meetings will be held three times a year to review the progress of SIP's.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with ECE priorities and goals.	100%		
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic, and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following table details the region's approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to the completion of Annual School Reviews .	Schools will report bi-annually results to BDDEC as stated in School Improvement Plans.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012).

The following table details the region's approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to the completion of Staff Evaluations .	As per the policy all new staff as well as 5, 10,15 etc... will be formally evaluated by their supervisor.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	40		
Number of principal and assistant principals formally evaluated in the school year.	5		
Number of Education Body School Support Consultants formally evaluated in the school year.	1		
Number of Superintendents and Assistant Superintendents formally evaluated in the school year.	2 Assistant Superintendents by Superintendent 1 Superintendent by DEC Chair		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region	



Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers' Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following table details the region's training and in-service plan, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>Regional training and in-servicing will be ongoing throughout the academic year. BDDEC Coordinators and Assistant Superintendents will be responsible to provide training to Program Support Teachers, Instructional Coaches, Principals and at times school staffs. School based Program Support Teachers and Instructional Coaches will provide job embedded training and in-servicing to school staffs. Priorities for training and in-servicing will be Literacy, Numeracy, Inclusive Schooling, Social Responsibility and Indigenous Languages/Culture as per the 2019-2020 BDDEC Strategic Plan.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on departmental priorities	100%		
% of administration days dedicated to training and in-service.	50%		
% of collaborative STIP time dedicated to regional priorities	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the region’s role of their Literacy Coordinator, the relevance of the position to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional Literacy Coordinator role and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p><u>Educational Leadership in Literacy</u></p> <ul style="list-style-type: none"> • Help develop and implement BDDEC’s Annual Accountability Framework and Strategic Plan noting coherence between department, district, and local school priorities in literacy • Work with school representatives to determine priorities, and facilitate the development and implementation of strategic plans and programs that meet the diverse educational needs of students in literacy • Work with schools to implement school-based literacy plans that meet student need while directly aligning with district and departmental targeted priorities • Analyze district literacy data to inform and drive programming recommendations and local school support • Provide direct support to schools and teachers through lesson demonstrations and coaching using effective research-based teaching strategies • Guide teachers in the use of data to inform instructional decisions • Develop and deliver staff training (in-service) opportunities within the region in consultation with BDDEC school staffs • Develop a new teacher in-service and professional development component that gives a deeper insight and understanding into literacy assessment, instruction and expectation in BDEC • Develop and support instructional coaches and coaching accountability framework. <p>Working with 7-12 Literacy Coordinator</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	2.5		
Regional Literacy Action Plan in place for the school year.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following table details the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>All BDDEC schools provide a healthy foods program for students. A large number of students are coming to school hungry. So this program is essential to help meet the basic needs of students so that they can reach their academic potential.</p> <p>Healthy foods promotes healthy living, which increases the potential for wellness and student achievement. The Canada Food Guide is a resource available to ensure the appropriate food groups are used consistently and correctly.</p> <p>All BDDEC schools receive substantive funding for healthy foods programs called "<i>Healthy Foods for Learning</i>" which will be utilized for 2019-20 school year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines if applicable.	100%		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Specific Performance Indicators	School	School Planning	Achieved Results	Explanation for variance
Type of food program(s) offered in each school. (Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)	CJS	Breakfast Prepared Snacks Open Cupboard		
	CPNS	Breakfast with both hot and cold options Daily snack program		
	E3ES	Breakfast and Snack program		
	E3SS	Breakfast Program every morning, snacks available upon request throughout the day		
	MKS	Hot Breakfast and snack program every day		
	IS	Breakfast every day		
	MS	Breakfast, Snack, Care Package, Open Cupboard for all students		
	HKS	Breakfast program runs every day 5 times a week. Snack every day as well during and after school.		

	AS	Breakfast and Snack open to all students 5 times a week. Hot breakfast is served 2 to 3 times a week.		
Total number of days and months program is offered in each school.	CJS	Snacks 5 days a week; Breakfast (Fridays); Program runs Sept. to June		
	CPNS	Everyday school is open		
	E3ES	172 days; 10 months		
	E3SS	- 170 days - 10 months		
	MKS	Everyday school is open		
	IS	Everyday school is open		
	MS	Every day school is open		
	HKS	Everyday school is open		
	AS	Everyday school is open		
	Approximate Total Number of children and youth served each day.	CJS	140 snacks daily 120 breakfast	
CPNS		Approximate number of students served each time program is offered: <ul style="list-style-type: none"> • Breakfast program ~ 24 students/day • Snack program ~40 students/day • Supper Club ~30 students/event • Food hampers ~20 students/month • Special events ~40 students/event 		
E3ES		All students		



	E3SS	All students		
	MKS	All students		
	IS	All students		
	MS	All students in the school approximately 239 students		
	HKS	60-90 students each day		
	AS	All students		
Criteria for participation per school. (Low income, fee, etc.)	CJS	Open to everyone		
	CPNS	Open to everyone		
	E3ES	Open to everyone		
	E3SS	Open to everyone		
	MKS	Open to everyone		
	IS	Open to everyone		
	MS	Open to everyone		
	HKS	Open to everyone		
	AS	Open to everyone		



Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following table details the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

SSI Project Proposal Summary	<p>SSI will be the regional In-service for 2019-20. The BBDEC SSI project is a 3 year project entering into year three in 2019-20.</p> <p>The goals for the 2019-20 BBDEC SSI Project are as follows:</p> <ol style="list-style-type: none"> 1) Indigenize Teacher Planning. Increase access to MOODLE with BBDEC teacher designed lessons and unit plans. 2) Data will be used to track and inform instruction. Teachers will be trained to access and use Dossier to inform instruction. 3) In Professional Learning Communities all teachers will develop SMART goals. Schools will run 2 eight-week sequence of learning cycles.
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region that participate in SSI PD activities.	100%		
% of support staff from across the region that participate in SSI PD activities.	20%		
Areas of Strength			
Areas for Development			

Additional Comments	
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Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDDEC SSDEC	CSFTNO DDEC SDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following table details the region's approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to integration of evidence-based healthy relationship programming .	BDDEC offers JK-3 WITS in all elementary schools. Some schools extend WITS and others use 4-6 LEADS. The Fourth R is used in all junior highs and high schools.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK-3 students.	8		
Number of schools offering LEADS to grade 4-6 students.	2		
Number of schools offering the Fourth R to grade 7-9 students.	8		
Number of schools offering HRPP to grade 10/11 students.	6		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used.	CJS	JK-6 WITS Promote program with WITS Wednesdays 7-12 Fourth R (minimum 5 lessons)		
	CPNS	Social Thinking Curriculum: <ul style="list-style-type: none"> <i>Zones of Regulation</i> will be fully implemented in all classes <i>We Thinkers!</i> will be introduced in Grades JK-2 in October 2019 and implemented by January 2020 <i>Social Thinking and Me</i> will be introduced in Grades 3-6 in January 2020 and implemented by year end Shanker© Self-Regulation: <ul style="list-style-type: none"> School and classroom audits will be 		

		completed by November 2019		
	E3ES	WITS – JK/K to Grade 6		
	E3SS	Aboriginal Shield (Gr 8) 7-12 Fourth R (minimum 5 lessons)		
	MKS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)		
	IS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)		
	MS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)		
	HKS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)		
	AS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)		

Second Language Education

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.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

School Name	Language of SL Instruction (<i>Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tẖcẖo</i>)	Type of SL Instruction (<i>core, immersion, intensive</i>)	Grades of SL Instruction	Frequency of SL Instruction (<i>min/week</i>)	Actual Frequency of SL Instruction (<i>min/week</i>)	Explanation for difference (<i>if applicable</i>)
CJS	<i>Gwich'in</i>	Core	JK-9	150 min/week		
CPNS	<i>Gwich'in</i>	Core	JK-9	150 min / week Whole school opening exercises at beginning of day. Grades 1-9 for 15 minutes/day totaling 75 minutes/week. Weekly intensive language instruction at the school camp will be offered on Mondays		
E3ES	French	Immersion	JK-6	1500 mins/week		
	<i>Gwich'in</i>	Core	JK-6	60 mins/week		
	<i>Inuvialuktun</i>	Core	JK-6	60 mins/week		

E3SS	<i>Gwich'in</i>	Core	7-9	131 min /week		
	<i>Inuvialuktun</i>	Core	7-9	131 min/week		
	<i>French</i>	Immersion	7-9	720 min/week		
	<i>Gwich'in</i>	Core (Semester)	10-12	400 min/week		
	<i>Inuvialuktun</i>	Core (Semester)	10-12	400 min/week		
	<i>French</i>	Core (Semester)	10-12	400 min/week		
MKS	<i>Gwich'in</i>	Core		225 mins / week		
	<i>Inuvialuktun</i>	Core		225 mins / week		
IS	<i>Inuvialuktun</i>	Core	JK-9	150 mins / week		
MS	<i>Inuvialuktun</i>	Core	JK-9	JK - 8 (35min a day, 175 a week) Gr 9 (45 min a day, 225 a week)		
HKS	<i>Inuinnaqtun</i>	Core	JK-10	225 mins / week		
AS	<i>Inuvialuktun</i>	Core	JK-9	225 mins/week		

** One row per Language/per school*

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.0	1.0			

Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
CJS	1.18	1.25			
CPNS	1.0	1			
E3ES	3.25	3.5			
E3SS	2.32	2.32			
MKS	1.08	1.08			
IS	0.5	.5			
MS	2.0	2			
HKS	1.02	1.02			
AS	1.0	1			
TOTAL	13.34	13.67			

Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Community	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
Aklavik	1.99	2.4			
Fort McPherson	2.19	1.6			
Ulukhaktok	1.88	1.6			
Inuvik – E3SS	11.31	3			
Inuvik – E3ES		10			
Paulatuk	0.93	0.8			
Sachs Harbour	0.17	0.8			
Tsiigehtchic	0.53	.25			
Tuktoyaktuk	3.70	3.7			
TOTAL	22.70	24.15			

Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$170,282	\$170,282			

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training	Audience Intended (PSTs / Educators / Support Assistants / Principals)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
SIVA training	New Support Assistants in 1st or 2nd year	SIVA Training is a holistic, relationship-based model that effectively utilizes collaboration, goal-direction, self-management and healthy empowerment to strengthen relationships and create safety with individuals with challenging behaviours and complex needs	Inuvik Feb 12-13 2020		

PST In-services	Program Support Teachers from across BDDEC	Student Support Plans & IEP's / Self Regulation	Inuvik November 5th 6th 2019		
ECE approved Software	All staff	Using TIENET to complete Inclusive schooling documents	The last week of August 2019 and follow-up training in September		
Wellness (Self-Regulation)	All Staff	Implementing self-regulation in the classroom	This will be on-going in all schools		
Inclusive schooling Directive	All Staff	Removing and/or reducing barriers by increasing support services	Training to take place during BDEC In-service, with ongoing follow-up		
30 Minutes Problem Solving	PSTs and Teachers	School-based support team process	September 2019 with follow-up check-in for supports		
Mental Health	All Staff	Trauma informed classrooms	September 2019 and follow-up webinars		



The following table details the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and departmental priorities, for the school year.</p>	<p>Inclusive Schooling Professional Development is provided to staff to equip them with requisite tools necessary for supporting students to reach their fullest potential while learning in a common learning environment. Face – Face PD courses and on-line courses are available to all school staff including homeroom teachers, Program Support Teachers, and Support Assistants. When needed, experts are contracted to provide additional training in various topics.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of educators that have been trained on developing and implementing IEPs this year.	100%		
% of educators that have been trained on developing and implementing SSPs this year.	100%		
% of educators that have been trained on the use of flexible strategies this year.	100%		
% of educators that have been trained on the School-based Support Team process this year.	100%		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%		
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%		
% of educators that have been trained on Assistive Technology this year.	100%		



Areas of Strength for the region	
Areas for Development for the region	
Additional Comments/Requests for Support for the region	

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)



Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	Total Over / Under Allocation (\$)
\$152,263			

Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
Aklavik	\$23,691	\$23,691			
Fort McPherson	\$24,736	\$24,736			
Ulukhaktok	\$25,200	\$25,200			
Inuvik - E3SS	\$64,862	\$24,862			
Inuvik - E3ES		\$40,000			
Paulatuk	\$19,812	\$19,812			
Sachs Harbour	\$15,564	\$15,564			
Tsiigehtchic	\$16,615	\$16,615			
Tuktoyaktuk	\$34,435	\$34,435			
TOTAL	\$224,915	\$224,915			

Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following table details the region's approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.	The BDDEC RISC as well one BDDEC Assistant Superintendent will support PD for PST's on SSP's and IEP's. Continue with implementation of working documents such as SSPs/IEPs and review to ensure they are not just a long list of good teaching practices but are reflective of specific needs.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
Number of students not able to participate in the Common Learning Environment in their home community.	3		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%		
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	12		

Number of times per month that the RISC meets with PSTs via video/phone conference?	Monthly (minimum)		
Number of times per year that the RISC meet with the PSTs in person	Three times a year (Minimum)		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			



Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region's approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.	Supporting teachers to create environments that allow for students with varying needs to work in a more flexible learning environment. There will be a focus on theory-to-practice support for classroom teachers, in instructional strategies. Training for teachers in the area of differentiated instruction and modification of program delivery will be provided for all school staffs.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100%		
% of classroom teachers who will meet with the PST at least once a month.	100%		
% of support assistants who will meet with PST at least once a month.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		

% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			



School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students' needs and to reduce barriers to students' success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following table details the region's approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.	The implementation of flexible instructional strategies would be enhanced and new teachers will be able to utilize the SBST supports in a more effective manner.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100%		
% of teachers who know how to access the SBST	100%		
% of schools that are using a referral process to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	CJS	30 minutes per student based on #of referrals/month		
	CPNS	monthly for 60 minutes (PST, principal, RISC, SBST teacher, SBST SA, and invited BDDEC small school PST) for referrals and intakes		
	E3ES	240 mins/month		
	E3SS	4 times a month, approx.. 80 minutes/meeting		
	MKS	Twice a week for two separate hours		
	IS	Daily		
	MS	One hour bi weekly		
	HKS	180 mins a month		
	AS	Weekly 30 mins		

Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student's parent or guardian, typically recognized by a signature on the IEP.

The following table details the region's approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.</p>	<p>Improve collaboration between home and school with more active participation so that relevant changes, current performances and action plans can be more easily implemented.</p> <p>Weekly SBST meetings will occur in all schools with core members-the principal, PST, counselor, relevant teacher (s), and occasional members such as parents on as needed basis.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for student requiring them in consultation with parents.	100%		
% of teachers completing IEPs for student requiring them in consultation with parents.	100%		
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	100%		
% of parents participating in developing IEPs for those students requiring them.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		

% of students participating in developing their own IEP, when required and appropriate.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			



PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST's time should be devoted to **teacher support activities**
- no more than 25% of the PST's time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region's approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	All PST's in 2019-2020 in BDDEC will spend no less than 60 % of their time engaged in activities directly supporting classrooms. The PST priorities are set at the beginning of the school year based on student need and reinforced by the administration.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide centralized leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
1.00	1.5	0.5 PY for Indigenizing Education Coordinator working with RILE & Assistant Superintendent. 1.0 PY RILE		

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, and the explanation for any difference between each.

Community	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
Aklavik	1.45	2.0	Budgeted more than allocation to support 2 classes		
Fort McPherson	1.57	1.5	N/A		
Ulukhaktok	1.37	1.0	Elders support language learning		
Inuvik - E3SS	5.54	3.0	On the Land Coordinator		
Inuvik - E3ES		3.5	Indigenous Music Instruction		
Paulatuk	1.00	1.00	N/A		
Sachs Harbour	0.50	0.50	N/A		
Tsiigehtchic	0.75	0.75	N/A		
Tuktoyaktuk	2.39	2.5	On the Land Coordinator		
TOTAL	14.57	15.75			

Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenous education through Indigenous teaching and learning practices, Indigenous content of curricula and programming, and offering key cultural experiences.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenous education in each school, and the explanation for any difference between each.

Community	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
Aklavik	\$40,200	\$40,200			
Fort McPherson	\$40,200	\$40,200			
Ulukhaktok	\$43,800	\$43,800			
Inuvik - E3SS	\$84,700	\$25,410			
Inuvik - E3ES		\$59,290			
Paulatuk	\$36,500	\$36,500			
Sachs Harbour	\$36,500	\$36,500			
Tsiigehtchic	\$34,500	\$34,500			
Tuktoyaktuk	\$42,600	\$42,600			
TOTAL	\$359,000	\$359,000			

Building the School-Community Relationship

Building the School-Community Relationship depends on schools' recognition that communities have many assets and much to offer the education system. It is important for school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment.

The following table details the region's approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to build the school-community relationship in all schools.	ILE Committee at each school reports to Regional Indigenizing Education Team (RILE, Indigenizing Coordinator & Assistant Superintendent).
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	100%		
% of schools with Elders in Schools programming	100%		
% of schools hosting community gatherings rooted in local cultures	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school <i>(i.e. Part-time/full-time/project or event specific)</i>	CJS	Cultural orientation; Demonstrations when planning around Dene Kede; On the land planning and delivery; Language revitalization; Language mentors; storytelling (On going)		
	CPNS	Whole school: supporting the ILE to prepare materials in the Gwich'ya Gwich'in dialect, supporting cultural activities at the school camp, providing guidance in the observance of Dene laws (Ongoing) Project/event specific: teachers of cultural skills, passing on traditional knowledge & oral history <ul style="list-style-type: none"> · JK-G3: plants & medicines, fish cutting, snaring, preparing rabbit meat · G4-G9: meat preparation & preservation, medicine preparation, sewing, camp preparation, 		



		winter hunt, canoe trip Seasonal / Once a year.		
	E3ES	JK/K to Grade Six – at least one/month		
	E3SS	Breakfast Program in the language (daily) -On the Land In-Class Participation (Part-Time, Event Specific monthly(
	MKS	Language Class Support (daily) On the Land or Specific areas of teachings (monthly)		
	IS	Traditional Skills / Language (weekly)		
	MS	Storytellers (monthly) Crafts (weekly) Arctic Sports (three times a year) OTL Activities (monthly) Whole School Language activities (monthly)		
	HKS	Every week. Full Time Cultural Coordinator		



	AS	10 special events. Two times monthly in the IL classroom.		
Type of activities provided through Elders in Schools (description/grades)	CJS	Every Week with story telling and cultural teachings.		
	CPNS	Story telling Trapping Cultural Activities (weekly)		
	E3ES	Language Support; Reading Support; Cultural Support (weekly)		
	E3SS	Story telling Cultural Activities (weekly)		
	MKS	Elders will be utilized in classrooms and out on the land for JK-12 (Classroom story telling visits weekly) On The Land Guide (two times a year) (Elders annual feast)		
	IS	Story telling Cultural Activities (monthly)		
	MS	Story telling Cultural Activities (monthly)		
	HKS	Musk-Ox Harvest - Fox Trapping - On The Land Safety/Camp Setup - Igloo Building - Plant Collecting/identificat ion - Ice Conditions - Traditional Stories		

		<ul style="list-style-type: none"> - Animal Tracking - Seal Harvest - Language Camp – Fall - Language Camp – Spring - Net setting - Traditional Tool Making - Elder Studies - Traditional Foods - Cultural Sewing - Carving <p>(Cultural activities every week and are seasonal)</p>		
<p>Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships</p>	AS	<p>Traditional cooking</p> <p>Preparation of Game</p> <p>Guiding</p> <p>Story Telling</p> <p>(monthly)</p>		
	CJS	<p>(Twice a month) Feast, Family nights and cultural activities</p> <p>Immersion Camp(s) with Elders/community members invited happens two times a year</p>		
	CPNS	<p>CPNS – Elders in Schools funding will be used for: language support, cultural support, on-the-land programming, KCEs</p> <p>All grades</p>		



		<ul style="list-style-type: none"> · Fish feast in the fall to celebrate fish camp · Traditional foods feast with Gwich'ya Gwich'in language games in October/November to celebrate fall hunting and gathering <p>Elders activities happen weekly</p>		
	E3ES	<p>JK/K to Grade Six – at least one/month</p> <p>Feasts</p> <p>Elders/community invited to assemblies</p> <p>Family Fun nights</p>		
	E3SS	<p>Feasts</p> <p>Assemblies</p> <p>Dinners</p> <p>Community Nights</p> <p>AWG's</p> <p>Minimum once a month</p>		
	MKS	<p>Family fun night (NAAWW), Open house (meet new teachers),</p> <p>Grandparents Day,</p> <p>Christmas gathering,</p> <p>Elders feast, Library events.</p> <p>(monthly and seasonal)</p>		
	IS	<p>JK/K to Grade Six – at least one/month</p> <p>Culture/Literacy Nights</p> <p>Feasts</p> <p>Christmas gathering</p>		
	MS	Part Time		



		<p>Event/Project Specific</p> <p>All Grades</p> <p>Family Night</p> <p>Literacy Night</p> <p>Cultural events</p> <p>AWG</p> <p>Hand games</p>		
	HKS	<p>Cafes offered twice a month.</p> <p>Family Literacy Nights</p> <p>Board game nights</p> <p>Community Feast</p> <p>Elder Celebration – 3 a year</p> <p>Breakfasts – 4 a year</p> <p>Community Lunch – 2 a year</p> <p>Fall Outing - October</p> <p>Christmas Games – December</p> <p>Easter Celebration – April</p> <p>Spring Outing – May</p> <p>Arctic Café – bi-weekly</p>		
	AS	<p>Minimum once a month</p> <p>All Grades</p> <p>Elder’s Feasts</p> <p>Christmas</p> <p>Yard Sales</p> <p>Mother’s Day</p> <p>Father’s Day</p> <p>Easter Feasts</p> <p>Cultural Nights</p>		



Strengthening Training for Northern Educators

Strengthening training for Northern educators is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following table details the region's approach to Strengthen Training for Northern Educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

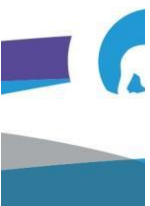
Regional approach to strengthen training for Northern Educators, including % of current teachers who have received Residential Schools Awareness training.	All schools will be in-serviced on draft ILE handbook. All staff including support assistants, custodians and school secretaries participate in cultural orientation days. 100% of teachers will receive Residential School Awareness training.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)	6 days 3 day BDDEC In-services 2 day Cultural orientation days. 3 ILE workshops held annually		
% of schools holding Teacher Cultural Orientation Days	100%		

Type of Residential School Awareness Training provided and # of teachers/staff participants	Elders support Blanket Activity All staff		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	CJS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days		
	CPNS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days		
	E3ES	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days		
	E3SS	100% Cultural Excursions		

		involving Elders and local guides on Cultural Orientation Days		
	MKS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days		
	IS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days		
	MS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days		
	HKS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days		
	AS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days		
Number of local resource people involved in	CJS	12 local community members		



planning and delivering Cultural Orientation Days.	CPNS	<p>Community members involved in 2nd local Cultural Orientation Day:</p> <ul style="list-style-type: none"> · 1 Elder · 2 resource people for traditional skills · 1 cook <p>4 resource people for transportation</p>		
	E3ES	4 local community members		
	E3SS	3 community members		
	MKS	5 community members		
	IS	2 community members		
	MS	5 community members		
	HKS	<p>4-5 community members</p> <p>Cultural Orientation Days</p>		



		100% of school staff.		
	AS	3 community members		

Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following table details the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)</p>	<p>Assigned Assistant Superintendent, RILE and Indigenizing Coordinator (0.5) will oversee the regional IL program implementation. All schools will be visited and in-serviced.</p> <p>Whole School Approach to language targets set in the BDDEC regional strategic plan. 80% of students speaking 7 of the traditional greetings of their home community. 100% of teachers will learn the 7 traditional greetings by May 2020. The BDDEC strategic plan encourages the use IL language for instructors and students. The BDDEC strategic plan is also encouraging parents to participate in the use of IL language(s). A target of 50% of parents discussing their child’s language level has been set for 2019-20.</p>
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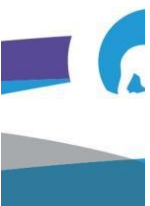
Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		

% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Initiatives in place to promote a Whole School Approach to Language Use.	CJS	Signage; Classroom teachers go with students to Gwich'in class; Teachers use some Gwich'in words in class and sing song and count number etc. in Gwich'in as well continue themes that are being learned in Gwich'in class		
	CPNS	Morning Language Mentorship. Older student paired with younger student. Every morning 100% of students Curriculum planning: Monthly whole staff working sessions to identify the supporting Gwich'in words/phrases for the upcoming		



		<p>monthly teaching plan</p> <p>Our Languages curriculum: Whole school conversational Gwich'in practice as part of morning routine</p> <p>Teacher-led classroom morning circles to teach and reinforce Gwich'in phrases being learned</p>		
	E3ES	<p>ILE Handbook Implementation; STIP Action Plans – ILE Templates; Grade Level Meetings/Initiatives; Indigenizing the School Committee; Community Involvement Committee</p>		
	E3SS	<ul style="list-style-type: none"> - Use of language apps on purchased tablets - Signage throughout the school - Posters with key words and phrases in classrooms - Use of languages in announcements - Culture and Languages PLC 		
	MKS	<p>TV in foyer supports ILE</p>		
	IS	<p>Whole School Approach to language used. Signs</p>		



		and rubric used. Displays in school.		
	MS	ILE Action Plan 1. Language use in all classrooms 2. Language use during announcements 3. School signage 4. Community involvement in Cultural Committee Meetings Collaboration/ team teaching		
	HKS	Morning Circle 100% of students Weekly on the Land excursions		
	AS	Indigenous activities in the classroom		
		Signs & some messages in IL		
		Elders in the classroom		

Indigenizing Teaching & Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)</p>	<p>Goal is for our Indigenizing Education Coordinator and Regional Indigenous Language consultant (RILE) to visit all schools to ensure Indigenizing programming is implemented at the school level on a consistent basis.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.</p>	<p>All teachers will receive IL lessons at staff meetings</p> <p>BDDEC moodle with Indigenizing units made available to all teachers. Support from Indigenizing Coordinator</p>		

	<p>made available to all schools.</p> <p>Implementation of Inuuqatigiit & Dene Kede curriculum is to be on a consistent weekly basis.</p> <p>All teachers to receive ILE handbook training by May 2020</p>		
% of schools planning to implement Indigenous Teaching and Learning Practices.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of Indigenizing teaching and learning practices focused on in	CJS	Relational Use of Indigenous mentor texts, regular on the land experiences; Elder		



each school. (Spiral, holistic, experiential and/or relational).		presentations ,teachings and demonstrations		
	CPNS	<p>Holistic</p> <p>100% of teachers will actively implement Dene Kede through our whole school approach to Indigenizing our practice by developing long range plans that are based on seasons and themes in the Dene Kede</p>		
	E3ES	<p>Relational</p> <p>O Canada; Indigenous Greetings; Signage; On-The-Land Activities in the school and outside of the school; Grade level and individual class proposals for cultural activities</p>		
	E3SS	<p>Experiential</p> <ul style="list-style-type: none"> - Use of Moodle repository of cultural lesson and unit plans - Strong On the Land Program - School-wide approach to language - Use of both Dene Kene and Inuuqatigiit Curricula Modeling language usage 		
	MKS	<p>Holistic</p> <p>School wide approach to strengthening our cultural languages & traditions - ILI providing cultural materials to JK-12 classrooms. Teachers involved with the language. Television scrolling both Gwich'in and Inuvialuit indigenous languages for public to view.</p>		



	IS	<p>Relational O Canada; Indigenous Greetings; Signage; Various grade level cultural activities including sewing and artwork.</p>		
	MS	<p>Spiral, Holistic, Experiential & Relational Elder's in the classroom, Outdoor classes in school tent, On-The-Land lessons, Hand's on activities, Creating local culturally relevant resources, Whole School Approach to Language use, Collaborate with local committees</p>		
	HKS	<p>Spiral, Holistic, Experiential & Relational Cultural Calendar which guides unit plans, lesson plans.</p>		
	AS	<p>Holistic, Experiential & Relational Indigenous activities in the classroom Signs & some messages in IL Elders in the classroom</p>		



Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region's plan to, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming (Required in 2021)</p>	<p>Indigenizing Education is part of the BDDEC 2019-20 strategic plan. An Indigenizing Coordinator will be added to support teachers and schools across the district.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.</p>	<p>Unit Plans that include Dene Kede and/or Inuuqatigiit curriculum. Checked by principals.</p> <p>School visits and support from RILE, Indigenizing Coordinator ongoing throughout 2019-20.</p>		

	<p>IL committee formed at all schools to review how Indigenizing practices can be improved upon. Will report to BDDEC coordinators and school principal</p> <p>IL committees will be given time present at staff meetings.</p> <p>IL committees will be cultural leads</p>		
% of schools focused on Indigenizing content for curricula and programming.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			



School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively indigenizing content for curricula and programming.	CJS	100%		
	CPNS	100%		
	E3ES	100%		
	E3SS	100%		
	MKS	100%		
	IS	100%		
	MS	100%		
	HKS	100%		
	AS	100%		

Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to offer key cultural experiences	All students will have the opportunity to participate in authentic key cultural activities. BDDEC target of 80% of students participating in at least 4 cultural activities.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100%		
% of schools with Key Cultural Experiences that include full staff participation.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)	CJ S	A minimum of three cultural experiences per grade per year		
	C P N S	<p>Four main key cultural activities/year occurring a minimum of three cultural experiences per grade per year at least once each quarter</p> <p>JK-G3:</p> <ul style="list-style-type: none"> • Harvesting camps (snaring, medicinal plants, berry harvesting) • Dene laws • Community cultural celebrations • Sewing • Survival skills <p>G4-G9:</p> <ul style="list-style-type: none"> • Harvesting camps (fishing, trapping, snaring, medicinal plants, berry harvesting) • Dene laws • Community cultural celebrations • Traditional sports & Dene games • Meat preparation • Sewing • Survival skills • Camp preparation • Canoe trip • Hunting trip 		



	E 3 ES	JK/K to Grade Six – at least once/month		
	E 3S S	7-12/3x a week		
	M K S	A minimum of four cultural experiences per grade per year		
	IS	JK/K to Grade Six – at least 3 times/month		
	M S	JK-12 Quarterly		
	H K S	Weekly ALL grades at least once a week		
	A S	Weekly All grades		
Type of Key Cultural Experiences provided	CJS	Culture camps All grades		
	C P N S	<p>Four main key cultural activities/year occurring at least once each quarter</p> <p>JK-G3:</p> <ul style="list-style-type: none"> · Harvesting camps (snaring, medicinal plants, berry harvesting) · Dene laws · Community cultural celebrations · Sewing · Survival skills <p>G4-G9: Harvesting camps (fishing, trapping, snaring, medicinal)</p>		
	E 3 ES	Moose Meat Cutting (JK-6)		

		<p>Student Donation of Moose Stomach Lace for Drying & Eating</p> <p>Inuvialuit Learning History Project (Grades 5 & 6)</p> <p>Grade 5 Dry Meat Making</p> <p>JK/K Grade 3 Nature Walks with Elders</p> <p>Grade 1-6: RCMP History of Inuvialuit Rangers</p> <p>Grades 3&4 Fish Patties with Elder</p> <p>JK/K to Grade 3: Making & Setting Rabbit Snares</p> <p>Grade 5: OTL Trapping Program</p>		
	E 3S S	<p>OTL program</p> <p>Feasts</p> <p>Community Sports</p> <p>Northern Dene Games Summit</p> <p>Traditional Games Teams and Clubs</p>		
	M K S	<p>At least once a semester</p> <p>Crafts, sewing, art, cooking,</p> <p>OTL activities, storytelling</p> <p>Family Game Night</p>		
	IS	<p>OTL program</p> <p>Feasts</p> <p>Community Sports</p>		
	M S	<p>OTL Excursions,</p> <p>Storytelling, Culturally focused CTS classes,</p> <p>Cultural Exchanges,</p> <p>Crafts/Sewing,</p> <p>Cooking</p>		



	H K S	<ul style="list-style-type: none"> Ice Gathering for Elders - Hide Preparations and Meat preparation/delivery - Igloo Building - Art ifact Discovery with Elders - Cultural Walk - Inukshuk Teaching and Stories - Edible/Medicinal Plant Gathering - Fall Language Camp - Spring Language Camp - Trapping and Fur Preparation - Traditional Foods - Cultural Sewing 		
	A S	<ul style="list-style-type: none"> Traditional Cooking Guiding Story Telling Elder's Feast Yard sales Cultural Nights All grades 		
% of students and staff participating in whole school key cultural experiences on-the-land.	CJ S	60%		
	C P N S	100%		
	E 3 ES	100%		
	E 3S S	25% students 40% staff		
	M K S	75%		
	IS	100%		
	M S	100% participating in one whole-school activity		



	H K S	100%		
	A S	80%		
% of schools that involve community members who are not a part of regular school staff.	CJ S	100%		
	C P N S	100%		
	E 3 ES	100%		
	E 3S S	100%		
	M K S	100%		
	IS	100%		
	M S	100%		
	H K S	100%		
	A S	100%		

Teaching and Learning Centres (TLCs)

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum through the TLC, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to support the delivery of the <i>Our Languages</i> curriculum through the TLC.	Begin developing resources to support OLC. All IL instructors will be provided with classroom kits to support OLC.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	2 story books created per school All IL instructors will be provided with classroom kits to support OLC.		
Number of staff receiving training and support for development of Indigenous language resources.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Aklavik	\$18,546	\$18,546				
Fort McPherson	\$19,068	\$19,068				
Ulukhaktok	\$19,900	\$19,900				
Inuvik - E3SS	\$38,482	\$38,482				
Inuvik - E3ES						
Paulatuk	\$17,206	\$17,206				
Sachs Harbour	\$15,082	\$15,082				
Tsiigehtchic	\$15,208	\$15,208				
Tuktoyaktuk	\$24,318	\$24,318				
TOTAL	\$167,808	\$167,808				

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment Draft Budget

Beaufort Delta Education Council Statement of Revenues and Expenses Annual Budget - Consolidated

	2019-2020 Budget	2018-2019 Approved Budget	2018-2019 Year-end Forecast
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contribution	27,343,052	26,566,735	28,159,117
Indigenous Languages Contribution	2,806,189	2,690,435	2,693,252
French Language Contribution	90,000	90,000	90,000
ECE Other Contribution	1,230,000	1,770,000	455,000
Sub-Total ECE	31,469,241	31,117,170	31,397,369
GNWT Other Contributions			
Total GNWT	31,469,241	31,117,170	31,397,369
Federal Government - Jordans Principle	4,400,000	2,886,125	2,734,313
Federal Government			
Property Tax Requisitioned			
Other School Authorities			
Education Authority Generated Funds			
Rentals			
School Fees			
Sales			
Investment Income	130,000	110,000	155,000
Other	667,575	593,158	550,000
Total Generated Funds	5,197,575	3,589,283	3,439,313
TOTAL REVENUES	36,666,816	34,706,453	34,836,682
EXPENSES			
Administration	3,454,441	2,903,749	2,825,000
School Programs	20,725,861	22,368,919	21,950,000
Operations and maintenance			
Inclusive Schooling	5,043,411	5,173,039	5,050,000
Indigenous Languages and Education	2,906,189	2,690,435	2,465,000
Jordans Principle	4,400,000	2,886,125	2,734,313
Transfers to Capital			
Debt Services			
TOTAL EXPENSES	36,529,902	36,022,267	35,024,313
SURPLUS (DEFICIT)	136,913	(1,315,814)	(187,631)
PROJECTED ACCUMULATED SURPLUS (DEFICIT)	2,391,694	1,126,598	2,254,781

Department of Education, Culture & Employment
Draft Budget

Beaufort Delta Education Council
Details of Expenses - Consolidated
Annual Budget

CONSOLIDATED DETAILS OF EXPENSES

	Admin	School Programs	Inclusive Schooling	Indigenous Languages and Education	TOTAL
SALARIES					
Teachers' Salaries		11,460,268			11,460,268
Instruction Assistants		332,026			332,026
Regional Coordinators		650,240	130,048	195,072	975,360
Program Support Teachers			1,503,451		1,503,451
Wellness Counsellors			203,745		203,745
Support Assistants			1,463,163		1,463,163
Indigenous Language Instruction				1,360,471	1,360,471
Cultural Resource Staff				0	0
Elders in Schools				72,627	72,627
Non Instructional Staff	1,239,918	1,087,776			2,327,694
Board/Trustee Honoraria	22,125				22,125
EMPLOYEE BENEFITS					
Employee Benefits/Allowances	532,871	4,766,069	1,330,177	564,360	7,193,477
Leave And Termination Benefits	680,000				680,000
STAFF DEVELOPMENT (Including Travel)					
	30,500	86,539	31,800	459,507	608,346
SERVICES PURCHASED/CONTRACTED					
Professional/Technical Services	244,500	36,500	500	10,000	291,500
Postage/Communication	32,100	76,250			108,350
Utilities		0			0
Travel	205,206	52,787	20,800	11,429	290,222
Student Transportation (Busing)		265,608	2,000		267,608
Advertising/Printing/Publishing	8,000				8,000
Maintenance/Repair		16,500			16,500
Rentals/Leases	165,000	100,500			265,500
Other Contracted Services	5,600	135,530		158,327	299,457
MATERIALS/SUPPLIES/FREIGHT					
Assistive Technology			12,000		12,000
Materials	258,621	1,612,268	343,727	74,396	2,289,012
Freight	30,000	47,000	2,000	0	79,000
TRANSFERS TO CAPITAL					
					0
TOTAL	3,454,441	20,725,861	5,043,411	2,906,189	32,129,902

**Department of Education, Culture & Employment
Draft Budget**

**Beaufort Delta Education Council
Details of Inclusive Schooling Expenses
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
SALARIES			
Regional Coordinator	130,048		130,048
Program Support Teachers	1,503,451		1,503,451
Support Assistants	1,463,163		1,463,163
Non Instructional Staff	203,745		203,745
EMPLOYEE BENEFITS			
Employee Benefits/Allowances	1,330,177		1,330,177
STAFF DEVELOPMENT (Including Travel)			
	31,800		31,800
SERVICES PURCHASED/CONTRACTED			
Professional/Technical Services	500		500
Travel	20,800		20,800
Student Transportation	2,000		2,000
Other Contracted Services			0
MATERIALS/SUPPLIES/FREIGHT			
Assistive Technology	12,000		12,000
Materials	343,727		343,727
Freight	2,000		2,000
TOTAL	5,043,411	0	5,043,411

**Department of Education, Culture & Employment
Draft Budget**

**Beaufort Delta Education Council
Details of Indigenous Languages and Education Expenses
Annual Budget**

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional Coordinator	195,072			195,072
Language Instruction	1,360,471			1,360,471
Cultural Resource Staff			0	0
Elders in Schools			72,627	72,627
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	564,360		0	564,360
STAFF DEVELOPMENT (Including Travel)				
	459,507		0	459,507
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services			10,000	10,000
Travel	11,429		0	11,429
Student Transportation (Bussing)				0
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services	87,020		71,307	158,327
MATERIALS/SUPPLIES/FREIGHT				
Materials	5,000	40,000	29,396	74,396
Freight			0	0
TOTAL	2,882,859	40,000	183,330	2,906,189

**Beaufort Delta Education Council
2019 - 2020 Draft Budget**

Schedule of Budgeted Approved Person Years

	<u>2019-2020</u>	<u>2018-2019</u>
	<u>Person Years</u>	<u>Person Years</u>
Administration Staff	9.30	9.30
Other - IT	2.00	2.00
Territorial Schools		
Teachers	101.00	108.00
Consultants	5.00	4.50
Classroom Assistants	0.00	0.00
Secretaries	6.10	7.60
Custodians	12.22	12.22
School Community Counsellors	0.00	1.80
IT - NDL		
Inclusive Schooling:		
Regional Coordinators	1.00	2.00
Program Support Teachers	13.25	13.00
Wellness Counsellors	2.50	3.50
Support Assistants	21.85	24.80
Assistive Technology	0.00	0.00
Indigenous Languages and Education		
Regional Coordinator	1.50	2.00
Indigenous Languages Instruction Staff	13.25	13.50
Total Person Years	<u>188.97</u>	<u>204.22</u>

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

Deborah Gruben

—
Education Body Chair

Frank Bulway

—
Superintendent

June 26, 2019

—
Date

June 26, 2019

—
Date

Annual Report

—
Education Body Chair

—
Superintendent

—
Date

—
Date



Education Accountability Framework

Commission scolaire francophone TNO

Operating Plan

For the 2019-20 School Year



Commission scolaire francophone
Territoires du Nord-Ouest

Operating Plan - Executive Summary

The Commission scolaire francophone TNO's Operating Plan for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Commission scolaire francophone TNO's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

The CSFTNO is in its final year of its 2015-2020 Strategic Plan.

Priority 1: Support and facilitate the improvement of each student's performance, well-being and overall success.

In 2018-2019, we developed a Student Exit Profile (SEP). This profile lists the skills, competencies and knowledge that a graduate from CSFTNO schools could potentially have acquired by the end of Grade 12. To complement the SEP, in 2019-2020, the goal is to complete the creation of a 'Dashboard' for each of our schools and one for the CSFTNO that will house our demographics, our school-based data and our education body data. The school dashboards will be used by the Leadership Team in each school to continue the development of the School Improvement Plan, and the CSFTNO data will be used to determine priorities and to share our successes. They will all inform our new strategic plan.

In 2018-2019, we began a Strategic Review of our offer of services. Following months of consultations with all of our stakeholders, the SEP came to fruition. Now, we have to determine what adjustments we must make to our offer of services that will permit our students to acquire the skills, competencies and knowledge listed in the SEP.

For the 2019-2020 school year, these elements will be added to our schools:

- 1) A staff member at each school has been identified as a guidance counsellor for our Grade 9 to 12 students and will be given time in their teaching schedule to do this important work. We will introduce My Blueprint at those grade levels. These two staff members, one at each school, will act as liaisons to the Career Education Advisors (CEA) effected to our schools. Both of our schools will be pilot schools in the 2019-2020 school year.
- 2) We have added one teacher position in each school to permit us to add specialty classes:
 - a. English Language Arts – Although ECE considers ELA a second language, in our schools, we consider ELA a regular course offering. Our students take 6 language

courses between Grade 10 and 12 and we offer 10-1, 20-1 and 30-1 level courses to our students in both French (FRA) and English (ELA). In order to better meet the needs of our students, both schools will offer ELA beginning in Grade 3 in 2019-2020.

- b. Arts – Each school will have an arts program, taught by a teacher specializing in the arts, be it music, visual arts or drama, or a combination thereof.
- c. Technology – Each school will benefit from teachers specializing in technology. Twenty-first century skills will be infused in teaching throughout. These specialized teachers will be given time in their timetables to teach Digital Citizenship courses, specific technology classes, and to provide mentoring to their colleagues to enhance every teacher’s proficiency in the use of technology to deepen learning.
- d. Deep Learning – The superintendent, the two principals, the financial comptroller and the Coordinator of Inclusion and Assessment will participate in a book study – *Coherence, The Right Drivers in Action for Schools, Districts and Systems* by Michael Fullan and Joanne Quinn. If time permits, we will continue with a book study of – *Deep Learning, Engage the World, Change the World*, but Michael Fullan, Joanne Quinn and Joanne McEachen. The purpose of the first book study is to ensure coherence at the system level, then expecting greater coherence at the school and classroom levels.
- e. Options will be introduced weekly from Grade 4 to Grade 10 to allow students to work on personal interest projects.
- f. Entrepreneurship programming will be added in each school in partnership with the Conseil de développement économique des TNO (CDÉTNO).

Priority 2: Create and nourish the francophone space for our students.

- 1) We will continue to provide students with opportunities to participate in school and extracurricular activities that will help them further develop their cultural identity (Youth Parliament, Encounters with Canada, Association canadienne de l’éducation en français (ACELF) yearly conference, etc.)
- 2) We will continue to forge and maintain partnerships with community members and organisations in order to enhance the learning of each student.
- 3) We will continue to promote the added value of French First Language education and Canada’s linguistic duality.
- 4) We will continue to expose our students to Indigenous customs and beliefs, culture and basic language.

Priority 3: Support and actively encourage the participation and involvement of parents and families.

- 1) We will maintain a warm, welcoming and respectful environment for parents.

- 2) We will continue to support parents in order that they may support their child's learning and growth.
- 3) We will continue to ensure open and ongoing communication with parents.

Priority 4: Ensure the continued growth and vitality of the CSFTNO.

- 1) We will continue to work on our strategy to ensure the continued growth and vitality of our schools.
 - a. An after-school program was established at École Boréale. We will continue with this initiative in partnership with the Association franco-culturelle de Hay River (AFCHR).
 - b. A feasibility study for the development of a French first language public daycare in Hay River is under way. This study is being done in partnership with the CDÉTNO.
 - c. Parents have begun fundraising for the future construction project that will include a gymnasium, classrooms for the high school as well as language classes, daycare spaces and an auditorium at École Boréale. These spaces (gymnasium and auditorium) would be accessible to citizens and groups of the Town of Hay River as well.
 - d. Discussions regarding the development of further spaces under the gymnasium at École Allain Cyr will begin.
- 2) We will continue to encourage student recruitment and retention with the goal of increasing enrolment.
 - a. CSFTNO will work collaboratively with department staff to improve the Ministerial Directive on the Admission of Students in Francophone Schools, as well as to simplify the Request for Admission process that is presently onerous.
 - b. Adding important new programming in each school is already in progress.
 - c. Increasing the scope of our promotional activities will occur with the filling of our vacant position at the education council office and the development of targeted communications plans.

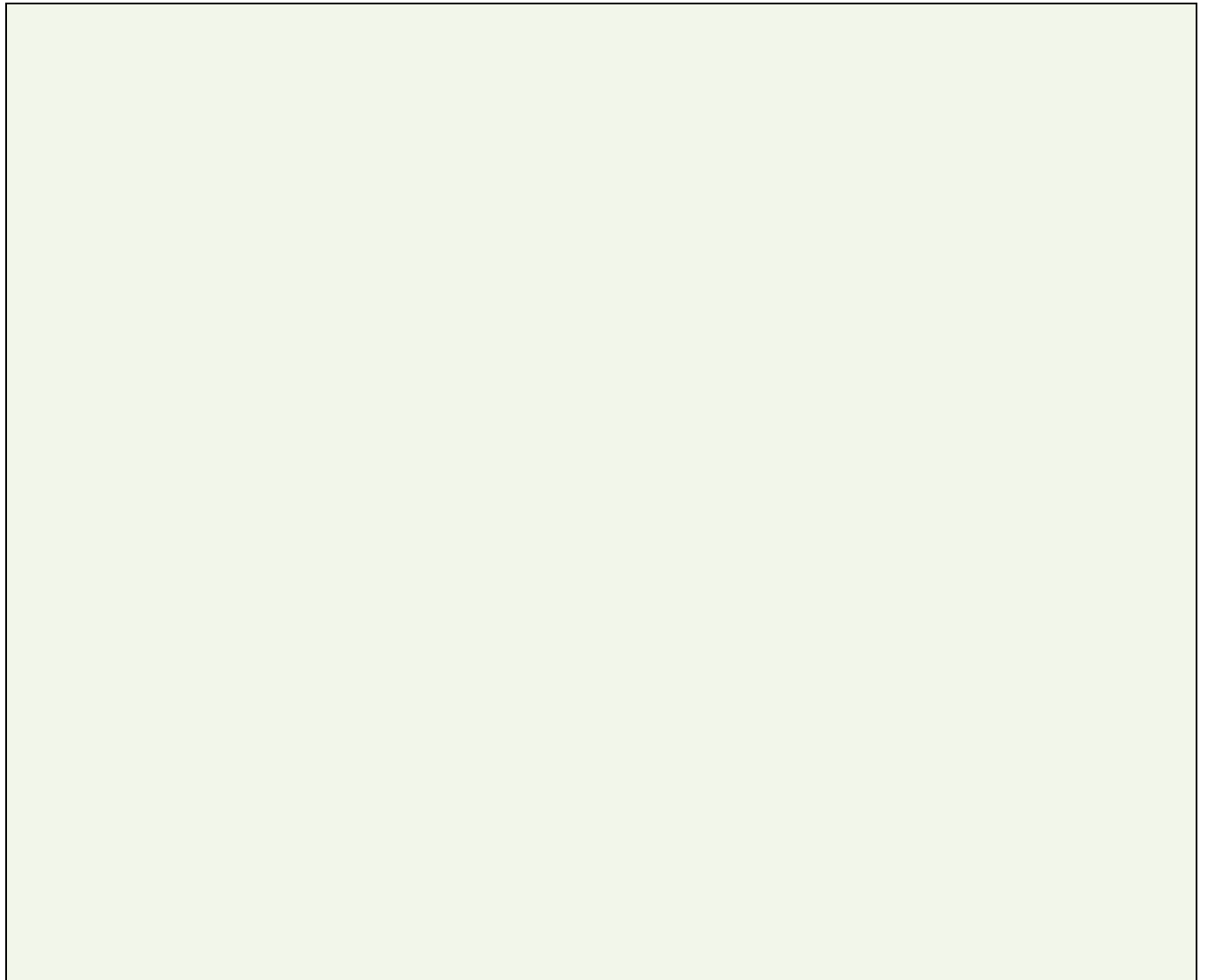
Priority 5: Manage the CSFTNO's resources fairly, effectively and transparently.

- 1) The Governance Model of the CSFTNO has been revised. All policies have been rewritten. The tweaking of certain policies and assuring that all of the new versions are on the CSFTNO website, as well as their translation, will be completed in 2019-2020. Ensuring that all board agendas and minutes are available on CSFTNO's website in both official languages will be ongoing.
- 2) Staying focussed on results and continued improvement will continue to be our focus.
- 3) Our strategy to develop leadership in the CSFTNO will be ongoing in 2019-2020.

Annual Report - Executive Summary

The Commission scolaire francophone TNO's Annual Report for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:



1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body’s:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

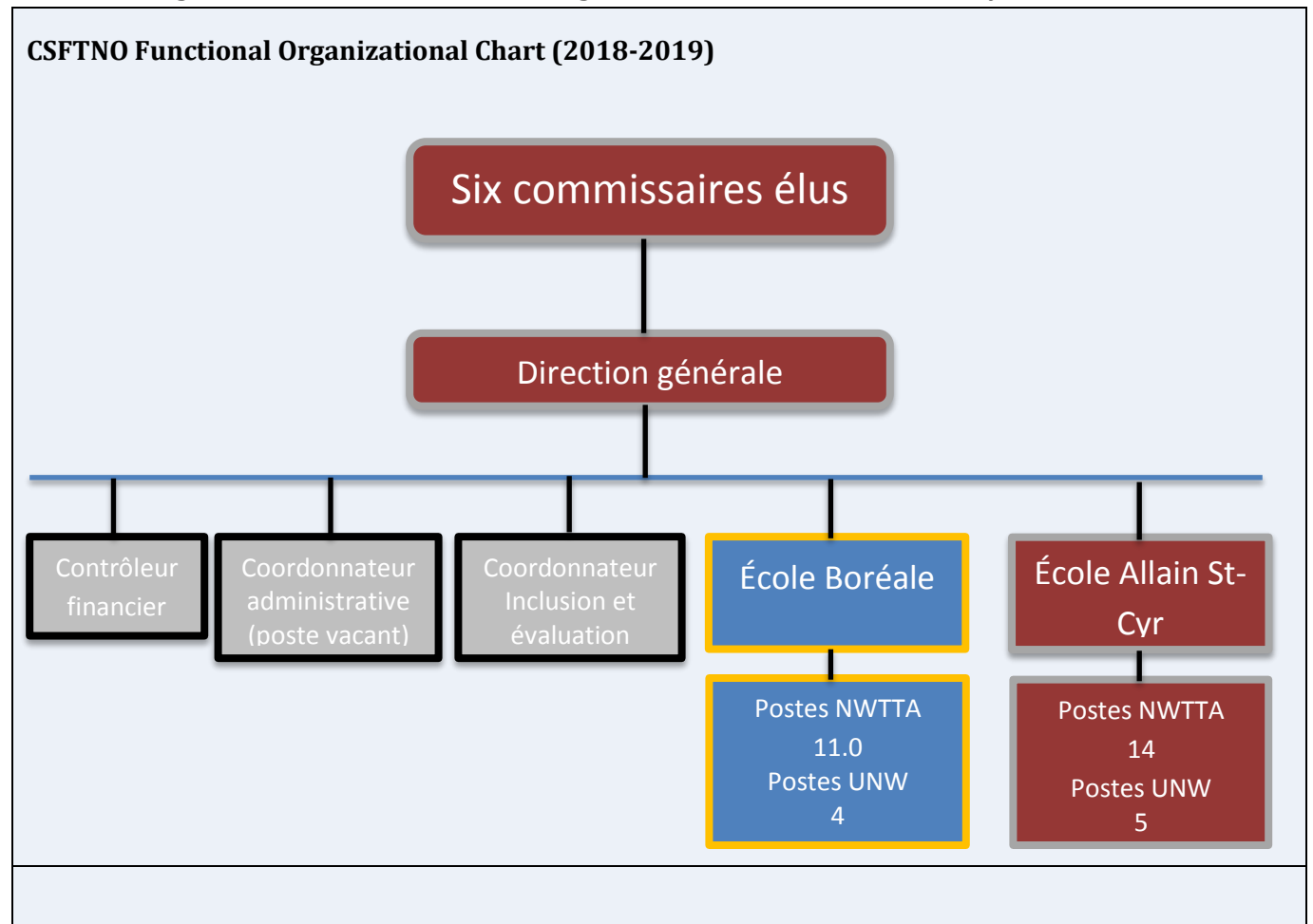
Governance of Education Bodies

The following table details key aspects of the governance structure and processes, such as elections membership terms, current membership:

<p>CSFTNO was established in November 2001 as a non-profit organization.</p> <p>The CSFTNO’s DEC consists of six elected members: three from Yellowknife and three from Hay River. The last election was held in October 2018. Board members may run for a second term. They have to be re-elected for the next three-year term. Presently, there is discussion about moving from a three-year term to a four-year term to align with the municipal elections. No decision has yet been made.</p> <p>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.</p> <p>There are six elected members, three members from Yellowknife (Simon Cloutier, Chair; Jean de Dieu Tuyishime and Marie-Ève Martel) and three members from Hay River (Sarah Poitras, Vice-Chair; Nicole Fournier and Michael St-Amour).</p> <p>The superintendent is Yvonne Careen.</p> <p><i>The CSFTNO’s</i> 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.</p> <p>Besides the superintendent, there are two employees at CSFTNO’s DEC office; a Financial Comptroller (Marc Akpoé) and the Coordinator of Inclusion and Assessment (Mathieu Gagnon). In July 2019, we plan to fill the vacant Office Coordinator position.</p>
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Functional Organizational Chart

The following table details the functional organization of the Education Body:



Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Type of Training	Audience Intended (DEC/DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Political Canvassing	DEC	How to better use your voice as a trustee	November 30, 2019		
Strategic Plan – How and Why?	DEC	In preparation for the development of the new strategic plan	December 1, 2019		
Action Plan to Support Strategic Plan	DEC	Implementation Strategies	May 30, 2020		

Education Body 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”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
Monday, September 16, 2019	DEC Office		
Monday, October 21, 2019	DEC Office		
Monday, November 18, 2019	DEC Office		
Saturday, November 30 Sunday, December 1, 2019	ÉASC - Retreat		
Monday, December 8, 2019	DEC Office		
Monday, January 20, 2020	DEC Office		
Monday, February 17, 2020	DEC Office		
Monday, April 20, 2020	DEC Office		
Wednesday, May 20, 2020	DEC Office		
Saturday, May 30 Sunday, May 31, 2020	ÉASC - Retreat		
Monday, June 15	DEC Office		

School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Total Number of Schools in District	2	Total Anticipated Student Head Count	240
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School Name	Community	Grades Offered	Programming Highlights
École Allain St-Cyr (ÉASC)	Yellowknife	JK to Grade 12	French First Language English Language Arts beginning in Grade 3 (New – used to be from Grade 4) Physical Education (JK to Grade 12) Music (Primary) Arts (Secondary) Technology (Grade 1 to 10) Options (Grade 4 to 10) Entrepreneurship (New)
École Boréale (ÉB)	Hay River	JK to Grade 12	French First Language English Language Arts beginning in Grade 3 (new – used to be from Grade 4) Physical Education (JK to Grade 12) Music (Primary) Arts (Secondary) Technology (Grade 1 to 10) Options Entrepreneurship (New)

Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics.

CSFTNO consists of 2 schools that will house approximately 240 students in 2019-2020 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 to the workplace.

School	Community	Grades Offered	Enrolment (FTE)	Teaching Staff (PY)
École Allain St-Cyr	Yellowknife	JK - 12	129.5	14
École Boréale	Hay River	JK - 12	93	11

School	Community	Student Support Plans and IEP		Support Assistants (PY)
École Allain St-Cyr	Yellowknife	57		2
École Boréale	Hay River	41		2

School	Community	Indigenous Students (%)		
École Allain St-Cyr	Yellowknife	6 %		
École Boréale	Hay River	28%		

Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention.

School	Community	Average Length of Employment	Number of 1st Year Teachers	Number of Teachers with Full Experience
École Allain St-Cyr	Yellowknife	8 years	2	6
École Boréale	Hay River	5 years	0	6

School	Community	Number of Teachers from the Region or NWT		
École Allain St-Cyr	Yellowknife	0		
École Boréale	Hay River	0		

Teacher Recruitment and Retention

For the 2019-2020 school year, teacher recruitment went well. Following individual interviews in mid-January, we had a very good grasp of which teachers were leaving our employ. We were able to advertise early in March and our teaching positions (5 new) were filled by the beginning of April. We were able to hire quality teachers that had profiles that matched exactly what we were looking for, a rarity, but very welcome.

As for future years, time will tell. There is interest for our francophone schools. We hosted two student teachers from the Faculté St-Jean in Edmonton in 2018-2019. Their positive experiences helped spread the word that the CSFTNO has two quality schools. Teaching conditions in the NWT also help us with recruitment.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

The following table details regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional priorities and goals:	Priority 1: Support and facilitate the improvement of each student's performance, well-being and overall success. CSFTNO has set targets for the 2019-2020 school year in each dimension of our strategic plan. Student data gathering and tracking will be a priority in 2019-2020 to ensure that our targets in literacy and numeracy are met.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of students scoring at the acceptable level on the Grade 6 and 9 English AAT	80%		
% of students scoring at the acceptable level on the Grade 6 and 9 Math AAT.	80%		
Improve attendance. % of students attending 95% or more.	100%		
% Increase in enrollment via retention and recruitment	10%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following table details regional priorities and goals, and connections to Departmental priorities, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and departmental priorities, for the school year.</p>	<p>Each school will develop a School Improvement Plan that aligns with CSFTNO and departmental priorities.</p> <p>École Boréale: <u>Priorité 1:</u> <u>Priorité 2:</u></p> <p>École Allain St-Cyr: <u>Priorité 1: Bien-être</u> Primaire: 95% des élèves et des parents respectent les valeurs alimentaires établies par l'école Secondaire : 95% des élèves qui mangent à l'école respectent les valeurs alimentaires établies par l'école <u>Priorité 2 : Lecture</u></p> <ul style="list-style-type: none"> ● En juin 2020, 75% des élèves suivant un programme régulier atteindront le niveau 12 en 1ère année, le niveau 23 en 3e année et 90% le niveau 30 en 6e année avec la trousse d'évaluation GB+. ● En juin 2020, 100% des élèves suivant un programme régulier en français auront une note supérieure à 70% dans l'AAT (Alberta Achievement Test) en lecture de la 6e année. ● En juin 2020, 100% des élèves suivant un programme régulier en français auront une note supérieure à 80% dans l'AAT (Alberta Achievement Test) en lecture de la 9e année. ● En juin 2020, 90% des élèves suivant un programme régulier en anglais auront une note supérieure à 65% dans l'AAT (Alberta Achievement Test) lecture de la 6e année. ● En juin 2020, 100% des élèves suivant un programme régulier en anglais auront une note supérieure 75% dans l'AAT (Alberta Achievement Test) lecture de la 9e année. ● En juin 2020, 80% des élèves suivant un programme régulier en
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	<p>français auront une note de 3 ou plus dans les CAP de lecture de la prématernelle à la 6e année.</p> <ul style="list-style-type: none"> • En juin 2020, 80% des élèves de maternelle suivant un programme régulier réussiront la section lecture alphabet (26/26) de l'évaluation Brigance. <p>We will continue our work in literacy by including regular collaboration meeting times bi-weekly for our Professional Learning Communities (PLCs) and by continuing to work with our facilitator from Solution Tree. In numeracy, we will continue to work with our instructional coach.</p> <p>In 2019-2020, we will continue to tweak the two complete T & L sequences, and we will complete the final two sequences.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with ECE priorities and goals.	100%		
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic, and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following table details the region's approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Annual School Reviews.</p>	<p>CSFTNO will hold a public meeting annually to consult parents and community members regarding the goals and plans for the school program for the next school year. CSFTNO will monitor, evaluate and direct the delivery of school programs to assure the highest possible education standards in its school. CSFTNO will evaluate school program plans and provide direction with respect to those plans. They will include: school improvement plans and classroom plans. Consultations with students, parents and community members will be ongoing. School will study and analyze learning outcome standards and the effectiveness of school processes to maximize learning outcomes. CSFTNO will complete an annual report and school improvement plans will describe educational outcomes and actions to improve school performance.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012).

The following table details the region's approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to the completion of Staff Evaluations .	In the spring, principals complete the evaluation cycle. In June, knowing their staff composition for the following year, principals identify which teachers and PSTs will require formal evaluations. Principals keep an ongoing list that is consistent with the Ministerial directive outlined above. This list is revisited and adjusted every June in preparation for the following school year.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
Number of teachers and PSTs formally evaluated in the school year.	10		
Number of principal and assistant principals formally evaluated in the school year.	2		
Number of Education Body School Support Consultants formally evaluated in the school year.	1		
Number of Superintendents and Assistant Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers' Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following table details the region's training and in-service plan, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>In 2019-2020, CSFTNO staff will focus on creating coherence through clarity throughout the organization. August 28 and 29, 2019, the focus will be on setting the stage for the upcoming school year. Our activities will focus partially on the operational, but mostly on setting common expectations in literacy and numeracy and improving instructional practices.</p> <p>In 2018-2019, we created a Student Exit Profile. Looking forward, we will introduce and/or strength skills and competencies. The intention is to build bridges by offering new programming or refining existing programming to allow our students to acquire the skills, competencies and character traits described in our Student Exit Profile.</p> <p>Our Training and In-Service align perfectly with our regional priorities and those outline by the Department of Education.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on departmental priorities	100%		
% of administration days dedicated to training and in-service.	100%		
% of collaborative STIP time dedicated to regional priorities	100%		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the region’s role of their Literacy Coordinator, the relevance of the position to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional Literacy Coordinator role and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>CSFTNO already has a regional literacy framework. The literacy coach in each school will continue to collaborate with teachers by offering them help in implementing the most effective teaching strategies and ensuring that CSFTNO regional literacy framework is lived in each classroom. Where the Literacy in the Disciplines approach is concerned, individual teachers will continue to further their knowledge of these best practices. We may, through the assistance of ECE, offer a form of professional development to our teachers, if the dates coincide with our calendar.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	1		
Regional Literacy Action Plan in place for the school year.	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following table details the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>Ensuring that every student arrives at school ready and able to learn means that they have had a good start to their day and that they've had breakfast, have healthy snacks and a lunch. Our schools don't offer a complete breakfast program, but snacks are set out every morning for the students that may not have had breakfast. On an individual basis, we will ensure that the students needing more sustenance have access to a fuller meal. Lunches are made available to students in need. Several times a year, hot lunches are served, as a fundraising project, or just as a means to introduce a new fruit or vegetable. Several times a year, elders come into our schools and cook traditional meals such as fish or moose stew and bannock or berry muffins.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, <i>if applicable</i> .	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Planning	Achieved Results	Explanation for variance
Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i>	ÉASC	Open Cupboard Snack plates/bowls Care Packages		
	ÉB	Open Cupboard Snack plates/bowls Care Packages		
Total number of days and months program is offered in each school.	ÉASC	5 days/10 months		
	ÉB	5 days/10 months		
Approximate Total Number of children and youth served each day.	ÉASC	100% have access		
	ÉB	100% have access		

Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following table details the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

SSI Project Proposal Summary	We will again focus on our Professional Learning Communities. We have developed four teaching and learning sequences and have assembled all of the pertinent resources at each grade level from JK to grade 8. In each learning sequence, there are three components: reading, writing and grammar. We will continue to work with our facilitator from Solution Tree. Our facilitator will work with us via Internet and continue to work with our literacy coaches to add the writing and grammar components to our final two learning sequences. We have witnessed marked improvement in this area, which also has a positive effect in all other subject areas.
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region that participate in SSI PD activities.	100%		
% of support staff from across the region that participate in SSI PD activities.	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following table details the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to integration of evidence-based healthy relationship programming .	<p>At the CSFTNO, we have been using Vers le Pacifique for a number of years from kindergarten to grade 6, and more recently, from JK to grade 6. We will continue to use this program next year. It is a program that focuses on conflict resolution, however, it includes components of healthy relationship building.</p> <p>From Grade 7 to 9, we will introduce the Fourth R – Healthy Physical Education Program.</p> <p>From Grade 10 to 12, we will introduce the Fourth R – Healthy Relationships Plus Program.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK-3 students.	0%		
Number of schools offering LEADS to grade 4-6 students.	0%		
Number of schools offering the Fourth R to grade 7-9 students.	100%		
Number of schools offering HRPP to grade 10/11 students.	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used (if applicable).	ÉASC	Vers le Pacifique JK to Grade 6		
	ÉB	Vers le Pacifique JK to Grade 6		

Second Language Education

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.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

School Name	Language of SL Instruction <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)</i>	Type of SL Instruction <i>(core, immersion, intensive)</i>	Grades of SL Instruction	Frequency of SL Instruction <i>(min/week)</i>	Actual Frequency of SL Instruction <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
ÉASC	English	Regular	Gr. 3 - 12	Grade 3 - 9 160 min Grade 10-12 200 min		
ÉB	English	Regular	Gr. 3 - 12	Grade 3 - 9 160 min Grade 10-12 200 min		

** One row per Language/per school*

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.0	1.0			

Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
ÉASC	1.09	1.09			
ÉB	1.00	1.0			
TOTAL	2.09	2.09			

Wellness Counsellors

Wellness counsellors are trained and licensed professionals who provide mental health, behavioural or emotional assistance to individuals in need.

The following table details the number of allocated, budgeted and actual Wellness Counsellors in place to provide mental health, behavioural or emotional assistance to individuals in need, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
ÉASC	0.25	0	Attached to a high school teacher's salary and time for counselling in his timetable.		
ÉB	0.25	0	Attached to a high school teacher's salary and time for counselling in her timetable		
TOTAL	0.50	0			

* Please note that the following regions do not receive this funding as they receive services from the CYCC Initiative and thus do not have to report in this section: BDEC, DDEC, SDEC and TCSA.

Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Community	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
Yellowknife	2.02	2.0			
Hay River	1.45	1.0	It is very difficult to hire an SA at 0.45. We will consider needs at the beginning of the school year and reassess.		
TOTAL	3.46	3.0			

Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$22,376	\$22,376			

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training	Audience Intended (PSTs / Educators / Support Assistants / Principals)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Inclusive Schooling Strategies for SA	Support Assistant	Explorer des techniques ou stratégies reconnues efficaces pour appuyer les jeunes en difficulté à l'école.	Edmonton February 2020		
SLP S Language Strategies for Teachers and SA	PST Teachers SA	Facilitating Oral language Development	December 2019 and May 2020		
Tienet Training for new Teachers	PST Teachers SA	Tienet Training for new Teachers and refresher for all others.	August 2019		

		Development and Implementation of support plans.			
Supporting IS in Hay River by RISC	Principal, new teachers and SA	RISC visits to École Boréale to meet and support staff regarding IS.	8 visits during 2019 schoolyear		
Provide Training for assistive Technologies as needed	Teachers and SA	Update on new technology available for teachers. Training with new software or new online tools.	Visits as needed		

The following table details the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to Inclusive Schooling Professional Development and relevance to regional and departmental priorities, for the school year.	<ul style="list-style-type: none"> ● Provide training in August and as needed to increase knowledge of Tienet platform ● Provide training in August to inform staff about development and implementation of support plans and IEP ● Provide training to increase knowledge around Self-Regulation ● Provide training to increase knowledge around RTI
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of educators that have been trained on developing and implementing IEPs this year.	20%		

% of educators that have been trained on developing and implementing SSPs this year.	100%		
% of educators that have been trained on the use of flexible strategies this year.	100%		
% of educators that have been trained on the School-based Support Team process this year.	100%		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%		
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%		
% of educators that have been trained on Assistive Technology this year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments/Requests for Support for the region			

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)

Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	Total Over / Under Allocation (\$)
\$28,694			

Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
ÉASC	\$17,948	\$17,948	For the 2020-2021 school year, a CYCC will be affected to ÉASC. This allocation will fund a portion of the salary of a teacher identified to take on the Counselling position.		
ÉB	\$16,982	\$16,982	This funding allocation will partially offset CSFTNO's commitment to support one of its SA to further her studies in order for her to qualify as a CYCC in the 2022-2022 school year.		
TOTAL	\$34,930	\$34,930			

Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following table details the region's approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.</p>	<ul style="list-style-type: none"> • Beginning of year, one-on-one meeting between PST/Teacher to present every SSP and IEP (new classroom assignment). Making sure that proposed student supports align with the goals stated in the plans. • September meeting between PST/teacher to review and adapt every SSP and IEP making sure that student supports are realistic, manageable and that they align with the goals stated in the plans. • January meeting between PST/teacher to review and adapt every SSP and IEP and to make sure that student supports are still appropriate and that they align with the goals stated in the plans. Adjust, add or delete, as necessary. • Through coaching sessions with selected teachers, the PST checks in to make sure that the student supports are aligned with the goals stated in the plans.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	80%		
Number of students not able to participate in the Common Learning Environment in their home community.	0		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%		

% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	0		
Number of times per month that the RISC meets with PSTs via video/phone conference?	4		
Number of times per year that the RISC meet with the PSTs in person	10		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.	The principal in each school will support teachers and support assistants in arranging time for flexible instructional strategies. They will schedule, allocate resources as per needs and lead staff development with the assistance of the Regional Inclusive Schooling Coordinator.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of principals who ensure that a student’s instruction is primarily provided by the classroom teacher within the common learning environment.	100%		
% of classroom teachers who will meet with the PST at least once a month.	100%		
% of support assistants who will meet with PST at least once a month.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities.	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region	

School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students' needs and to reduce barriers to students' success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following table details the region's approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.	<ul style="list-style-type: none"> ● RISC provides training PSTs about the 30 minutes meeting plan in August ● RISC set dates and attend first 3 meetings with PSTs ● All meetings notes are recorded in a Google Drive File shared with RISC ● SBST are discussed at every PST/RISC face to face
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100%		
% of teachers who know how to access the SBST	100%		
% of schools that are using a referral process to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	ÉASC	1/month 2 hours (3 cases)		
	ÉB	1/month 2 hours (3 cases)		

Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the NWT *Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following table details the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.	<ul style="list-style-type: none"> • All plans are created before school starts in August from records of previous year. • In September, PSTs meets with every teacher to review all plans in every class. • Every teacher has the responsibility to follow the “Procédure des plans de soutien et PÉI – CSFTNO” in which specific dates and procedures are detailed.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for student requiring them in consultation with parents.	100%		
% of teachers completing IEPs for student requiring them in consultation with parents.	100%		
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	100%		
% of parents participating in developing IEPs for those students requiring them.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST's time should be devoted to **teacher support activities**
- no more than 25% of the PST's time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region's approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	<ul style="list-style-type: none"> • Beginning of year face to face meeting with all PSTs about expectations of time usage • New PST - additional face to face training about expectation of time usage in NWT schools • Sharing the PST menu in <i>Exploring Inclusive Pedagogies</i> (Schnellert, L. February 2019, p.22) • Time use and schedules are discussed at every face to face PST/RISC meeting • Schedules are shared with RISC via Google Drive
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide centralized leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
0.25	0.25			

Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
ÉASC	\$30,300	\$30,300			
ÉB	\$32,700	\$32,700			
TOTAL	\$63,000	\$63,000			

Building the School-Community Relationship

Building the School-Community Relationship depends on schools' recognition that communities have many assets and much to offer the education system. It is important for school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment.

The following table details the region's approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to build the school-community relationship in all schools.	CSFTNO schools have had working relationships with the local Indigenous community. Our schools, located in two very different communities, Yellowknife and Hay River, have two very different working relationships with their local Indigenous groups. In Yellowknife, ÉASC has built a relationship with Kalemi Dene. ÉASC also participates in camps organized by Yellowknife Education District 1. In Hay River, ÉB has developed relationships with the K'atl'deèche First Nation and with the Métis Alliance. Human resources and access are much more readily available in Hay River than they are in Yellowknife. CSFTNO and its schools will continue to build these relationships in 2019-2020 by reaching out to Kalemi Dene and Kaw They Whee staff, as well as Yellowknife Education District 1 and Yellowknife Catholic Schools in Yellowknife. In Hay River, CSFTNO will continue to reach out to the South Slave Métis Alliance and K'atl'deèche First Nation as well as individual elders.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	100%		
% of schools with Elders in Schools programming	100%		
% of schools hosting community gatherings rooted in local cultures	100%		
Areas of Strength for the region			

Areas for Development for the region				
Additional Comments for the region				
School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school <i>(i.e. Part-time/full-time/project or event specific)</i>	ÉASC	Cooking (once a month), sewing (a few times a year) art projects (once a month)		
	ÉB	- Traditional cooking lessons (once a month) - Storytelling (once a month) - Fish filleting (once a year) - Ice fishing (a few times a year)		
Type of activities provided through Elders in Schools <i>(description/grades)</i>	ÉASC	- Grades 1 to 6 Guest Elder will be invited to speak of DENE laws - All grade levels up to Grade 12 Storytelling, and making jewelry		
	ÉB	- Cooking lessons for senior high students. - Ice fishing for elementary students. - Story telling for JK/K & primary students.		
Type and frequency of school-community	ÉASC	Dance, including Drum Dance		

gatherings (family fun nights, feasts, etc.) offered to build school-community relationships		(once per year) Theatrical production – Indigenous theme Spaghetti supper – include bannock Reading in tents in the evening in pyjamas – selection of books Indigenous themes		
	ÉB	- Music Night once a year-invite special guest/elder - Meet the Teachers Night once a year – invite elders - Art Day once a year – elders will teach -Student/parent buddy reading once a month – selection of books Indigenous themes - Christmas lunch once a year – include regional Indigenous foods		

Strengthening Training for Northern Educators

Strengthening training for Northern educators is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following table details the region's approach to Strengthen Training for Northern Educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthen training for Northern Educators, including the % of current teachers who have received Residential School Awareness training.</p>	<p>100% of staff will attend two Cultural Orientation days, one at the beginning of the school year, and another in mid-year.</p> <p>13 of 22.5 staff at ÉASC have already received training (Blanket Exercise) 12 of 16 staff at ÉB have already received training (Blanket Exercise)</p> <p>With the help of the Indigenous Languages Secretariat staff, we will offer workshops and in-services.</p> <p>CSFTNO will encourage all of its new to the North teachers to attend the New to the North Teachers' Conference in August 2019.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)	ILE workshop: 100% Cultural Orientation : 100%		
% of schools holding Teacher Cultural Orientation Days	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participants	ILE workshop (blanket exercise): whole staff. Residential school survivor's presentations to students and staff (4 staff members).		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	ÉASC	School action plan: 100% Blanket Exercise Canoe Excursion On-the-land activities with elders: 100%		
	ÉB	School action plan : 100% Dene Kede review: 100% On-the-land day with local elders: 100%.		
Number of local resource people involved in planning and delivering Cultural Orientation Days.	ÉASC	3		
	ÉB	3		

Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following table details the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)	CSFTNO doesn’t currently offer Our Languages Curriculum instruction in its schools, nor has it invested in a whole school approach to Indigenous language use. The Superintendent and Principals will meet with ILE Staff early in the school year to discuss what approach to use in our francophone schools and what is possible to be in compliance with this directive by 2021.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	0%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	0%		
% of schools offering Indigenous language training and support to all staff members.	0%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	0%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Initiatives in place to promote a Whole School Approach to Language Use.	ÉASC	<ul style="list-style-type: none"> - Dene Wiiliideh Word wall. - Dene Wiiliideh word of the month. 		
	ÉB	<ul style="list-style-type: none"> - Dene Zhatié Word wall. - Dene Zhatié word of the month. 		

Indigenizing Teaching & Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)</p>	<p>At this point, with all of the other priorities that CSFTNO has, it has not focused on Indigenizing Teaching and Learning Practices as such. We are positive that by the nature of the teaching profession and the qualities often demonstrated by school staff, that our staff members already practice Indigenous Teaching and Learning Practices. We have just not stopped and considered specifically how to identify them as such. CSFTNO will be asking for the assistance of the ILE Staff to assist us in this area.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.</p>	<p>In-service on best practices to develop Indigenizing teaching and learning by school in the context of French first language schools</p>		
<p>% of schools planning to implement Indigenous Teaching and Learning Practices.</p>	<p>100%</p>		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Indigenous teaching and learning practices focused on in each school (spiral, holistic, experiential and/or holistic).	ÉASC	Holistic: Sharing circle - Cooperation circle for problem solving.		
	ÉB	Holistic: Sharing circle - Cooperation circle for problem solving.		

Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional plan to Indigenize Content for Curricula and Programming (Required 2021)	Dene Kede provides educators with the foundation required to develop long range plans, unit plans, and in future, Indigenous community plans. At CSFTNO, we are experiencing greater staff turn-over. We need to reinvest in professional development to ensure that teachers are actively implementing Dene Kede.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.	Inservice on Dene Kede at the beginning of the year		
% of schools focused on Indigenizing content for curricula and programming.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively Indigenizing content for curricula and programming.	ÉASC	100%		
	ÉB	100%		

Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region's approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to offer key cultural experiences	<p>Our approach to offering key cultural experiences varies between schools as Yellowknife is quite different from Hay River.</p> <p>Our main activity is our annual Leadership Camp. In 2019-2020, it will take place in Yellowknife and is for students in Grade 7 to 9 from both schools. It will highlight elders who have specialties in varying areas.</p> <p>Other culture camps take place at each grade level, for example: Grade 1: Berry picking and related activities Grade 2: Duck camp Grade 3: Dog sledding Grade 5: Canoe camp Grade 8: Fish Camp</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100%		
% of schools with Key Cultural Experiences that include full staff participation.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Frequency of relevant and authentic key culture experiences. (Grade/daily or weekly or monthly etc.)	ÉASC	Monthly		
	ÉB	Monthly for each grade level.		
Type of Key Cultural Experiences provided	ÉASC	Visits to Kalemi Dene School and vice versa, Culture Camps organized by Yellowknife Education District 1 and participation in the NWT Archery Championship		
	ÉB	Visits to Chief Sunrise School and vice versa, winter trapping camp, spring beaver camp, Fishing camp, traditional games program & Championships, traditional cooking, canoe camp, storytelling.		
% of schools that involve community		100%		

members who are not a part of regular school staff in Key Cultural Experiences.				
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Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Yellowknife	\$14,024	\$14,024				
Hay River	\$13,941	\$13,941				
TOTAL	\$27,965	\$27,965				

Appendix B: Operating Plan - Operating Budget

1. Consolidated

Department of Education, Culture & Employment Council/District Approved 2019-2020 Budget

Commission scolaire francophone - TNO Statement of Operations - (Schedule 1) Annual Budget - Consolidated

	2019-2020 Budget	2018-2019 Approved Budget	2018-2019 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	4,785,571	4,207,035	4,467,057
Indigenous Languages Contributions	0	0	0
French Language Contributions	1,152,850	1,152,850	1,152,850
ECE Other Contributions			
Sub-Total ECE	5,938,421	5,359,885	5,619,907
GNWT Other Contributions	121,200	50,000	206,635
Total GNWT	6,059,621	5,409,885	5,826,542
Federal Government Jordan's Principle	351,042	59,500	160,372
Federal Government Other	52,327	24,250	
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	25,000	10,000	26,554
Donations			
Other			
Total Generated Funds	25,000	10,000	26,554
TOTAL REVENUES	6,487,990	5,503,635	6,013,468
<u>EXPENSES</u>			
Administration (see Schedule 2)	767,798	571,795	761,824
School Programs (see Schedule 2)	4,267,742	3,863,068	4,026,178
Operations and maintenance (see Schedule 2)	0		
Inclusive Schooling (see Schedules 2&3)	1,236,041	971,435	1,126,976
Indigenous Languages and Education (see Schedules 2 & 4)	138,805	126,207	162,830
Student/Staff Accommodations (see Schedule 2)			
Debt Service			
Other			
Sub-Total Expenses Before Amortization	6,410,386	5,532,505	6,077,808
Amortization (see Schedule 6)			
TOTAL EXPENSES	6,410,386	5,532,505	6,077,808
ANNUAL OPERATING SURPLUS (DEFICIT)	77,604	-28,870	-64,340
ACCUMULATED SURPLUS (DEFICIT) OPEN *	-75,664	17,546	-11,324
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	1,940	-11,324	-75,664

2. DEC Details of Expenses

Commission scolaire francophone - TNO Consolidated Expenses - (Schedule 2) Annual Budget

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/ Cultural Programs	Student/Staff Accommodation	Total
<u>SALARIES</u>							
Teachers' Salaries		2,791,034			36,353		2,827,387
Regional Coordinators (RISC/RILE)				139,633			139,633
Program Support Teachers				222,261			222,261
Wellness Counsellors				29,836			29,836
Support Assistants		119,143		566,511			685,654
Indigenous Language Instruction					48,000		48,000
Cultural Resource Staff					3,000		3,000
Elders in Schools					5,500		5,500
Non Instructional Staff	311,658	393,667					705,325
Board/Trustee Honoraria	35,000						35,000
<u>EMPLOYEE BENEFITS</u>							
Employee Benefits/Allowances	95,919	540,629		155,759	5,987		798,293
Leave And Termination Benefits	98,000						98,000
<u>STAFF DEVELOPMENT (Including Travel)</u>							
	34,850			19,000			53,850
<u>SERVICES PURCHASED/CONTRACTED</u>							
Professional/Technical Services							0
Postage/Communication	12,171	12,408					24,579
Utilities							0
Heating							0
Electricity							0
Water/Sewage							0
Travel		17,000			12,000		29,000
Student Transportation (Busing)		65,000					65,000
Advertising/Printing/Publishing	5,000						5,000
Maintenance/Repair		44,581					44,581
Rentals/Leases	36,554						36,554
Other Contracted Services	108,182	107,780		88,467			304,428
<u>MATERIALS/SUPPLIES/FREIGHT</u>							
Assistive Technology							0
Materials	30,465	176,500		14,575	27,965		249,505
Freight							0
<u>DEBT SERVICE</u>							
							0
<u>OTHER</u>							
							0
SUB-TOTAL OF EXPENSES BEFORE AMORT	767,798	4,267,742	0	1,236,041	138,805	0	6,410,386
<u>AMORTIZATION</u>							
							0
TOTAL	767,798	4,267,742	0	1,236,041	138,805	0	6,410,386

3. Inclusive Schooling

Department of Education, Culture & Employment Council Approved 2019-2020 Budget

Commission scolaire francophone - TNO Inclusive Schooling - (Schedule 3) Annual Budget

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	139,633		139,633
Program Support Teachers	222,261		222,261
Wellness Counsellors	29,836		29,836
Support Assistants	566,511		566,511
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances	155,759		155,759
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	19,000		19,000
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services			0
Student Transportation (Busing)*			0
Other Contracted Services	88,467		88,467
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology			0
Materials	14,575		14,575
Freight			0
TOTAL	1,236,041	0	1,236,041

4. Indigenous Language and Education

Department of Education, Culture & Employment Council Approved 2019-2020 Budget

Commission scolaire francophone - TNO Indigenous Languages and Education - (Schedule 4) Annual Budget

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<u>SALARIES</u>				
Regional ILE Coordinators	36,353			36,353
Indigenous Language Instruction	20,000		28,000	48,000
Cultural Resource Staff	3,000			3,000
Elders in Schools	5,500			5,500
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances	5,987			5,987
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services				0
Travel	12,000			12,000
Student Transportation (Busing)*				0
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services				0
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	27,965			27,965
Freight				0
TOTAL	110,805	0	28,000	138,805

5. 2019-2020 Person Years

Commission scolaire francophone - TNO Approved Person Years - (Schedule 5) Annual Budget

	<u>Person Years</u>
Administration Staff	2.00
Territorial Schools:	
Teachers	24.05
Consultants	0.43
Classroom Assistants	
Secretaries	2.00
Custodians	2.00
School Community Counsellors	0
Other - Specify	
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	2.00
Wellness Counsellors	0.27
Support Assistants	4.00
Other - Specify (Jordan Principle assistant)	5.00
Indigenous Languages and Education:	
Regional Coordinator	0.25
Indigenous Languages Instruction Staff	0.00
Other - Specify	
Total Person Years	<u>43.00</u>

6. Accumulated Surplus

Department of Education, Culture & Employment Council/District Approved 2019-2020 Budget

INPUT	YK1
CALCULATED	YCS
FORMAT	BOTH

Commission scolaire francophone - TNO Reconciled Accumulated Surplus - (Schedule 6) Annual Budget - Consolidated

	2019-2020 Budget	
TOTAL ACCUMULATED SURPLUS OPEN	-75,664	-75,664
Opening Balance Investment in Tangible Capital Assets	0	
Less : Amortization (enter negative)	0	
Plus : Capital acquisitions	0	
Plus : Debenture principal repayment	0	
Closing Balance Investment in Tangible Capital Assets	0	
Opening Balance LED Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	0	
TOTAL ACCUMULATED SURPLUS CLOSING		1,940
ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY		
	1,940	1,940
REPRESENTED BY:		
Opening Balance Operating Surplus	-75,664	
Plus : Annual Surplus (enter positive) or	77,604	
Less : Annual Deficit (enter negative)	0	
Amortization	0	
Capital acquisitions	0	
Debenture principal repayment	0	
Plus : Transfer from Investment In Capital Assets	0	
Plus : Transfer from (to) Decentralized Accumulated Surplus	0	
Plus : Transfer from (to) Capital Fund Reserve	0	
Plus : Transfer from (to) LED Reserve	0	
Closing Balance Operating Surplus	1,940	1,940
Opening Balance Decentralized Surplus	0	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Surplus	0	0
Opening Balance Capital Fund Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance Capital Fund Reserve	0	0

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan



Education Body Chair

June 25, 2019

Date



Superintendent

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Annual Report

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Cadre de responsabilisation en éducation

Commission scolaire francophone des TNO

Plan de fonctionnement

Année scolaire 2019-2020



Commission scolaire francophone
Territoires du Nord-Ouest

Plan de fonctionnement – Sommaire

Le plan de fonctionnement de la Commission scolaire francophone des TNO (CSFTNO) pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du gouvernement des Territoires du Nord-Ouest (GTNO) et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités de la Commission scolaire francophone des TNO pour la prochaine année scolaire.

L'encadré suivant résume les cibles et objectifs envisagés pour l'année scolaire à venir :

La CSFTNO entre dans la dernière année de son plan stratégique 2015-2020.

Priorité 1 : Appuyer et faciliter l'amélioration du rendement, du bien-être et de la réussite globale de chaque élève

En 2018-2019, nous avons élaboré un profil des élèves en fin d'études (PEFE) qui dresse la liste des habiletés, compétences et connaissances qu'un élève des écoles de la CSFTNO pourra avoir acquises à la fin de la 12^e année. En 2019-2020, notre objectif est de compléter le PEFÉ en achevant de créer un « tableau de bord » pour chaque école et un autre pour la CSFTNO afin de consigner nos données démographiques, les données sur les écoles et les données sur les organismes scolaires. L'équipe de direction de chaque école utilisera son tableau de bord pour peaufiner le plan d'amélioration de son école, et les données de la CSFTNO serviront à déterminer les priorités et à faire connaître les réussites. L'ensemble de ces données alimenteront notre nouveau plan stratégique.

En 2018-2019, nous avons entamé l'examen stratégique de notre offre de services. Après plusieurs mois de consultations auprès de tous les intervenants, le PEFÉ a vu le jour. Nous devons maintenant ajuster notre offre de services pour permettre aux élèves d'acquérir les habiletés, compétences et connaissances décrites dans le PEFÉ.

Voici les ajouts prévus dans les écoles pour l'année scolaire 2019-2020 :

- 1) Dans chaque école, un orienteur scolaire pour les élèves de la 9^e à la 12^e année, choisi parmi les membres du personnel, se verra accorder du temps pour cette tâche essentielle. Nous présenterons l'outil My Blueprint aux élèves de ces niveaux. L'orienteur nommé dans chaque école fera la liaison avec les conseillers en orientation affectés à nos écoles. Cette façon de faire constituera un essai pilote pour les deux écoles en 2019-2020.

- 2) L'ajout d'un poste d'enseignant dans chaque école nous permettra d'offrir des spécialités supplémentaires :
- a. Anglais : Bien que le MÉCF considère l'anglais comme une langue seconde, nous l'incluons parmi les cours réguliers. Nos élèves suivent six cours de langue de la 9^e à la 12^e année, et nous leur offrons le niveau 10-1, 20-1 et 30-1, aussi bien en français qu'en anglais. En 2019-2020, pour mieux répondre aux besoins des élèves, les deux écoles offriront des cours d'anglais à partir de la 3^e année.
 - b. Arts : Chaque école aura un programme d'arts dont les cours seront donnés par un enseignant spécialiste (musique, arts visuels ou théâtre, ou combinaison de ces disciplines).
 - c. Technologie : Chaque école aura des enseignants spécialistes de la technologie. Les compétences du 21^e siècle seront transmises dans l'ensemble des cours. Les enseignants spécialistes auront du temps pour donner des cours sur la citoyenneté numérique ou sur des technologies particulières et pour encadrer leurs collègues afin de leur permettre de mieux utiliser la technologie pour approfondir les apprentissages.
 - d. Apprentissage en profondeur : Le directeur général, les deux directeurs d'école, le contrôleur financier et le coordonnateur de l'intégration scolaire et de l'évaluation étudieront un livre (*Coherence, The Right Drivers in Action for Schools, Districts and Systems*, de Michael Fullan et Joanne Quinn), puis un autre, si le temps le permet (*Deep Learning, Engage the World, Change the World*, de Michael Fullan, Joanne Quinn et Joanne McEachen). L'étude du premier livre a pour objectif d'assurer une meilleure cohérence, d'abord à l'échelle du système, puis à l'échelle des écoles et des classes.
 - e. Chaque semaine, les élèves de la 4^e à la 10^e année pourront profiter de cours à options pour travailler sur des projets personnels.
 - f. Un programme d'entrepreneuriat sera intégré dans chaque école en partenariat avec le Conseil de développement économique des TNO (CDÉTNO).

Priorité 2 : Créer et nourrir l'espace francophone pour nos élèves

- 1) Nous continuerons à offrir aux élèves l'occasion de participer à des activités scolaires et parascolaires qui les aideront à explorer leur identité culturelle (Parlement jeunesse, Rencontres du Canada, conférence annuelle de l'Association canadienne de l'éducation en français [ACELF], etc.).
- 2) Nous continuerons à établir et entretenir des partenariats avec des organismes et des citoyens pour améliorer l'apprentissage de chaque élève.
- 3) Nous continuerons de promouvoir la valeur ajoutée de l'éducation en français langue première et de la dualité linguistique canadienne.
- 4) Nous continuerons à exposer nos élèves aux coutumes, aux croyances, à la culture et aux langues autochtones.

Priorité 3 : Encourager activement et soutenir la participation et l'engagement des parents et des familles

- 1) Nous continuerons à offrir aux parents un climat d'accueil chaleureux et respectueux.
- 2) Nous continuerons à aider les parents à soutenir l'apprentissage et la croissance de leurs enfants.
- 3) Nous continuerons d'assurer une communication ouverte et soutenue avec les parents.

Priorité 4 : Assurer la croissance continue et la vitalité de la CSFTNO

- 1) Nous continuerons à peaufiner notre stratégie pour garantir la croissance et la vitalité de nos écoles.
 - a. Un programme parascolaire a été créé à l'École Boréale. Nous poursuivrons cette initiative en partenariat avec l'Association franco-culturelle de Hay River (AFCHR).
 - b. En partenariat avec la CDÉTNO, une étude de faisabilité pour la création d'un service de garde public francophone à Hay River est en cours.
 - c. Des parents ont commencé à lever des fonds pour la construction d'un gymnase, de classes de secondaire et de langue, de locaux pour le service de garde et d'un auditorium à l'École Boréale. Les citoyens et groupes de la ville de Hay River pourront utiliser le gymnase et l'auditorium.
 - d. Nous entamerons des discussions sur la construction de nouveaux locaux sous le gymnase de l'École Allain St-Cyr.
- 2) Nous continuerons à favoriser le recrutement et la rétention des élèves afin d'augmenter le nombre d'inscriptions.
 - a. La CSFTNO travaillera en collaboration avec le personnel du Ministère pour améliorer la directive ministérielle sur l'admission des élèves dans les écoles francophones, de même que pour simplifier le processus de demande d'admission, actuellement fastidieux.
 - b. L'ajout de nouveaux programmes utiles et intéressants est déjà en cours dans chaque école.
 - c. La portée des activités de promotion s'étendra avec la dotation du poste vacant au bureau du conseil scolaire et l'élaboration de plans de communications ciblés.

Priorité 5 : Gérer les ressources de la CSFTNO de manière équitable, efficace et transparente

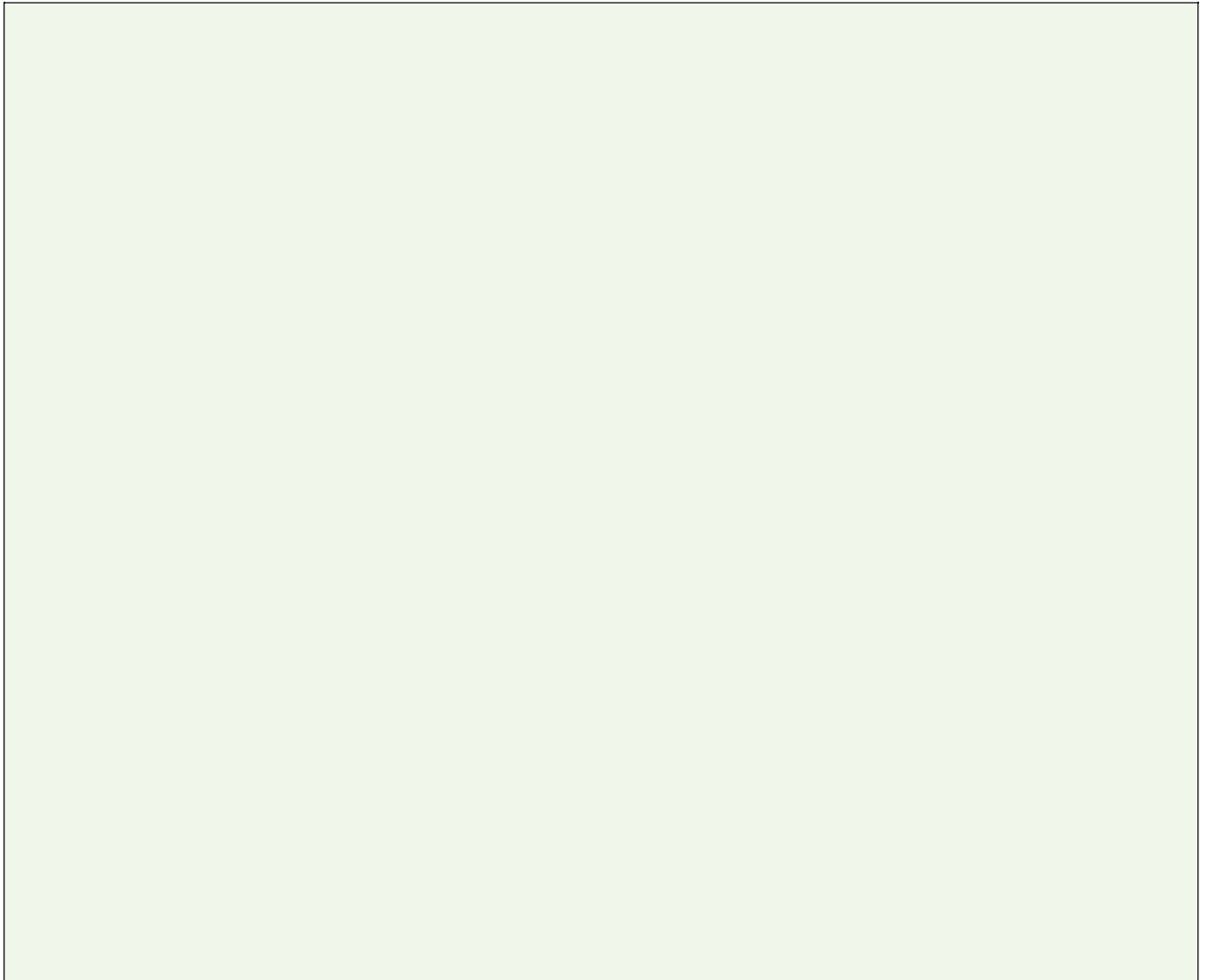
- 1) Le modèle de gouvernance de la CSFTNO a été revu et toutes les politiques ont été réécrites. Le peaufinage de certaines politiques et l'affichage des nouvelles versions et de leur traduction sur le site Web de la CSFTNO seront réalisés en 2019-2020. Nous continuerons à nous assurer que tous les ordres du jour et procès-verbaux du conseil d'administration sont affichés sur le site Web de la CSFTNO dans les deux langues officielles.

- 2) Nous continuerons à prioriser les résultats et l'amélioration continue.
- 3) Nous poursuivrons notre stratégie de développement du leadership à la CSFTNO en 2019-2020.

Rapport annuel – Sommaire

Le rapport annuel de la Commission scolaire francophone des TNO pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

L'encadré suivant résume les réussites et les points à améliorer pour la prochaine année scolaire :



1. Services administratifs et scolaires

Les services administratifs et scolaires regroupent l'ensemble des activités des organismes scolaires et des écoles, y compris la vision globale que se donnent les organismes scolaires :

- Structure de gouvernance
- Organigramme fonctionnel
- Plan de formation sur la gouvernance
- Horaires des réunions
- Profils des écoles
- Profils des élèves
- Profils des enseignants

Gouvernance des organismes scolaires

L'encadré suivant présente les grandes lignes de la structure et des processus de gouvernance, la durée du mandat des membres élus et qui occupe actuellement les postes :

La CSFTNO a vu le jour en novembre 2001, sous la forme d'un organisme sans but lucratif.

Le CSD de la CSFTNO est formé de six membres élus, soit trois de Yellowknife et trois de Hay River. Les dernières élections ont eu lieu en octobre 2018. Les membres du conseil peuvent se présenter pour un deuxième mandat. Ils doivent être élus de nouveau pour le prochain mandat de trois ans. Actuellement, on se demande s'il serait pertinent de changer la durée du mandat pour qu'il passe à quatre ans afin de s'aligner sur les élections municipales, mais cette question n'a pas encore été tranchée.

Le président du CSD, qui rend des comptes au ministre de l'Éducation, de la Culture et de la Formation, voit au bon fonctionnement du conseil et lui sert de représentant auprès d'organismes externes.

Les trois membres élus de Yellowknife sont Simon Cloutier (président), Jean de Dieu Tuyishime et Marie-Ève Martel, et ceux de Hay River sont Sarah Poitras (vice-présidente), Nicole Fournier et Michael St-Amour.

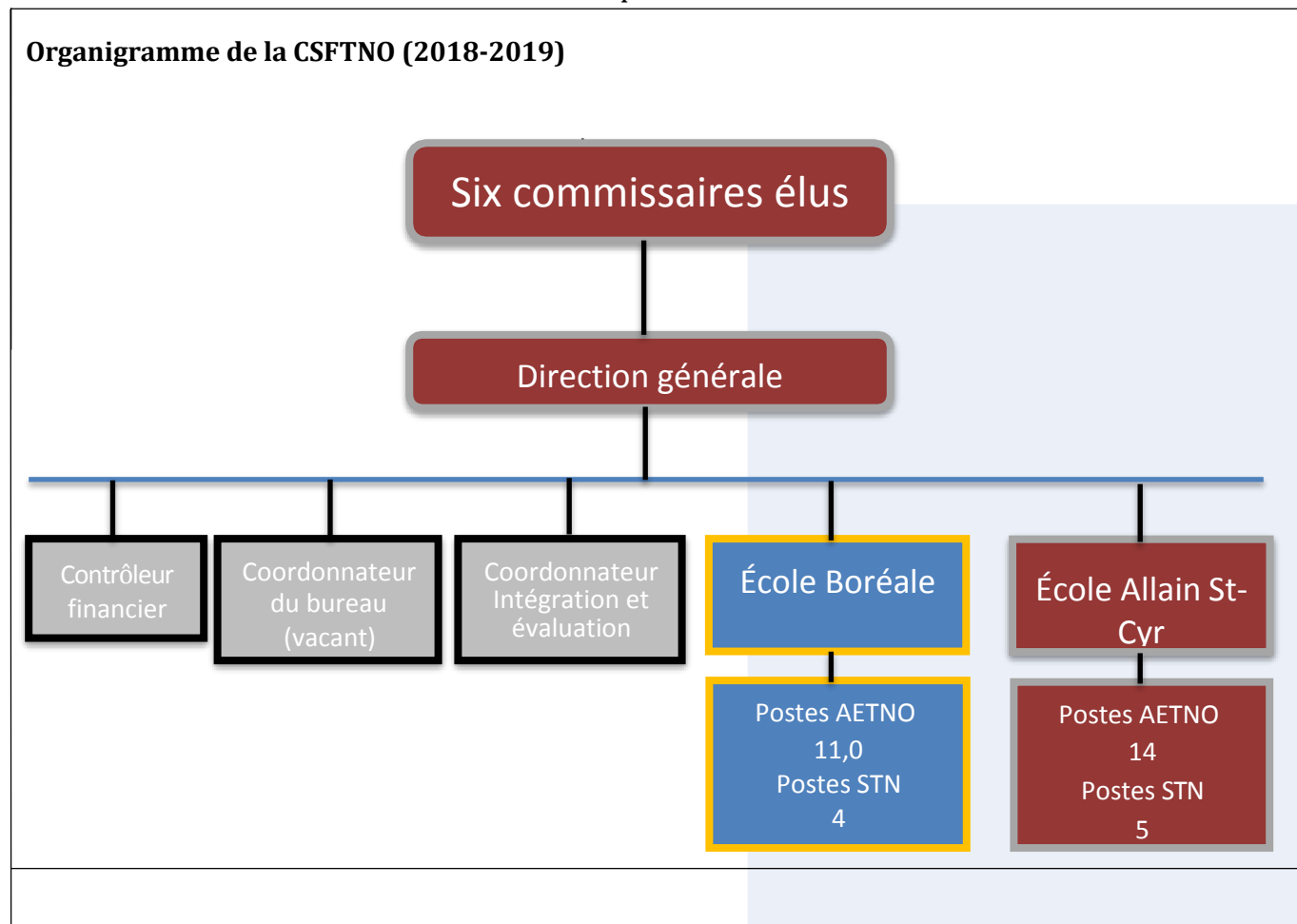
La direction générale est assumée par Yvonne Careen.

Le CSD de la CSFTNO se réunit tous les mois, sauf en juillet et en août. Les comités, quant à eux, tiennent régulièrement des réunions tout au long de l'année scolaire. La CSFTNO organise en outre deux activités de réflexion de deux jours, une à l'automne et l'autre au printemps.

Le bureau du CSD de la CSFTNO compte, en plus de la directrice générale, un contrôleur financier (Marc Akpoé) et le coordonnateur de l'intégration scolaire et de l'évaluation (Mathieu Gagnon). Le poste vacant de coordonnateur du bureau sera pourvu en juillet 2019.

Organigramme

Voici comment les différentes fonctions sont réparties :



Formation en gouvernance

Le tableau suivant présente le plan de formation sur la gouvernance établi pour les membres de l'organisme scolaire pour l'année scolaire à venir :

Type de formation	Public cible (ASD/CSD)	Sujet prévu	Date et lieu	Tenu comme prévu? (Oui/Non)	Si non, pourquoi?
Démarches politiques	CSD	Comment faire valoir son titre d'administrateur scolaire	30 novembre 2019		
Plan stratégique : comment et pourquoi?	CDS	Pour préparer l'élaboration du prochain plan stratégique	1 ^{er} décembre 2019		
Plan d'action à l'appui du plan stratégique	CSD	Stratégies de mise en œuvre	30 mai 2020		

Réunions de l'organisme scolaire

Voici ce qu'indique l'article 109 de la *Loi sur l'éducation* : « Le conseil scolaire de division se réunit au besoin, mais au moins trois fois par année. » Le tableau suivant présente les réunions planifiées pour l'année scolaire à venir :

Date prévue	Lieu prévu	Réunion tenue comme prévu? (Oui/Non)	Si non, pourquoi?
Lundi 16 septembre 2019	Bureau du CSD		
Lundi 21 octobre 2019	Bureau du CSD		
Lundi 18 novembre 2019	Bureau du CSD		
Samedi 30 novembre et dimanche 1 ^{er} décembre 2019	ÉASC – Fin de semaine de réflexion		
Lundi 8 décembre 2019	Bureau du CSD		
Lundi 20 janvier 2020	Bureau du CSD		
Lundi 17 février 2020	Bureau du CSD		
Lundi 20 avril 2020	Bureau du CSD		
Mercredi 20 mai 2020	Bureau du CSD		
Samedi 30 mai et dimanche 31 mai 2020	ÉASC – Fin de semaine de réflexion		
Lundi 15 juin 2020	Bureau du CSD		

Profils des écoles

Le tableau suivant donne le nombre total d'écoles dans le district, le nombre d'élèves prévus pour l'année scolaire à venir et un résumé des principaux éléments du programme scolaire offert par chaque école de la région; il présente également la collectivité où l'école est située, les années d'enseignement offertes par l'école et tout autre élément important comme l'immersion, les programmes d'éducation alternative, la composition des groupes (classes à années multiples, combinées ou à niveau unique) et les autres modes d'apprentissage alternatif (p. ex. apprentissage à distance, Montessori).

Nombre d'écoles dans le district	2	Nombre d'élèves prévus	240
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Nom de l'école	Collectivité	Niveaux offerts	Éléments importants du programme
École Allain St-Cyr (ÉASC)	Yellowknife	Prématornelle à 12 ^e année	Français langue première Anglais Arts (dès la 3 ^e année – un an plus tôt qu'auparavant) Éducation physique (prématornelle à 12 ^e année) Musique (Primaire) Arts (Secondaire) Technologie (1 ^{re} -10 ^e année) Options (4 ^e -10 ^e année) Entrepreneuriat (Nouveau)
École Boréale (ÉB)	Hay River	Prématornelle à 12 ^e année	Français langue première Anglais Arts (dès la 3 ^e année – un an plus tôt qu'auparavant) Éducation physique (prématornelle à 12 ^e année) Musique (Primaire) Arts (Secondaire) Technologie (1 ^{re} -10 ^e année) Options Entrepreneuriat (Nouveau)

Profils des élèves

Le tableau suivant donne les caractéristiques générales de la population des élèves de la région : origine ethnique, culture régionale/communauté d'appartenance, programmation scolaire en matière d'intégration et de soutien aux élèves (pourcentage des élèves ayant un plan de soutien à l'élève [PSÉ] ou un plan d'enseignement individuel [PEI]) et autres données démographiques importantes.

La CSFTNO compte deux écoles (l'école Allain St-Cyr à Yellowknife et l'école Boréale à Hay River) qui accueilleront quelque 240 élèves au cours de l'année scolaire 2019-2020. Elle offre la plupart des cours obligatoires, ainsi que de l'apprentissage à distance, par l'intermédiaire du Centre francophone d'éducation à distance et de l'Alberta Distance Learning Education, pour permettre aux élèves de suivre des cours spécialisés ou des cours nécessaires à la poursuite d'études postsecondaires ou à l'entrée sur le marché du travail.

École	Collectivité	Niveaux offerts	Inscriptions (ÉTP)	Enseignants (AP)
École Allain St-Cyr	Yellowknife	Prémat. – 12 ^e	129,5	14
École Boréale	Hay River	Prémat. – 12 ^e	93	11

École	Collectivité	PSÉ et PEI		Aides-enseignants (AP)
École Allain St-Cyr	Yellowknife	57		2
École Boréale	Hay River	41		2

École	Collectivité	Élèves autochtones (%)		
École Allain St-Cyr	Yellowknife	6 %		
École Boréale	Hay River	28 %		

Profils des enseignants

Le tableau suivant donne les caractéristiques de la population enseignante, notamment la durée moyenne de service dans la région, le nombre d'enseignants dont c'est la première année, le nombre moyen d'enseignants expérimentés, le nombre d'enseignants de la région ou des TNO, et les problèmes potentiels de recrutement et de rétention.

École	Collectivité	Durée moyenne du service (année)	Nombre d'enseignants dont c'est la première année	Nombre d'enseignants expérimentés
École Allain St-Cyr	Yellowknife	8 ans	2	6
École Boréale	Hay River	5 ans	0	6

École	Collectivité	Nombre d'enseignants de la région ou des TNO		
École Allain St-Cyr	Yellowknife	0		
École Boréale	Hay River	0		

Recrutement et rétention des enseignants

Pour l'année scolaire 2019-2020, le recrutement des enseignants s'est bien déroulé. Des entrevues individuelles menées à la mi-janvier nous ont donné une bonne idée du nombre de départs. Nous avons pu afficher dès le début mars cinq postes d'enseignants, qui ont été dotés début avril. Nous avons pu embaucher des enseignants de qualité dont les profils correspondaient exactement à nos besoins; c'est rare.

Pour les prochaines années, on verra. Nos écoles francophones suscitent de l'intérêt; en 2018-2019, nous avons accueilli deux stagiaires de la Faculté Saint-Jean d'Edmonton. Leur expérience positive a contribué à la réputation de qualité des écoles de la CSFTNO. Les conditions d'enseignement aux TNO favorisent également le recrutement.

2. Écoles territoriales

Les écoles territoriales proposent les programmes et activités de perfectionnement professionnel qui favorisent l'excellence dans l'enseignement et la réussite scolaire des élèves prévus par la *Loi sur l'éducation* des TNO, les directives ministérielles ou le cadre de financement des écoles :

- Planification stratégique par organisme scolaire
- Planification des améliorations scolaires
- Examens annuels des écoles
- Évaluations du personnel
- Formation régionale et interne
- Coordonnateurs de la littératie
- Bien se nourrir pour mieux apprendre
- Initiative pour la réussite scolaire
- Plans de sécurité des écoles
- Programme visant à promouvoir les relations saines
- Enseignement d'une langue seconde

Planification stratégique par organisme scolaire

Le tableau suivant dresse la liste des priorités et des buts régionaux; il présente également les cibles et indicateurs de rendement établis pour l'année scolaire à venir en matière de plan stratégique de l'organisme scolaire, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

Priorités et cibles régionales	<p>Priorité 1 : Appuyer et faciliter l'amélioration du rendement, le bien-être et la réussite globale de chaque élève</p> <p>La CSFTNO a établi des cibles pour l'année scolaire 2019-2020 dans chaque dimension du plan stratégique. La collecte et le suivi des données sur les élèves constitueront une priorité en 2019-2020, afin de garantir l'atteinte des cibles en littératie et en numératie.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (s'il y a lieu)
Pourcentage d'élèves de 6 ^e et 9 ^e année obtenant une note acceptable au test de rendement de l'Alberta (TRA) en anglais	80 %		
Pourcentage d'élèves de 6 ^e et 9 ^e année obtenant une note acceptable au TRA en mathématiques	80 %		
Augmentation de la fréquentation. Pourcentage d'élèves présentant une assiduité de 95 % ou plus.	100 %		
Pourcentage de hausse des inscriptions par la rétention et le recrutement	10 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires			

Planification des améliorations scolaires

Selon la *Directive sur l'amélioration de l'enseignement et de la communication des résultats des TNO*, la planification des améliorations scolaires répond aux besoins des élèves et des collectivités, aux exigences des politiques et des directives ministérielles, et mobilise tout le personnel des écoles. Le plan d'amélioration de l'école est un document public qui établit les orientations stratégiques de l'établissement. Tout en étant succinct, il doit établir clairement des objectifs, des priorités, des objectifs d'améliorations mesurables et de grandes stratégies (notamment à l'échelle de l'école), faire référence aux politiques et orientations systémiques, déterminer des paramètres d'évaluation et un échéancier et comporter une disposition prévoyant un examen annuel.

Le tableau suivant donne les priorités et buts régionaux et les liens avec les priorités ministérielles; il présente également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir en matière de planification des améliorations scolaires, de même que les résultats obtenus, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

<p>Approche régionale pour la planification des améliorations scolaires et pertinence relativement aux priorités régionales et ministérielles pour l'année scolaire</p>	<p>Chaque école élabore un plan d'amélioration conforme aux priorités de la CSFTNO et du Ministère.</p> <p>École Boréale : <u>Priorité 1 :</u> <u>Priorité 2 :</u></p> <p>École Allain St-Cyr : <u>Priorité 1 : Bien-être</u> Primaire : 95 % des élèves et des parents respectent les valeurs alimentaires établies par l'école Secondaire : 95 % des élèves qui mangent à l'école respectent les valeurs alimentaires établies par l'école <u>Priorité 2 : Lecture</u></p> <ul style="list-style-type: none"> ● En juin 2020, 75 % des élèves suivant un programme régulier atteindront le niveau 12 en 1^{re} année, le niveau 23 en 3^e année et 90 % le niveau 30 en 6^e année avec la trousse d'évaluation GB+. ● En juin 2020, 100 % des élèves suivant un programme régulier en français auront une note supérieure à 70 % dans l'AAT (Alberta Achievement Test) en lecture de la 6^e année. ● En juin 2020, 100 % des élèves suivant un programme régulier en français auront une note supérieure à 80 % dans l'AAT (Alberta Achievement Test) en lecture de la 9^e année. ● En juin 2020, 90 % des élèves suivant un programme régulier en anglais auront une note supérieure à 65 % dans l'AAT (Alberta Achievement Test) lecture de la 6^e année. ● En juin 2020, 100 % des élèves suivant un programme régulier en anglais auront une note supérieure 75 % dans l'AAT (Alberta Achievement Test) lecture de la 9^e année.
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	<p>En juin 2020, 80 % des élèves suivant un programme régulier en français auront une note de 3 ou plus dans les CAP de lecture de la prématernelle à la 6^e année.</p> <ul style="list-style-type: none">● En juin 2020, 80 % des élèves de maternelle suivant un programme régulier réussiront la section lecture alphabet (26/26) de l'évaluation Brigance. <p>Nous poursuivrons nos projets de littératie en organisant des rencontres de collaboration bihebdomadaires pour nos communautés d'apprentissage professionnelles (CAP) et en poursuivant la collaboration avec notre facilitateur de Solution Tree. En numératie, nous continuerons à travailler avec notre conseiller pédagogique.</p> <p>En 2019-2020, nous continuerons à peaufiner les deux séquences complètes d'enseignement et d'apprentissage, et nous terminerons les deux séquences finales.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (s'il y a lieu)
Pourcentage des priorités et buts régionaux conformes aux priorités et buts du MÉCF	100 %		
Pourcentage d'écoles de la région ayant élaboré un plan d'amélioration en consultation avec la collectivité	100 %		
Pourcentage d'écoles de la région ayant présenté un plan d'amélioration	100 %		
Pourcentage d'écoles de la région ayant communiqué au public un plan d'amélioration final	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires			

Examens annuels des écoles

Selon la *Directive sur l'amélioration de l'enseignement et de la communication des résultats des TNO*, les examens annuels des écoles devraient être axés sur les objectifs d'apprentissage (scolaires ou autres), et les écoles doivent présenter l'analyse et l'évaluation des objectifs d'apprentissage à leur surintendant de l'éducation.

Le tableau suivant détaille les approches régionales adoptées en vue des examens annuels des écoles; il présente également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir en matière d'examens annuels, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

<p>Approche régionale pour la réalisation des examens annuels des écoles</p>	<p>La CSFTNO tiendra une réunion publique annuelle afin de consulter les parents et les membres de la collectivité au sujet des objectifs et des plans de l'année scolaire suivante. Elle surveillera, évaluera et orientera la réalisation des programmes scolaires pour garantir le respect des normes les plus élevées. Elle évaluera en outre les plans des écoles (plan d'amélioration de l'école et plans de leçon) et formulera des directives à cet égard.</p> <p>Les consultations avec les élèves, les parents et les membres de la collectivité se poursuivront. L'école étudiera et analysera les objectifs d'apprentissage et l'efficacité des processus scolaires pour maximiser les résultats d'apprentissage. La CSFTNO rédigera un rapport annuel, et les plans d'amélioration des écoles décriront les objectifs pédagogiques ainsi que les mesures à prendre pour améliorer le rendement des écoles.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (s'il y a lieu)
Pourcentage d'écoles de la région pour lesquelles l'examen annuel est effectué	100 %		
Pourcentage d'écoles qui utilisent les programmes scolaires approuvés des TNO dans tous les niveaux et toutes les matières	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires			

Évaluations du personnel

Conformément aux directives ministérielles sur l'évaluation et le perfectionnement professionnel des enseignants (2004) et des directeurs d'école (2012) aux TNO, tout le personnel enseignant doit être évalué.

Le tableau suivant dresse la liste des approches régionales adoptées pour l'évaluation du personnel, notamment les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir en matière d'évaluation du personnel, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

<p>Approche régionale pour l'évaluation du personnel</p>	<p>Au printemps, les directeurs d'école terminent le cycle d'évaluation. En juin, lorsqu'ils connaissent la composition de leur personnel pour l'année suivante, ils désignent les enseignants et enseignants responsables du programme de soutien (ERPS) qui nécessitent une évaluation officielle. Les directeurs d'école tiennent une liste permanente conforme à la directive ministérielle décrite ci-dessus. La liste est révisée en juin de chaque année en prévision de l'année scolaire suivante.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (s'il y a lieu)
Nombre d'enseignants et d'ERPS officiellement évalués pour l'année scolaire	10		
Nombre de directeurs d'école et de directeurs adjoints officiellement évalués pour l'année scolaire	2		
Nombre de conseillers en soutien scolaire officiellement évalués pour l'année scolaire	1		
Nombre de directeurs et de directeurs adjoints officiellement évalués pour l'année scolaire	1		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires			

Formation régionale et interne

Les organismes scolaires sont chargés de la formation du personnel à l'échelle de la région et de l'école; cette formation peut avoir lieu n'importe quand dans l'année, et occuper 2,5 jours administratifs et le temps alloué pour le renforcement des pratiques d'enseignement. (Cela n'inclut pas les activités de perfectionnement professionnel prévues à l'article 16 de la convention collective.)

Le tableau suivant présente le plan de formation régional et interne et sa pertinence relativement aux priorités régionales et ministérielles, les indicateurs et cibles de rendement régionaux établis pour l'année scolaire à venir, les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

<p>Formation régionale et interne et pertinence relativement aux priorités régionales et ministérielles pour l'année scolaire à venir</p>	<p>En 2019-2020, le personnel de la CSFTNO se concentrera sur la clarté et la cohérence organisationnelle. Les 28 et 29 août 2019, l'accent sera mis sur la préparation de l'année scolaire à venir. Nos activités porteront en partie sur les activités, mais surtout sur l'établissement d'attentes communes en littératie et en numératie, ainsi que sur l'amélioration des pratiques d'enseignement.</p> <p>En 2018-2019, nous avons établi un profil des élèves en fin d'études (PEFE). À l'avenir, nous présenterons et renforcerons les habiletés et les compétences que nous y avons établies. L'intention est d'établir des liens en offrant de nouveaux programmes ou en retouchant les programmes existants afin de permettre à nos élèves d'acquérir les habiletés, compétences et traits de caractère décrits dans notre profil des élèves en fin d'études.</p> <p>Notre formation régionale et interne est parfaitement harmonisée avec nos priorités régionales et celles du ministère de l'Éducation.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (s'il y a lieu)
Pourcentage de la formation régionale et interne axée sur les priorités régionales	100 %		
Pourcentage de la formation régionale et interne axée sur les priorités ministérielles	100 %		
Pourcentage des journées administratives consacrées à la formation régionale et interne	100 %		

Pourcentage du temps de collaboration pour le renforcement des pratiques d'enseignement consacré aux priorités régionales	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires			

Coordonnateurs de la littératie

Les coordonnateurs de la littératie et de l'enseignement collaborent avec les enseignants pour élaborer des approches pédagogiques efficaces en littératie et intégrer la littératie dans les disciplines. Ils assurent le perfectionnement professionnel des enseignants et donnent des exemples de routines, méthodes et protocoles efficaces, tout en élaborant un plan d'action régional en littératie et en appuyant les administrateurs et les enseignants dans l'élaboration et l'utilisation de pratiques, de ressources et d'évaluations associées au plan.

Le tableau suivant présente les rôles du coordonnateur de la littératie dans la région, la pertinence du poste relativement aux priorités régionales et ministérielles, les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir en matière de littératie, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

Rôle du coordonnateur de la littératie régional et pertinence relativement aux priorités régionales et ministérielles pour l'année scolaire à venir	La CSFTNO a déjà un cadre régional de littératie. Le conseiller en alphabétisation dans chaque école continuera à collaborer avec les enseignants en leur proposant de l'aide pour la mise en œuvre de stratégies d'enseignement efficaces et pour garantir que le cadre régional de littératie est appliqué dans chaque classe. En matière de littératie dans les disciplines, chaque enseignant doit continuer à approfondir ses connaissances sur ces pratiques exemplaires. Nous pourrions, avec l'aide du MÉCF, offrir une forme de perfectionnement professionnel à nos enseignants, si les dates correspondent à notre calendrier.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Nombre de rôles de coordonnateur de la littératie ou de l'enseignement pour l'année scolaire	1		
Plan d'action régional en littératie pour l'année scolaire	<input type="checkbox"/> Oui	<input type="checkbox"/> Oui <input type="checkbox"/> Non	
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires			

Bien se nourrir pour mieux apprendre

Le programme *Bien se nourrir pour mieux apprendre* s'inscrit dans le Cadre stratégique anti-pauvreté et vise à permettre aux écoles de fournir des collations ou des repas sains aux élèves.

Le tableau suivant établit la pertinence du programme relativement aux priorités et stratégies régionales; il présente également les cibles et indicateurs de rendement régionaux et scolaires établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

<p>Pertinence du programme Bien se nourrir pour mieux apprendre relativement aux priorités et stratégies régionales pour la mise en œuvre du programme</p>	<p>En veillant à ce que chaque élève commence bien sa journée, déjeune, ait des collations saines et un repas du midi, on s'assure qu'il est prêt et disposé à apprendre. Nos écoles n'offrent pas de programme de déjeuner complet, mais elles proposent chaque matin des collations aux élèves. Au cas par cas, nous nous assurons que les élèves qui ont des besoins plus grands ont accès à une collation plus substantielle ou à un repas du midi. Plusieurs fois par année, des repas chauds sont servis, dans le cadre d'un projet de financement ou comme façon de présenter un nouveau fruit ou légume, ou alors des Aînés viennent à l'école et cuisinent des plats traditionnels comme du poisson ou un ragoût d'original, de la bannique ou des muffins aux petits fruits.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (<i>s'il y a lieu</i>)
Pourcentage d'écoles offrant un programme d'aliments sains	100 %		
Pourcentage d'écoles suivant les programmes et lignes directrices régionaux, <i>le cas échéant</i>	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires			

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Type de programme alimentaire offert dans chaque école (<i>déjeuner, dîner, collations, colis réconfort, armoire libre-service, etc.</i>)	ÉASC	Armoire libre-service Assiettes ou bols de collation Colis réconfort		
	ÉB	Armoire libre-service Assiettes ou bols de collation Colis réconfort		
Nombre total de jours et de mois pendant lesquels le programme est offert dans chaque école	ÉASC	5 jours/ 10 mois		
	ÉB	5 jours/ 10 mois		
Nombre total approximatif d'enfants et de jeunes servis chaque jour	ÉASC	100 %		
	ÉB	100 %		

Initiative pour la réussite scolaire (IRS)

Cette initiative vise à favoriser l'apprentissage et les résultats des élèves. Les propositions visant l'année suivante sont soumises pour approbation au Ministère et à l'Association des enseignants et enseignantes des Territoires du Nord-Ouest (AETNO) en mai (selon le manuel des IRS).

Le tableau suivant résume la proposition de projet d'IRS; il présente également les cibles et indicateurs de rendement régionaux, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

Résumé de la proposition de projet d'IRS	Nous nous concentrerons ici aussi sur nos communautés d'apprentissage professionnelles. Nous avons élaboré quatre séquences d'enseignement et d'apprentissage et avons rassemblé toutes les ressources pertinentes pour chaque niveau, de la prématernelle à la 8 ^e année. Chaque séquence d'apprentissage comporte trois volets : la lecture, l'écriture et la grammaire. Nous continuerons à collaborer avec notre facilitateur de Solution Tree par Internet; il continuera à travailler avec nos mentors en littératie pour ajouter les éléments d'écriture et de grammaire à nos deux dernières séquences d'apprentissage. Nous avons remarqué des améliorations importantes dans ce domaine, ce qui a également un effet positif dans toutes les autres matières.
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Indicateurs de rendement de l'Initiative pour la réussite scolaire	Cibles régionales	Résultats obtenus	Explication de l'écart (s'il y a lieu)
Pourcentage du personnel enseignant de l'ensemble de la région qui participe aux activités de perfectionnement professionnel de l'IRS	100 %		
Pourcentage du personnel de soutien de l'ensemble de la région qui participe aux activités de perfectionnement professionnel de l'IRS	100 %		
Points forts			
Éléments à améliorer			
Autres commentaires			

Plans de sécurité des écoles

Selon le *Règlement sur la sécurité dans les écoles*, les organismes scolaires doivent créer un plan de sécurité des écoles comprenant des stratégies d'intervention, d'éducation et de prévention du harcèlement qui intègrent des programmes visant à promouvoir les relations saines fondés sur les données probantes dans le programme scolaire et les activités quotidiennes. Les plans de sécurité des écoles sont soumis chaque année au Ministère pour assurer l'application du *Règlement sur la sécurité dans les écoles* dans tout le territoire. Les plans sont revus, et les régions reçoivent des commentaires tous les trois ans.

Voici le cycle actuel :

2019-2020	2020-2021	2021-2022
<ul style="list-style-type: none"> - Agence de services communautaires t̃hçø - Administration scolaire de district no 1 de Yellowknife - Écoles catholiques de Yellowknife - Administration scolaire de district de Dettah - Administration scolaire de district de Ndilo 	<ul style="list-style-type: none"> - Conseil scolaire de division de Beaufort-Delta - Conseil scolaire de division du Slave Sud 	<ul style="list-style-type: none"> - CSFTNO - Conseil scolaire de division dogrib - Conseil scolaire de division du Sahtu

Le tableau suivant établit les cibles et indicateurs de rendement régionaux relatifs aux plans de sécurité des écoles, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (s'il y a lieu)
Pourcentage d'écoles ayant créé un plan de sécurité pour l'année scolaire	100 %		
Pourcentage d'écoles qui revoient le plan de sécurité des écoles avec le personnel de l'école en début d'année scolaire	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires			

Programme visant à promouvoir les relations saines

Selon le *Règlement sur la sécurité dans les écoles*, les organismes scolaires doivent avoir des stratégies éducatives qui intègrent des programmes visant à promouvoir les relations saines fondés sur les données probantes dans le programme scolaire et les activités quotidiennes. Les régions et écoles peuvent offrir les programmes de leur choix; voici les programmes approuvés par le MÉCF :

- Prématernelle-3^e année : *DIRE* (**d**emander de l'aide, **i**gnorer, **r**eculer et **e**n parler)
- 4^e-6^e année : *MENTOR* (**m**ontre le bon exemple, **é**coute et regarde, **n**ote les points de vue, **t**rouve un moyen d'agir, **o**ù en sommes-nous? et **r**echerche de l'aide)
- 7^e-9^e année : *Programme Quatrième R*, qui complète le programme d'éducation physique et santé
- 10^e-12^e année : *Programme Quatrième R sur les relations saines Plus*, une version améliorée du programme *Quatrième R*.

Le tableau suivant décrit l'approche régionale pour l'intégration de programmes visant à promouvoir les relations saines fondés sur les données probantes; il présente également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

<p>Approche régionale pour l'intégration de programmes visant à promouvoir les relations saines fondés sur les données probantes</p>	<p>La CSFTNO utilise depuis quelques années <i>Vers le Pacifique</i> de la maternelle à la 6^e année, et plus récemment de la prématernelle à la 6^e année. L'année prochaine, nous continuerons à utiliser ce programme axé sur la résolution de conflits qui inclut des éléments de promotion des relations saines.</p> <p>De la 7^e à la 9^e année, nous introduirons le programme <i>Quatrième R</i>, qui complète le programme d'éducation physique et santé.</p> <p>De la 10^e à la 12^e année, nous introduirons le programme <i>Quatrième R sur les relations saines Plus</i>.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (s'il y a lieu)
Nombre d'écoles offrant le programme <i>DIRE</i> de la prématernelle à la 3 ^e année	0 %		
Nombre d'écoles offrant le programme <i>MENTOR</i> de la 4 ^e à la 6 ^e année	0 %		
Nombre d'écoles offrant le programme <i>Quatrième R</i> de la 7 ^e à la 9 ^e année	100 %		
Nombre d'écoles offrant le programme <i>Quatrième R sur les relations saines Plus</i> en 10 ^e et en 11 ^e année	100 %		

Points forts de la région	
Éléments à améliorer pour la région	
Autres commentaires	

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Programmes visant à promouvoir les relations saines basés sur les données probantes, y compris <i>DIRE, MENTOR, Quatrième R</i> et <i>Quatrième R Plus</i> , et niveaux (le cas échéant)	ÉASC	<i>Vers le Pacifique</i> Prémat.- 6 ^e année		
	ÉB	<i>Vers le Pacifique</i> Prémat.- 6 ^e année		

Enseignement d'une langue seconde

Selon les paragraphes 73(2) et (3) de la *Loi sur l'éducation*, l'anglais ou une autre langue officielle doit être enseigné en plus de la langue officielle utilisée pour l'enseignement.

Le tableau suivant résume tous les cours de langue seconde (LS) donnés dans toutes les écoles de la région, en précisant la langue et le type d'enseignement, les niveaux où ces cours sont offerts et leur fréquence.

Nom de l'école	Langue d'enseignement de la LS <i>(chipewyan, cri, anglais, français, gwich'in, inuinnaqtun, inuktitut, inuvialuktun, esclave du Nord, esclave du Sud, t̥ich̥o)</i>	Type d'enseignement <i>(base, immersion, intensif)</i>	Niveaux	Fréquence du cours de LS <i>(min/sem.)</i>	Fréquence réelle du cours de LS <i>(min/sem.)</i>	Explication de l'écart <i>(s'il y a lieu)</i>
ÉASC	Anglais	Normal	3 ^e -12 ^e année	3 ^e -9 ^e année 160 min 10 ^e -12 ^e année 200 min		
ÉB	Anglais	Normal	3 ^e -12 ^e année	3 ^e -9 ^e année 160 min 10 ^e -12 ^e année 200 min		

* Une ligne par langue/école

3. Intégration scolaire

La *Directive ministérielle sur l'intégration scolaire* (2016) repose sur un financement annuel conditionnel. Cet investissement permet de s'assurer que les programmes, le personnel et les processus des organismes scolaires répondent aux attentes et aux normes énoncées dans les *Lignes directrices sur l'intégration scolaire* (2016) afin de soutenir efficacement le travail des titulaires de classe et la réussite des élèves. Ces fonds permettent aussi aux organismes scolaires d'offrir des systèmes et des services de soutien aux élèves pour qu'ils soient tous inclus à des classes régulières et en mesure d'y participer pleinement aux côtés de jeunes de leur âge dans leur collectivité de résidence.

Coordonnateurs régionaux de l'intégration scolaire

Le coordonnateur régional de l'intégration scolaire oriente les programmes et l'administration à l'échelle régionale pour épauler le personnel d'intégration, l'équipe école et le milieu scolaire en général afin d'aider les enseignants titulaires à répondre aux besoins des élèves.

Le tableau suivant donne les détails du nombre total de coordonnateurs régionaux de l'intégration scolaire alloués, prévus et réels en poste pour orienter les programmes et l'administration à l'échelle régionale; il présente également l'explication des écarts potentiels.

Alloué (PA)	Prévu (PA)	Explication de l'écart (s'il y a lieu)	Réel (PA)	Explication de l'écart (s'il y a lieu)
1,0	1,0			

Enseignants responsables du programme de soutien

L'enseignant responsable du programme de soutien (ERPS) collabore étroitement avec les titulaires de classe pour les aider à élaborer des stratégies d'enseignement qui répondent aux besoins des élèves.

Le tableau suivant donne les détails du nombre total d'ERPS alloués, prévus et réels en poste pour collaborer directement avec les écoles; il présente également l'explication des écarts potentiels.

Nom de l'école	Alloué (PA)	Prévu (PA)	Explication de l'écart (s'il y a lieu)	Réel (PA)	Explication de l'écart (s'il y a lieu)
ÉASC	1,09	1,09			
ÉB	1,00	1,0			
TOTAL	2,09	2,09			

Conseillers en mieux-être

Le conseiller en mieux-être est un professionnel formé et agréé qui offre de l'aide sur le plan de la santé mentale, du comportement ou du soutien émotionnel aux personnes qui en ont besoin.

Le tableau suivant indique le nombre total de conseillers en mieux-être alloués, prévus et réels en poste pour offrir de l'aide sur le plan de la santé mentale, du comportement ou du soutien émotionnel aux personnes qui en ont besoin; il présente également l'explication des écarts potentiels.

Nom de l'école	Alloué (PA)	Prévu (PA)	Explication de l'écart (s'il y a lieu)	Réel (PA)	Explication de l'écart (s'il y a lieu)
ÉASC	0,25	0	Tâche versée en salaire à un enseignant du secondaire qui intègre les fonctions de conseiller à son horaire.		
ÉB	0,25	0	Tâche versée en salaire à un enseignant du secondaire qui intègre les fonctions de conseiller à son horaire.		
TOTAL	0,50	0			

* Nota : Les régions suivantes ne reçoivent pas ce financement, car elles bénéficient de services offerts par le programme de conseillers en soins à l'enfance et à la jeunesse et n'ont donc pas besoin de présenter un rapport dans la présente section : Conseil scolaire de Beaufort-Delta, Conseil scolaire de division du Dehcho, Conseil scolaire de division du Sattu et Agence de services communautaires t̄hch̄q.

Aides-enseignants

Les aides-enseignants travaillent dans l'école pour aider les enseignants à satisfaire les besoins éducatifs et personnels des élèves.

Le tableau suivant indique le nombre total d'aides-enseignants alloués, prévus et réels en poste pour aider les enseignants à satisfaire les besoins éducatifs et personnels des élèves; il présente également l'explication des écarts potentiels.

Collectivité	Alloué (PA)	Prévu (PA)	Explication de l'écart (s'il y a lieu)	Réel (PA)	Explication de l'écart (s'il y a lieu)
Yellowknife	2,02	2,0			
Hay River	1,45	1,0	Il est très difficile d'embaucher un aide-enseignant à 0,45. Les besoins exacts seront réévalués en début d'année scolaire.		
TOTAL	3,46	3,0			

Intégration scolaire – Perfectionnement du personnel

Des fonds ciblés sont versés au personnel éducatif qui offre ou reçoit de la formation de perfectionnement professionnel directement en lien avec le soutien des élèves et l'intégration scolaire dans la classe et l'école en général.

Le tableau suivant indique la somme totale de financement allouée, prévue et réelle consacrée au perfectionnement professionnel en intégration scolaire; il présente également l'explication des écarts potentiels.

Alloué (\$)	Prévu (\$)	Explication de l'écart (s'il y a lieu)	Réel (\$)	Explication de l'écart (s'il y a lieu)
22 376 \$	22 376 \$			

Le tableau suivant présente le perfectionnement professionnel en intégration scolaire prévu pour l'année scolaire à venir :

Type de formation	Public cible (ERPS/ éducateurs/ aides- enseignants/ directeurs)	Sujet prévu	Date et lieu	Tenu comme prévu? (Oui/Non)	Si non, pourquoi?
Stratégies d'intégration scolaire pour les aides-enseignants	Aides-enseignants	Explorer des techniques ou stratégies reconnues efficaces pour appuyer les jeunes en difficulté à l'école	Edmonton Février 2020		
Services d'orthophonie Stratégies de développement du langage pour enseignants et aides-enseignants	ERPS Enseignants Aides-enseignants	Favoriser le développement du langage oral	Décembre 2019 et mai 2020		

Formation sur Tienet pour nouveaux enseignants	ERPS Enseignants Aides-enseignants	Formation sur Tienet pour les nouveaux enseignants et révision pour les autres	Août 2019		
		Rédaction et mise en œuvre de plans de soutien			
Soutien à l'intégration scolaire à Hay River par le coordonnateur régional de l'intégration scolaire	Directeur, nouveaux enseignants et aides-enseignants	Visite du coordonnateur régional de l'intégration scolaire à l'École Boréale pour rencontrer et aider le personnel pour ce qui touche les questions d'intégration scolaire	8 visites au cours de l'année scolaire 2019-2020		
Formation sur les technologies d'assistance au besoin	Enseignants et aides-enseignants	Mise à jour sur les nouvelles technologies pour les enseignants. Formation sur les nouveaux logiciels ou les nouveaux outils en ligne	Visites au besoin		

Le tableau suivant détaille l'approche régionale du perfectionnement professionnel en intégration scolaire, ainsi que la concordance du plan avec les priorités régionales et ministérielles; il présente également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

<p>Approche régionale du perfectionnement professionnel de l'intégration scolaire et concordance avec les priorités régionales et ministérielles pour l'année scolaire</p>	<ul style="list-style-type: none"> ● Formation en août au besoin pour mieux maîtriser la plateforme Tienet. ● Formation en août pour donner de l'information au personnel sur la préparation et la mise en œuvre des plans de soutien et des plans d'enseignement individualisé (PEI). ● Formation pour approfondir les connaissances sur l'autorégulation. ● Offrir de la formation pour approfondir les connaissances sur les réactions aux interventions.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart <i>(s'il y a lieu)</i>
Pourcentage d'éducateurs ayant reçu pendant l'année une formation sur la préparation et la mise en œuvre de plans d'enseignement individualisé (PEI)	20 %		

Pourcentage d'éducateurs ayant reçu pendant l'année une formation sur la préparation et la mise en œuvre de plans de soutien aux élèves (PSÉ)	100 %		
Pourcentage d'éducateurs ayant reçu pendant l'année une formation sur l'utilisation de stratégies flexibles	100 %		
Pourcentage d'éducateurs ayant reçu pendant l'année une formation sur le processus de l'équipe de soutien scolaire	100 %		
Pourcentage de directeurs ayant reçu pendant l'année une formation sur leur rôle de leadership dans une perspective d'intégration scolaire	100 %		
Pourcentage d'aides-enseignants ayant reçu pendant l'année une formation sur l'intégration scolaire	100 %		
Pourcentage d'enseignants responsables du programme de soutien ayant reçu pendant l'année une formation sur l'intégration scolaire	100 %		
Pourcentage d'éducateurs ayant reçu pendant l'année une formation sur les technologies d'assistance	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires / demandes de soutien pour la région			

Le tableau suivant détaille l'expertise ou les services en matière d'intégration scolaire retenus pour mener à bien les initiatives de perfectionnement professionnel et de développement des capacités, notamment le nom de l'agent contractuel, le type de service, la raison expliquant le recours au service, l'école ou les écoles où l'agent contractuel a travaillé, et la durée du contrat attribué pendant l'année scolaire (les membres de l'équipe de soutien territoriale du MÉCF ne sont pas visés).

Nom de l'agent contractuel	Type de service	Raison du service	École(s) touchée(s) par le service	Durée du contrat	Total (\$)

Technologie d'assistance

Les technologies d'assistance désignent tout objet, outil ou système de produits, acheté dans le commerce, modifié ou personnalisé, permettant de renforcer, de maintenir ou d'améliorer les capacités fonctionnelles d'un enfant handicapé.

Le tableau suivant donne le montant alloué, prévu et réel consacré aux technologies d'assistance dans chaque école, ainsi que l'explication des écarts potentiels.

Alloué (\$)	Réel (\$)	Achats réels de technologies d'assistance	Total de l'allocation (excédent / déficit) (\$)
28 694 \$			

Guérison et aide psychologique

La guérison et l'aide psychologiques englobent les stratégies et les mesures de soutien conçues pour améliorer le mieux-être comportemental, social et émotionnel, de même que la guérison, notamment des séquelles des pensionnats.

Le tableau suivant indique le montant alloué, prévu et réel consacré aux activités de guérison et à l'aide psychologique dans chaque école, ainsi que l'explication des écarts potentiels.

Nom de l'école	Alloué (\$)	Prévu (\$)	Explication de l'écart (s'il y a lieu)	Réel (\$)	Explication de l'écart (s'il y a lieu)
ÉASC	17 948 \$	17 948 \$	Pour l'année scolaire 2020-2021, un conseiller à l'enfance et à la jeunesse sera affecté à l'ÉASC. Cette allocation financera une portion du salaire de l'enseignant qui assumera la fonction de conseiller.		
ÉB	16 982 \$	16 982 \$	Cette allocation de financement couvrira en partie l'engagement de la CSFTNO d'aider l'une de ses aides-enseignantes à poursuivre ses études pour devenir une conseillère qualifiée à l'enfance et à la jeunesse pour l'année scolaire 2022-2022.		
TOTAL	34 930 \$	34 930 \$			

Harmonisation du soutien aux élèves

Pour soutenir tous les élèves dans le cadre d'apprentissage commun et conformément au point 9.1c de la *Directive ministérielle sur l'intégration scolaire* (2016), il est essentiel d'harmoniser les mesures de soutien. Les plans de soutien aux élèves (PSÉ) et les plans d'enseignement individualisé (PEI) peuvent être révisés et modifiés à tout moment, mais doivent faire l'objet d'une révision au moins une fois par période de production de rapports (3 ou 4 fois par année).

Le tableau suivant détaille l'approche régionale visant à harmoniser le soutien aux élèves avec les objectifs énoncés dans leur PSÉ ou PEI; il présente également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

<p>Approche régionale visant à harmoniser le soutien aux élèves avec les objectifs énoncés dans le PSÉ ou le PEI</p>	<ul style="list-style-type: none"> ● Tenir une rencontre individuelle en début d'année entre l'ERPS et l'enseignant pour présenter tous les PSÉ et PEI (en fonction de la nouvelle classe assignée). S'assurer que les mesures de soutien aux élèves proposées concordent avec les objectifs énoncés dans les plans. ● Tenir une rencontre en septembre entre l'ERPS et l'enseignant pour revoir et adapter les PSÉ et PEI, s'assurer que les mesures de soutien sont réalistes et réalisables, et qu'elles concordent avec les objectifs énoncés dans les plans. ● Tenir une rencontre en janvier entre l'ERPS et l'enseignant pour revoir et adapter les PSÉ et PEI, s'assurer que les mesures de soutien sont toujours appropriées et qu'elles concordent avec les objectifs énoncés dans les plans. Faire des ajustements, des ajouts ou des suppressions au besoin. ● Organiser des séances de mentorat avec des enseignants sélectionnés pour que l'ERPS vérifie que les mesures de soutien aux élèves concordent bien avec les objectifs énoncés dans les plans.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Pourcentage de PSÉ et de PEI qui seront finalisés dans Tienet avant le 30 novembre de la prochaine année scolaire	100 %		
Pourcentage de PEI à revoir et réviser (si nécessaire) à chaque période de production de rapports	100 %		
Pourcentage d'enseignants qui mettent en œuvre toutes les mesures décrites dans le PSÉ ou PEI avant la première période de production de rapports	80 %		
Nombre d'élèves incapables d'intégrer le cadre d'apprentissage commun de la collectivité où ils résident	0		

Pourcentage d'enseignants utilisant les profils de classes (évaluations des classes) dans leur planification de cours	100 %		
Pourcentage d'écoles utilisant des plans de leçon adaptés qui tiennent compte des exigences des PSÉ et PEI	100 %		
Nombre d'élèves en situation de résidence temporaire ou confinés à domicile à qui sont offerts des programmes d'éducation	0		
Nombre de fois par mois où le coordonnateur régional de l'intégration scolaire communique avec l'ERPS par téléphone ou vidéoconférence	4		
Nombre de fois par an où le coordonnateur régional de l'intégration scolaire rencontre l'ERPS en personne	10		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires			

Stratégies pédagogiques flexibles

Les stratégies pédagogiques sont des techniques auxquelles les enseignants recourent pour aider les élèves à acquérir des stratégies d'apprentissage autonome. Les directeurs doivent aider les enseignants et les aides-enseignants à utiliser des stratégies pédagogiques flexibles, par exemple en prévoyant d'avance l'allocation des ressources ou en organisant des activités de perfectionnement professionnel.

Le tableau suivant détaille l'approche régionale permettant aux directeurs de créer de bonnes conditions pour aider les enseignants à recourir à des stratégies pédagogiques flexibles; il présente également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

Approche régionale permettant aux directeurs de créer des conditions favorables pour aider les enseignants à utiliser des stratégies pédagogiques flexibles	Le directeur de chaque école aidera les enseignants et les aides-enseignants à trouver le temps d'intégrer des stratégies pédagogiques flexibles. Il devra prévoir et allouer les ressources en fonction des besoins et organiser des activités de perfectionnement professionnel avec l'aide du coordonnateur régional de l'intégration scolaire.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Pourcentage d'enseignants qui reçoivent une aide adéquate grâce à des rencontres planifiées avec l'ERPS	100 %		
Pourcentage d'aides-enseignants qui reçoivent un soutien adéquat grâce à des rencontres planifiées avec l'ERPS	100 %		
Pourcentage de directeurs qui veillent à ce que l'instruction d'un élève soit principalement assurée par le titulaire de classe, dans le cadre d'apprentissage commun	100 %		
Pourcentage des titulaires de classe qui verront l'ERPS au moins une fois par mois	100 %		
Pourcentage des aides-enseignants qui verront l'ERPS au moins une fois par mois	100 %		
Pourcentage des aides-enseignants ayant régulièrement des rencontres planifiées avec l'enseignant avec qui ils travaillent	100 %		
Pourcentage des écoles qui garantissent l'accès à des activités scolaires adéquates utilisant des stratégies pédagogiques flexibles	100 %		
Pourcentage d'écoles ayant un processus juste visant à donner un accès équitable aux activités parascolaires	100 %		

Points forts de la région	
Éléments à améliorer pour la région	
Autres commentaires	

Équipe de soutien scolaire

L'équipe de soutien scolaire, chapeauté par le directeur, aide les titulaires de classe à concevoir et mettre en œuvre des stratégies d'enseignement et de gestion, des plans de soutien à l'élève ou des plans d'enseignement individualisé, et à coordonner les ressources d'aide destinées aux élèves. L'équipe élabore également des stratégies pour aider les enseignants titulaires à combler les besoins des élèves et à réduire leurs difficultés d'apprentissage; à résoudre des problèmes précis; à traiter des enjeux systémiques, ainsi que des enjeux propres à un enseignant ou à un élève; et à tenir des dossiers conformément aux exigences de production de rapports. Idéalement, l'équipe de soutien scolaire doit se réunir régulièrement (habituellement toutes les semaines) et conserver un compte rendu écrit de ses réunions.

Le tableau suivant détaille l'approche régionale permettant à l'équipe de soutien scolaire, chapeauté par le directeur en collaboration avec l'ERPS, d'aider les enseignants à combler les besoins de tous leurs élèves; il présente également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

<p>Approche régionale permettant de s'assurer que l'équipe de soutien scolaire en place dans chaque école intervienne de manière efficace conformément à la directive</p>	<ul style="list-style-type: none"> ● Le coordonnateur régional à l'intégration scolaire offre en août de la formation aux ERPS au sujet du plan de rencontre de 30 minutes. ● Le coordonnateur fixe les dates et assiste aux trois premières rencontres avec les ERPS. ● Toutes les notes des réunions sont archivées dans un fichier Google Drive partagé avec le coordonnateur. ● À chaque rencontre, l'ERPS et le coordonnateur abordent le sujet des équipes de soutien scolaire.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Pourcentage d'écoles qui disposent d'une équipe de soutien scolaire fonctionnelle à la fin de la première semaine de cours	100 %		
Pourcentage d'enseignants qui savent comment avoir accès aux services de l'équipe de soutien scolaire	100 %		
Pourcentage d'écoles qui utilisent un processus de recommandation pour informer l'équipe de soutien scolaire des besoins particuliers des élèves.	100 %		
Pourcentage des écoles qui conservent une trace écrite des réunions de l'équipe de soutien scolaire	100 %		
Points forts de la région			
Éléments à améliorer pour la région			

Autres commentaires	
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Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Veuillez préciser la fréquence et la durée des rencontres prévues de l'équipe de soutien scolaire pour chaque école <i>(mois/minutes)</i>	ÉASC	1 fois par mois 2 heures (3 cas)		
	ÉB	1 fois par mois 2 heures (3 cas)		

Révision des plans de soutien à l'élève et des plans d'enseignement individualisé

Ces plans doivent faire l'objet de discussions avec les parents/tuteurs. Toutefois, en vertu de la *Loi sur l'éducation des TNO*, les plans d'enseignement individualisé exigent en plus le consentement explicite du parent ou du tuteur de l'élève, qui doit généralement apposer sa signature sur le plan.

Le tableau suivant détaille l'approche régionale de révision et de mise à jour des plans d'enseignement individualisé et des plans de soutien à l'élève en consultation avec les parents, les élèves, les membres de l'équipe de soutien scolaire, le personnel des organismes scolaire et les autres professionnels le cas échéant; il présente également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

Approche régionale de révision et de mise à jour des PSÉ et PEI en consultation avec les parents, les élèves, l'équipe de soutien scolaire, le personnel de l'organisme scolaire et d'autres professionnels, le cas échéant	<ul style="list-style-type: none"> • Tous les plans, élaborés à partir des dossiers de l'année précédente, sont prêts en août avant le début des cours. • En septembre, les ERPS rencontrent chaque enseignant pour revoir les plans de toutes les classes. • Chaque enseignant doit suivre la procédure des plans de soutien et des plans d'enseignement individualisé de la CSFTNO, qui précise le processus et les échéances.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Pourcentage d'enseignants préparant un PSÉ pour les élèves qui en ont besoin en consultation avec les parents	100 %		
Pourcentage d'enseignants préparant un PEI pour les élèves qui en ont besoin en consultation avec les parents	100 %		
Pourcentage des parents ayant la possibilité de participer à l'élaboration du PSÉ pour les élèves qui en ont besoin	100 %		
Pourcentage des parents participant à l'élaboration des PEI pour les élèves qui en ont besoin	100 %		
Pourcentage d'élèves participant à l'élaboration de leur PSÉ, lorsque nécessaire et pertinent	100 %		

Pourcentage d'élèves participant à l'élaboration de leur PEI, lorsque nécessaire et pertinent	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires			

Activités des ERPS

Dans ce rôle, l'ERPS se concentre sur les activités et les fonctions qui aident directement l'enseignant titulaire à répondre aux besoins des élèves. La *Directive sur l'intégration scolaire* fournit un cadre en cette matière en établissant des priorités dans l'utilisation du temps de l'ERPS :

- L'ERPS doit consacrer au moins 60 % de son temps à des activités de **soutien à l'enseignant**.
- L'ERPS doit consacrer au plus 25 % de son temps à travailler **directement avec les élèves** (habituellement des élèves du niveau 3, ceux qui ont les besoins les plus complexes).
- L'ERPS doit consacrer au plus 15 % de son temps à **d'autres** fonctions.

Le tableau suivant détaille l'approche régionale permettant aux ERPS d'organiser leur temps au meilleur de leur capacité, en respectant les priorités dans l'utilisation du temps de l'ERPS en fonction des cibles; il présente également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les éléments à améliorer.

<p>Approche régionale permettant aux ERPS d'organiser le plus possible leur temps en fonction des priorités établies à cet égard</p>	<ul style="list-style-type: none"> ● Rencontre en personne au début de l'année avec tous les ERPS pour discuter des attentes quant à l'organisation du temps. ● Pour les nouveaux ERPS – formation supplémentaire en personne sur les attentes quant à l'organisation du temps dans les écoles des TNO. ● Transmettre la description des tâches d'un ERPS présenté dans <i>Exploring Inclusive Pedagogies</i> (Schnellert, L., février 2019, p. 22). ● À chaque rencontre, les coordonnateurs régionaux de l'intégration scolaire et les ERPS abordent la question de l'organisation du temps et des horaires. ● Les horaires sont transmis au coordonnateur régional de l'intégration scolaire via Google Drive.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Pourcentage d'ERPS qui consacrent effectivement 60 % de leur temps à des activités qui aident directement les enseignants	100 %		
Pourcentage d'ERPS qui consacrent effectivement 25 % de leur temps à des activités qui aident directement les élèves	100 %		
Pourcentage d'ERPS qui ne consacrent pas plus de 15 % de leur temps aux tâches de planification et d'organisation	100 %		

Points forts de la région	
Éléments à améliorer pour la région	
Autres commentaires	

4. Éducation et langues autochtones

Comme l'indique la *Loi sur l'éducation*, le système d'éducation des TNO reconnaît l'interrelation entre les langues, la culture et l'apprentissage et place les cultures ténoises au cœur de ses programmes scolaires. La *Politique sur l'éducation et les langues autochtones pour les élèves de la prématernelle à la 12^e année* (2018) souligne l'engagement continu du MÉCF et des organismes scolaires à accueillir les élèves dans des environnements d'apprentissage qui centralisent, respectent et promeuvent les cultures, langues et visions du monde des Autochtones de chaque collectivité où se trouve une école. La politique sur l'éducation et les langues autochtones bénéficie d'un financement annuel conditionnel alloué aux organismes scolaires afin d'offrir l'enseignement des langues autochtones et d'améliorer l'enseignement et l'apprentissage culturel dans les écoles des TNO.

Coordonnateurs régionaux de l'éducation et des langues autochtones

Le coordonnateur régional de l'éducation et des langues autochtones joue un rôle pivot; il se charge de coordonner l'enseignement des langues autochtones et les activités et programmes éducatifs sur la culture autochtone dans la région.

Le tableau suivant indique le nombre total de coordonnateurs régionaux de l'éducation et des langues autochtones affectés, prévus au budget et en poste pour mener les activités au niveau régional; il explique également tout écart potentiel.

Alloué (PA)	Prévu (PA)	Explication de l'écart (s'il y a lieu)	Réel (PA)	Explication de l'écart (s'il y a lieu)
0,25	0,25			

Éducation autochtone

Le financement de l'éducation autochtone appuie l'application et le maintien des programmes et activités en lien avec l'éducation autochtone dans les écoles des TNO. On s'attend à ce que toutes les écoles des TNO s'emploient à créer un environnement accueillant en bâtissant la relation entre l'école et la communauté, en offrant de la formation aux enseignants et en adoptant une approche globale relative à l'utilisation des langues autochtones dans toute l'école (avec la présence d'Aînés dans les écoles et des journées d'orientation culturelle destinée aux enseignants, par exemple). La culture autochtone doit aussi être intégrée à l'éducation en adaptant l'enseignement, les pratiques d'apprentissage et le contenu des programmes d'enseignement aux cultures autochtones, et en offrant des expériences culturelles marquantes.

Le tableau suivant détaille le financement total alloué, prévu au budget et réellement investi dans l'éducation autochtone afin de créer des environnements accueillants et d'intégrer la culture autochtone dans chaque école; il explique également tout écart potentiel.

Nom de l'école	Alloué (\$)	Prévu (\$)	Explication de l'écart (s'il y a lieu)	Réel (\$)	Explication de l'écart (s'il y a lieu)
ÉASC	30 300 \$	30 300 \$			
ÉB	32 700 \$	32 700 \$			
TOTAL	63 000 \$	63 000 \$			

Bâtir la relation entre l'école et la communauté

Pour bâtir la relation entre l'école et la communauté, l'école doit reconnaître que la collectivité possède de nombreux atouts et a beaucoup à offrir au système d'éducation. Il importe donc que le personnel de l'école fasse participer les parents et les membres de la collectivité à la planification et aux activités de l'école, et partage autant que possible les objectifs de l'école afin de créer un environnement invitant.

Le tableau suivant détaille l'approche régionale mise de l'avant pour faire en sorte que les écoles mettent tout en œuvre pour bâtir la relation entre l'école et la communauté; il présente également les indicateurs de rendement régional et scolaire, les cibles fixées pour la prochaine année scolaire, les résultats obtenus, l'explication des variations entre les cibles et les résultats, ainsi que les points forts et les éléments à améliorer.

<p>Approche régionale visant à bâtir la relation entre l'école et la communauté, pour toutes les écoles</p>	<p>Les écoles de la CSFTNO ont établi des relations de travail avec la communauté autochtone locale. Nos écoles, situées dans deux communautés bien distinctes (Yellowknife et Hay River) entretiennent des relations de travail très différentes avec leurs groupes autochtones respectifs. À Yellowknife, l'ÉASC a établi une relation avec l'école Kalemi Dene. L'ÉASC participe également aux camps organisés par l'administration scolaire de district n° 1 de Yellowknife. À Hay River, l'ÉB a développé des liens avec la Première nation K'atlo'deeche et avec l'Alliance des Métis. Les ressources humaines accessibles sont beaucoup plus facilement disponibles à Hay River qu'à Yellowknife. La CSFTNO et ses écoles continueront à développer ces relations en 2019-2020 en communiquant avec le personnel des écoles Kalemi Dene et Kaw They Whee, ainsi que l'administration scolaire de district n° 1 et les écoles catholiques de Yellowknife. À Hay River, la CSFTNO continuera de tendre la main à l'Alliance des Métis du Slave Sud, à la Première Nation K'atlo'deeche, ainsi qu'aux Aînés.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Pourcentage d'écoles dotées d'un comité sur l'éducation et les langues autochtones	100 %		
Pourcentage d'écoles dotées d'un programme d'Aînés à l'école	100 %		
Pourcentage d'écoles organisant des rassemblements respectant les coutumes locales	100 %		
Points forts de la région			

Éléments à améliorer pour la région	
Autres commentaires	

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Type et fréquence de participation des Aînés dans chaque école <i>(p. ex. temps partiel/temps complet/spécifique à un projet ou à un événement)</i>	ÉASC	<ul style="list-style-type: none"> - Cuisine (une fois par mois) - Couture (quelques fois par année) - Projet artistique (une fois par mois) 		
	ÉB	<ul style="list-style-type: none"> - Cours de cuisine traditionnelle (une fois par mois) - Contes et histoires (une fois par mois) - Filetage du poisson (une fois par année) - Pêche sur glace (quelques fois par année) 		
Types d'activités offertes par les Aînés dans les écoles <i>(description et niveaux scolaires)</i>	ÉASC	<ul style="list-style-type: none"> - 1^{re} à 6^e année Un Aîné sera invité à venir parler des lois déniées - Tous les niveaux jusqu'à la 12^e année Contes et histoires, fabrication de bijoux 		
	ÉB	<ul style="list-style-type: none"> - Cours de cuisine pour les élèves du secondaire - Pêche sur glace pour les élèves du primaire - Contes et histoires pour les élèves de prématernelle, de maternelle et du primaire 		

Type et fréquence des rassemblements école-communauté (soirées pour la famille, fêtes, etc.) organisés afin de bâtir la relation entre l'école et la communauté	ÉASC	<ul style="list-style-type: none"> - Danse, dont la danse au son du tambour (une fois par année) - Production théâtrale avec thématique autochtone - Souper spaghetti (avec de la bannique) - Lecture dans des tentes, en pyjamas - sélection de livres à thématique autochtone 		
	ÉB	<ul style="list-style-type: none"> - Soirée musicale une fois par année-invité spécial/Aîné - Soirée de rencontre avec le personnel enseignant une fois par année – Aînés invités - Journée des arts une fois par année – les Aînés enseignent - Lecture élève/parent une fois par mois – sélection de livres à thématique autochtone - Repas de Noël une fois par année – comprend des aliments régionaux autochtones 		

Consolider la formation des éducateurs du Nord

Consolider la formation des éducateurs du Nord est primordial afin de les aider à comprendre le contexte historico-culturel de la collectivité où ils vont vivre et travailler. Ainsi, les éducateurs seront bien outillés pour cultiver des relations positives avec les élèves, les parents et la collectivité dans son ensemble.

Le tableau suivant détaille l'approche régionale mise en place pour consolider la formation des éducateurs du Nord; il présente également les indicateurs de rendement régionaux et scolaires ainsi que les cibles fixées pour la prochaine année scolaire, les résultats obtenus, l'explication écarts potentiels, les points forts et les éléments à améliorer.

<p>Approche régionale de consolidation de la formation des éducateurs du Nord, pourcentage d'enseignants en poste ayant reçu la formation de sensibilisation à la réalité des pensionnats</p>	<p>100 % des membres du personnel assisteront à deux journées d'orientation culturelle; la première aura lieu au début de l'année scolaire et l'autre, en milieu d'année.</p> <p>13 des 22,5 membres du personnel de l'ÉASC ont déjà suivi la formation (Exercice des couvertures). 12 des 16 membres du personnel de l'ÉB ont déjà suivi la formation (Exercice des couvertures).</p> <p>Avec l'aide du personnel du Secrétariat des langues autochtones, nous offrirons des ateliers et ferons des visites ponctuelles pour de la formation sur place.</p> <p>La CSFTNO invite tous les nouveaux enseignants du Nord à prendre part à la Conférence pour enseignants nouvellement arrivés aux TNO en août 2019.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Type de rassemblements régionaux offerts pour consolider la formation des éducateurs du Nord, et pourcentage du personnel qui y ont participé (Journées d'orientation culturelle, ateliers et visites ponctuelles sur l'enseignement des langues et cultures autochtones, etc.)	Atelier sur l'enseignement des langues et cultures autochtones : 100 % Orientation culturelle : 100 %		
Pourcentage des écoles qui organisent des journées d'orientation culturelle pour les enseignants	100 %		

Type de formation de sensibilisation à la réalité des pensionnats offerte et nombre d'enseignants/membres du personnel qui y ont participé	Atelier sur l'enseignement des langues et cultures autochtones (exercice des couvertures) : tout le personnel. Présentations de survivants des pensionnats aux élèves et au personnel (4 membres du personnel).		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires			

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Type d'activités et pourcentage du personnel de l'école ayant participé aux journées d'orientation culturelle organisées par l'école	ÉASC	Plan d'action de l'école : 100 % Exercice des couvertures Excursion en canoë Activités en nature avec des Aînés : 100 %		
	ÉB	Plan d'action de l'école : 100 % Revue du <i>Dene Kede</i> : 100 % Journée en nature en compagnie d'Aînés de la région : 100 %		

Nombre de personnes-ressources locales qui participent à la planification et au bon déroulement des journées d'orientation culturelle	ÉASC	3		
	ÉB	3		

Faire participer toute l'école à l'apprentissage des langues

L'approche visant à faire participer toute l'école à l'usage des langues propose des mesures pour combler un fossé creusé par la colonisation. Elle met les éducateurs sur le chemin de la réconciliation, qui commence par la reconnaissance du passé et des trésors inestimables que sont les langues et la culture.

Le tableau suivant détaille l'approche régionale mise de l'avant pour faire participer toute l'école à l'usage des langues; il présente également les indicateurs de rendement régionaux et scolaires, les cibles fixées pour la prochaine année scolaire, les résultats obtenus, l'explication des écarts potentiels, ainsi que les points forts et les éléments à améliorer.

Approche régionale visant à faire participer toute l'école à l'usage des langues (requis en 2021)	À l'heure actuelle, la CSFTNO n'offre pas l'enseignement du programme <i>Nos langues</i> dans ses écoles et n'a pas investi dans une approche scolaire globale visant à faire participer toute l'école à l'usage des langues autochtones. Le surintendant et les directeurs d'école rencontreront le personnel attitré aux langues et cultures autochtones au début de l'année scolaire afin de discuter de l'approche à privilégier dans nos écoles francophones et des mesures envisagées pour se conformer à cette directive d'ici 2021.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Pourcentage d'écoles avec des affiches en langue autochtone dans l'école	0 %		
Pourcentage d'écoles dotées d'initiatives pour promouvoir l'approche visant à faire participer toute l'école à l'usage des langues	0 %		
Pourcentage d'écoles offrant des cours de langues autochtones et du soutien à tous les membres du personnel	0 %		
Pourcentage d'écoles organisant des activités et événements pour faire la promotion des langues autochtones et en favoriser l'usage et la valorisation	0 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires			

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Initiatives en place pour promouvoir l'approche visant à faire participer toute l'école à l'usage des langues	ÉASC	<ul style="list-style-type: none"> - Mur de mots en déné wiiliideh. - Mot du mois déné wiiliideh. 		
	ÉB	<ul style="list-style-type: none"> - Mur de mots en déné wiiliideh. Mot du mois déné wiiliideh. 		

Adapter l'enseignement et les pratiques d'apprentissage aux cultures autochtones

Adapter l'enseignement et les pratiques d'apprentissage aux cultures autochtones exige d'intégrer les concepts autochtones d'enseignement et d'apprentissages à tous les volets de l'éducation, y compris les visions du monde des Autochtones et leurs façons de faire, d'être et de croire. Adopter des pratiques d'enseignement et d'apprentissage holistiques, relationnelles, spirales et expérientielles constitue le point de départ pour intégrer les concepts autochtones d'enseignement et d'apprentissage à tous les volets de l'éducation.

Le tableau suivant détaille l'approche régionale mise de l'avant pour adapter l'enseignement et les pratiques d'apprentissage aux concepts autochtones; il présente également les indicateurs de rendement régionaux et scolaires et les cibles fixées pour la prochaine année scolaire, les résultats obtenus, l'explication des écarts potentiels, ainsi que les points forts et les éléments à améliorer.

<p>Approche régionale visant à adapter l'enseignement et les pratiques d'apprentissage aux cultures autochtones (requis en 2021)</p>	<p>À l'heure actuelle, les autres priorités de la CSFTNO l'empêchent de se concentrer sur l'adaptation de l'enseignement et des pratiques d'apprentissage aux cultures autochtones. Nous sommes persuadés qu'en raison de la nature de la profession enseignante et des qualités souvent démontrées par le personnel des écoles, que les membres de notre personnel intègrent déjà les cultures autochtones dans leurs enseignements et pratiques d'apprentissage. Nous ne nous sommes tout simplement pas arrêtés à comment ils procèdent pour le faire. La CSFTNO demandera le soutien du personnel attiré aux langues et cultures autochtones afin de nous prêter main-forte dans ce dossier.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Objectifs de perfectionnement professionnel liés à l'adaptation de l'enseignement et des pratiques d'apprentissage aux cultures autochtones dans l'école	Intégration au quotidien de bonnes pratiques, dans un contexte d'écoles francophones.		
Pourcentage d'écoles planifiant l'intégration de l'enseignement et des pratiques d'apprentissage autochtones	100 %		
Points forts de la région			

Éléments à améliorer pour la région	
Autres commentaires	

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Enseignement et pratiques d'apprentissage autochtones mis de l'avant dans chaque école (spiralaire, holistique, expérientiel et relationnel)	ÉASC	- Holistique : cercle de partage. - Cercle de coopération pour la résolution de problèmes.		
	ÉB	- Holistique : cercle de partage. - Cercle de coopération pour la résolution de problèmes.		

Adapter le contenu des programmes d'enseignement aux cultures autochtones

Adapter l'enseignement aux cultures autochtones consiste à adapter ce qui est enseigné directement sur place, en insistant sur le fait que l'éducation doit tenir compte de l'histoire, de la culture et de l'origine des premiers peuples dans la prestation du contenu des programmes aux TNO. Adapter le contenu des programmes d'enseignement aux cultures autochtones peut rendre le cheminement éducatif plus pertinent et authentique pour les élèves.

Le tableau suivant détaille le plan régional mis de l'avant pour adapter le contenu des programmes d'enseignement aux cultures autochtones; il présente également les indicateurs de rendement régionaux et scolaires, les cibles fixées pour la prochaine année scolaire, les résultats obtenus, l'explication des écarts potentiels et les résultats, ainsi que les points forts et les éléments à améliorer.

Plan régional visant à adapter le contenu des programmes d'enseignement aux cultures autochtones (requis en 2021)	Le programme <i>Dene Kede</i> fournit aux éducateurs les bases pour développer des plans de cours à long terme, des plans d'unité et, à plus longue échéance, des plans communautaires autochtones. La CSFTNO connaît un roulement de personnel important. Nous devons réinvestir dans le perfectionnement professionnel pour nous assurer que les enseignants s'activent à mettre en œuvre le programme <i>Dene Kede</i> .
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Type d'actions prises pour s'assurer que les enseignants mettent en œuvre activement les programmes <i>Dene Kede</i> & <i>Inuuqatigiit</i>	Appropriation sur place du <i>Dene Kede</i> au début de l'année		
Pourcentage d'écoles s'activant à adapter à la culture autochtone le contenu des cours et le programme	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires			

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Pourcentage d'enseignants s'activant à adapter à la culture autochtone le contenu des cours et le programme	ÉASC	100 %		
	ÉB	100 %		

Offrir des expériences culturelles essentielles

Offrir des expériences culturelles essentielles est la pierre angulaire de l'éducation autochtone. En effet, en positionnant l'élève comme un apprenant actif, on favorise son apprentissage. Les expériences culturelles essentielles sont des activités d'apprentissage authentiques et pertinentes qui reflètent, valident et promeuvent les visions du monde, les cultures et les langues des peuples autochtones des TNO.

Le tableau suivant détaille l'approche régionale mise de l'avant pour offrir des expériences culturelles essentielles; il présente également les indicateurs de rendement régionaux et scolaires, les cibles fixées pour la prochaine année scolaire, les résultats obtenus, l'explication des écarts potentiels, ainsi que les points forts et les éléments à améliorer.

Approche régionale visant à offrir des expériences culturelles essentielles	<p>L'approche privilégiée pour offrir des expériences culturelles essentielles varie d'une école à une autre, Yellowknife et Hay River étant des villes bien différentes.</p> <p>Le Camp annuel de leadership est notre principale activité. En 2019-2020, l'activité se déroulera à Yellowknife et s'adresse aux élèves de la 7^e à la 9^e année des deux écoles. Des Aînés spécialisés dans différents domaines y seront à l'honneur.</p> <p>D'autres camps culturels sont organisés pour les élèves de chaque niveau, par exemple :</p> <p>1^{re} année : Cueillette de petits fruits et activités connexes 2^e année : Camp sur le canard 3^e année : Traîneau à chiens 5^e année : Excursion en canoë 8^e année : Camp de pêche</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Pourcentage d'écoles proposant aux élèves des expériences culturelles essentielles en nature	100 %		
Pourcentage d'écoles faisant participer l'ensemble du personnel aux activités culturelles essentielles	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires			

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Fréquence des expériences culturelles essentielles authentiques et pertinentes <i>(Niveau scolaire/tous les jours, toutes les semaines, tous les mois, etc.)</i>	ÉASC	Une fois par mois.		
	ÉB	Une fois par mois pour chaque niveau scolaire.		
Types d'expériences culturelles essentielles offertes	ÉASC	Visites à l'école Kalemi Dene et vice-versa, camps culturels organisés par Yellowknife Education District 1 et participation au Championnat de tir à l'arc des TNO.		
	ÉB	Visites à l'école Chief Sunrise et vice-versa, camp de piégeage hivernal, camp Beaver printanier, camp de pêche, programme et championnats de jeux traditionnels, cuisine traditionnelle, camp canoë, contes et histoires.		
Pourcentage des écoles qui amènent des membres de la communauté qui ne font pas partie du personnel scolaire habituel à vivre des expériences culturelles essentielles		100 %		

Soutien communautaire

Du financement communautaire est offert pour appuyer la revitalisation des langues autochtones. Plus concrètement, ce financement facilite l'embauche d'experts en ressources culturelles pour des projets à court terme, l'achat ou la location d'équipements et de fournitures pour l'apprentissage dans la nature, et même l'offre de perfectionnement professionnel en langues et en éducation autochtone au sein des communautés.

Le tableau suivant indique le montant des financements alloués, prévus au budget et réellement consacrés au soutien communautaire; il explique également les écarts potentiels.

Collectivité	Alloué (\$)	Prévu (\$)	Explication de l'écart (s'il y a lieu)	Réel (\$)	Projet(s) financé(s)	Explication de l'écart (s'il y a lieu)
Yellowknife	14 024 \$	14 024 \$				
Hay River	13 941 \$	13 941 \$				
TOTAL	27 965 \$	27 965 \$				

Annexe B : Plan de fonctionnement – Budget d’exploitation

1. Budget consolidé

Ministère de l’Éducation, de la Culture et de la Formation Budget 2019-2020 approuvé par le Conseil/District

Commission scolaire francophone des TNO État des résultats - (tableau 1) Budget annuel consolidé

	2019-2020 Prévu	2018-2019 Budget approuvé	2018-2019 Réal
FONDS D’EXPLOITATION			
RECETTES			
Gouvernement des Territoires du Nord-Ouest			
Contributions régulières du MÉCF	4 785 571	4 207 035	4 467 057
Contributions pour les langues autochtones	0	0	0
Contributions pour le français	1 152 850	1 152 850	1 152 850
Autres contributions du MÉCF			
Sous-total MÉCF	5 938 421	5 359 885	5 619 907
Autres contributions du GTNO	121 200	50 000	206 635
Total GTNO	6 059 621	5 409 885	5 826 542
Financement fédéral au titre du principe de Jordan	351 042	59 500	160 372
Autre financement du fédéral	52 327	24 250	
Réquisition en taxes foncières			
Autres organismes scolaires			
Fonds générés par l’organisme scolaire			
Location			
Frais de scolarité			
Revenus de placement	25 000	10 000	26 554
Dons			
Autre			
Total – Fonds générés	25 000	10 000	26 554
TOTAL DES REVENUS	6 487 990	5 503 635	6 013 468
DÉPENSES			
Administration (voir tableau 2)	767 798	571 795	761 824
Programmes scolaires (voir tableau 2)	4 267 742	3 863 068	4 026 178
Exploitation et entretien (voir tableau 2)	0		
Intégration scolaire (voir tableaux 2 et 3)	1 236 041	971 435	1 126 976
Éducation et langues autochtones (voir tableaux 2 et 4)	138 805	126 207	162 830
Hébergement élèves/personnel (voir tableau 2)			
Service de la dette			
Autre			
Sous-total avant amortissement	6 410 386	5 532 505	6 077 808
Amortissement (voir tableau 6)			
TOTAL DES DÉPENSES	6 410 386	5 532 505	6 077 808
EXCÉDENT (DÉFICIT) ANNUEL DE FONCTIONNEMENT	77 604	-28 870	-64 340
SURPLUS ACCUMULÉ (DÉFICIT) À L’OUVERTURE*	-75 664	17 546	-11 324
SURPLUS ACCUMULÉ (DÉFICIT) À LA FERMETURE*	1 940	-11 324	-75 664

2. Conseil scolaire de division – Détail des dépenses

Commission scolaire francophone des TNO Dépenses consolidées – (tableau 2) Budget annuel

	Administration	Programmes scolaires	Exploitation et entretien	Intégration scolaire	Programmes de langues et cultures autochtones	Hébergement élèves/personnel	Total
<u>SALAIRES</u>							
Salaires des enseignants		2 791 034			36 353		2 827 387
Coordonnateurs régionaux (IS/LA)				139 633			139 633
Enseignants de soutien aux programmes				222 261			222 261
Conseillers en mieux-être				29 836			29 836
Aides-enseignants		119 143		566 511			685 654
Ens. langues autochtones					48 000		48 000
Personnel ress. culturelles					3 000		3 000
Aînés à l'école					5 500		5 500
Personnel non enseignant	311 658	393 667					705 325
Honoraires pour les membres et le personnel du CA	35 000						35 000
<u>AVANTAGES SOCIAUX</u>							
Avantages sociaux et primes pour employés	95 919	540 629		155 759	5 987		798 293
Congés et indemnités de cessation d'emploi	98 000						98 000
<u>PERFECTIONNEMENT DU PERSONNEL (incluant le déplacement)</u>							
	34 850			19 000			53 850
<u>SERVICES ACHETÉS/CONTRATS</u>							
Services techniques et professionnels							0
Envois postaux et communications	12 171	12 408					24 579
Services publics							0
Chauffage							0
Électricité							0
Eau/Égouts							0
Déplacements		17 000			12 000		29 000
Transports scolaires (bus)		65 000					65 000
Publicité/Impression/Publications	5 000						5 000
Entretien et réparations		44 581					44 581
Location/Baux	36 554						36 554
Autres services contractuels	108 182	107 780		88 467			304 428
<u>MATÉRIEL/FOURNITURE/TRANSPORT</u>							
Technologie d'assistance							0
Matériel	30 465	176 500		14 575	27 965		249 505
Fret							0
<u>SERVICE DE LA DETTE</u>							
							0
<u>AUTRE</u>							
							0
SOUS-TOTAL AVANT AMORTISSEMENT	767 798	4 267 742	0	1 236 041	138 805	0	6 410 386
<u>AMORTISSEMENT</u>							
							0
TOTAL	767 798	4 267 742	0	1 236 041	138 805	0	6 410 386

3. Intégration scolaire

Ministère de l'Éducation de la Culture et de la Formation Budget 2019-2020 approuvé par le Conseil

Commission scolaire francophone des TNO Intégration scolaire - (tableau 3) Budget annuel

	Intégration scolaire (général)	Établissements centraux	Total
<u>SALAIRES</u>			
Coordonnateurs régionaux	139 633		139 633
Enseignants de soutien aux programmes	222 261		222 261
Conseillers en mieux-être	29 836		29 836
Aides-enseignants	566 511		566 511
<u>AVANTAGES SOCIAUX</u>			
Avantages sociaux et primes pour employés	155 759		155 759
<u>PERFECTIONNEMENT DU PERSONNEL (incluant le déplacement)</u>			
	19 000		19 000
<u>SERVICES ACHETÉS/CONTRATS</u>			
Services techniques et professionnels			0
Transports scolaires (bus)*			0
Autres services contractuels	88 467		88 467
<u>MATÉRIEL/FOURNITURE/TRANSPORT</u>			
Technologie d'assistance			0
Matériel	14 575		14 575
Fret			0
TOTAL	1 236 041	0	1 236 041

4. Éducation et langues autochtones

Ministère de l'Éducation de la Culture et de la Formation Budget 2019-2020 approuvé par le Conseil

Commission scolaire francophone des TNO Éducation et langues autochtones - (tableau 4) Budget annuel

	Éducation autochtone	Développement de ressources pour le programme « Nos langues » (CEA)	Soutien communautaire	Total
<u>SALAIRES</u>				
Coord. régionaux – éduc./langues autocht.	36 353			36 353
Enseignement des langues autochtones	20 000		28 000	48 000
Personnel ress. culturelles	3 000			3 000
Aînés à l'école	5 500			5 500
<u>AVANTAGES SOCIAUX</u>				
Avantages sociaux et primes pour employés	5 987			5 987
<u>SERVICES ACHETÉS/CONTRATS</u>				
Services techniques et professionnels				0
Déplacement	12 000			12 000
Transports scolaires (bus)*				0
Publicité/Impression/Publications				0
Location/Baux				0
Autres services contractuels				0
<u>MATÉRIEL/FOURNITURE/TRANSPORT</u>				
Matériel	27 965			27 965
Fret				0
TOTAL	110 805	0	28 000	138 805

5. Années-personnes 2019-2020

Commission scolaire francophone des TNO Années-personnes approuvées – (tableau 5) Budget annuel

	<u>Années-personnes</u>
Personnel administratif	2,00
Écoles	
Enseignants	24,05
Consultants	0,43
Aides-enseignants	
Secrétaires	2,00
Préposé à l'entretien ménager	2,00
Conseillers communautaires en milieu scolaire	0
Autre (préciser)	
Intégration scolaire	
Coordonnateur régional	1,00
Enseignants de soutien aux programmes	2,00
Conseillers en mieux-être	0,27
Aides-enseignants	4,00
Autre (préciser) (assistant – principe de Jordan)	5,00
Éducation et langues autochtones	
Coordonnateur régional	0,25
Personnel enseignant (cours de langue autochtone)	0,00
Autre (préciser)	
Total années-personnes	<u>43,00</u>

6. Excédent accumulé

Ministère de l'Éducation de la Culture et de la Formation
Budget 2019-2020 approuvé par le Conseil/District

SAISI	YK1
CALCULÉ	ÉCY
FORMAT	LES DEUX

Commission scolaire francophone des TNO
Excédent accumulé concilié – (tableau 6)
Budget annuel – Consolidé

	2019-2020 Prévu	
TOTAL DE L'EXCÉDENT ACCUMULÉ À L'OUVERTURE	-75 664	-75 664
Solde d'ouverture : Investissement en immobilisations corporelles	0	
Moins : Amortissement (si négatif)	0	
Plus : Acquisitions d'immobilisations	0	
Plus : Remboursement du capital de débenture	0	
Solde de fermeture : Investissement en immobilisations corporelles	0	
Solde d'ouverture : Réserve DEL	0	
Transfert de (à) Excédent de fonctionnement	0	
Solde de fermeture : Réserve DEL	0	
TOTAL DE L'EXCÉDENT ACCUMULÉ À LA FERMETURE		1 940
EXCÉDENT ACCUMULÉ / DÉFICIT APPLICABLE À LA POLITIQUE		
	1 940	1 940
REPRÉSENTÉ PAR :		
Solde d'ouverture : Excédent de fonctionnement	-75 664	
Plus : Excédent annuel (si positif)	77 604	
Moins : Déficit annuel (si négatif)	0	
Amortissement	0	
Acquisitions d'immobilisations	0	
Remboursement du capital de débenture	0	
Plus : Transfert de Investissement en immobilisations corporelles	0	
Plus : Transfert de (à) Excédent accumulé décentralisé	0	
Plus : Transfert de (à) Fonds de réserve (investissements)	0	
Plus : Transfert de (à) Réserve DEL	0	
Solde de fermeture : Excédent de fonctionnement	1 940	1 940
Solde d'ouverture : Excédent décentralisé	0	
Transfert du (au) fonds de l'excédent de fonctionnement	0	
Solde de fermeture : Excédent décentralisé	0	0
Solde d'ouverture : Fonds de réserve (investissements)	0	
Transfert du (au) fonds de l'excédent de fonctionnement	0	
Solde de fermeture : Fonds de réserve (investissements)	0	0

Annexe C : Rapport annuel – États financiers audités

Autorisations

Plan de fonctionnement



Président de l'organisme scolaire

Le 25 juin 2019

Date



Surintendant

Le 25 juin 2019

Date

Rapport annuel

Président de l'organisme scolaire

Date

Surintendant

Date

Education Accountability Framework

Dettah District Education Authority

Operating Plan

For the 2019-20 School Year



Cadre de responsabilisation en éducation

ADMINISTRATION SCOLAIRE DE DISTRICT DE DETTAH

Plan de fonctionnement

Année scolaire 2019-2020



Operating Plan - Executive Summary

The Dettah District Education Authority's Operating Plan for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Dettah District Education Authority's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

Regional Goals and Priorities with Alignment to Departmental Goals and Priorities

- Early Childhood Education & Family Support
 - Speech Language training and intervention for JK/K/PST/RISC
 - Continuation of Pregnant Family and New Baby Packages
 - Continuation of advocacy to Public Health for well-baby/child catch up visits and immunization clinics to be held at the school, in conjunction with HPV immunization clinics
- Academic Achievement
 - Increased support for teachers related to differentiation and the instruction of Multi Aged Grouped Classes during STIP time
 - Increased opportunities for teachers to work in collaborative teams to plan and design units of study
 - Renewed focus on encouraging parents and community members to read with babies and children at home
 - Continued focus on problem solving in mathematics related to daily math journals and open-ended questions

Staff Wellness and Retention

- Ensure staff have access to EFAP and Starling Minds information and are reminded about access regularly throughout the year
- Encourage work-life balance through the avoidance of work email and contacts between the hours of 6pm and 6am; as well as setting aside family time during each weekend and holiday; and ensure that admin model these actions
- Ensure critical or upsetting incident debriefing as a group

Indigenous Languages and Education

- Indigenous Language Revitalization
 - Continuation of the development of “Frostbite Wiiliideh Word of the Day Films”
 - Continuation of the development of a “Whole School Approach” to learning Wiiliideh
 - Carefully move from offering 120 minutes to 150 minutes of Wiiliideh instruction per week during the second and third term of the year
- Indigenizing Education
 - Continuation of localizing the internal school building with natural and cultural elements
 - Increase of Wiiliideh signage throughout the building
 - Grow the Indigenous literature content in the school and classroom libraries

Inclusive Schooling

- Whole Child and Wrap Around Support Services
 - Continuation of the “Drugstore Cupboard” to support student and family wellness and hygiene
 - Continuation of supporting families before, during, and after medical appointments; including providing childcare and appointment reminders as possible
 - Continuation of a 100% cost-free educational experience; ensuring zero finance-related barriers
- Speech Language Development
 - Continue work with SLP from Stanton Territorial Hospital and weekly Tele-speech sessions for eligible students
 - Begin work with a private Speech Consultant to better support our in-school interventions
 - Begin training staff in different aspects of the Hanen speech programs

Mental Health and Healthy Relationship Focus

- Online WITS & LEADS Training (STIP DAY)
- ASIST /MHFA Training
- Crisis Response and Debrief Training

Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Administration scolaire de district de Dettah pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités de l'Administration scolaire de district de Dettah pour la prochaine année scolaire.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

Harmonisation des priorités et objectifs régionaux avec les priorités et objectifs ministériels

- Éducation à la petite enfance et soutien aux familles
 - Offrir de la formation en orthophonie et intervention pour les enseignants de prématernelle et de maternelle, les enseignants responsables du programme de soutien et les coordonnateurs régionaux de l'intégration scolaire
 - Maintenir les programmes d'aide aux femmes enceintes et aux familles avec un nourrisson
 - Maintenir la promotion, auprès des organismes de santé publique, de l'importance des visites de suivi pour les bébés et les enfants, et des cliniques de vaccination dans les écoles, de même que des cliniques de vaccination contre le VPH
- Rendement scolaire
 - Bonifier le soutien aux enseignants pour l'adaptation de l'enseignement et la gestion des classes multi-âges et multi-niveaux pendant les heures consacrées au renforcement des pratiques d'enseignement (RPE)
 - Accroissement des possibilités, pour les enseignants, de faire partie d'équipes collaboratives pour planifier et concevoir des unités d'étude
 - Continuer d'insister sur l'importance d'encourager les parents et la communauté à faire la lecture aux bébés et aux enfants à la maison
 - Continuer d'insister sur la résolution de problèmes en mathématiques arrimés dans le quotidien et usant de questions à réponses ouvertes

Mieux-être et rétention du personnel

- S'assurer que le personnel a accès de l'information sur le Programme d'aide aux employés et à leur famille (PAEF) et sur la trousse en ligne sur la santé mentale et le mieux-être (Starling Minds) et lui rappeler régulièrement l'existence de ces programmes en cours d'année
- Encourager la conciliation travail-vie personnelle en évitant de prendre les courriels et les appels en lien avec le travail entre 18 h et 6 h et en se réservant du temps à passer en famille pendant la fin de semaine et les vacances, et veiller à ce que le personnel administratif donne l'exemple à cet égard

- Discuter des incidents critiques ou bouleversants en groupe

Éducation et langues autochtones

- Revitalisation des langues autochtones
 - Poursuivre la production des films *Frostbite*, présentant le mot du jour en langue wìllìideh
 - Poursuivre le développement d'une approche permettant d'intégrer l'apprentissage du wìllìideh à tous les aspects de la vie de l'école
 - Passer progressivement de 120 à 150 minutes d'enseignement du wìllìideh par semaine pendant le deuxième et le troisième semestre
- Éducation adaptée aux cultures autochtones
 - Continuer à adapter l'intérieur de l'école pour y ajouter des éléments naturels et culturels
 - Accroître l'affichage en wìllìideh dans l'école
 - Augmenter le nombre d'ouvrages littéraires autochtones dans les bibliothèques des classes et de l'école

Intégration scolaire

- Services de soutien complets pour le développement global de l'enfant
 - Poursuivre l'initiative de « l'armoire à pharmacie » pour favoriser le bien-être et l'hygiène des élèves et des familles
 - Continuer de soutenir les familles avant, pendant et après les rendez-vous médicaux, notamment en offrant des soins aux enfants et des rappels de rendez-vous lorsque c'est possible
 - Maintenir la gratuité scolaire et s'assurer d'aplanir tous les obstacles financiers
- Jouer, apprendre et grandir...
 - Continuer de travailler avec l'orthophoniste de l'Hôpital territorial Stanton et de tenir des séances hebdomadaires d'orthophonie par visioconférence pour les élèves admissibles
 - Commencer à travailler avec un orthophoniste du secteur privé pour mieux soutenir les interventions en milieu scolaire
 - Commencer à former le personnel dans différents volets des programmes de langage du Centre Hanen

Importance de la santé mentale et des relations saines

- Programme de formation en ligne DIRE MENTOR (journée de RPE)
- Premiers soins en santé mentale (PSSM) et Formation appliquée en techniques d'intervention face au suicide (FATIS)
- Formation sur les interventions en cas de crise et les séances de rétroaction

Annual Report - Executive Summary

The Dettah District Education Authority's Annual Report for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:

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1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

The following table details key aspects of the governance structure and processes, such as elections membership terms, current membership:

The Dettah District Education Authority began contracting superintendency services from Yellowknife Education District Number One under the Education Act of the government of the Northwest Territories in 2003; prior to that date, the Dettah District Education Authority (DDEA) was serviced by the now non-existent Dogrib Divisional Education Council beginning in 1968.

The main objective of the DDEA is to work carefully with school team members and parents to ensure high quality educational opportunities are offered in the community from junior kindergarten to grade eight, and that students attending grades 9-12 in Yellowknife also have their educational needs met. For the second year, the DDEA supported the school team to continue to develop a small high school program for students in grade ten to twelve, targeting students who left school early, or did not earn credits. This program focused on personal and academic goals. For the program to further develop, we will continue to explore options to support the need for further mental health and addictions support services on site.

The Dettah District Education Authority is primarily responsible for Kaw Tay Whee School, the community school of Dettah. Enrolment at the school has varied from year to year, with 2015 being the highest enrolment in 13 years at 37.0 FTE students by the funding deadline.

Enrolment at the school varies based on families physically moving in and out of Dettah, and this can present challenges for the school budget, as it can have a large impact on the funding from year to year as the funding formula is based largely on enrolment. Additionally, challenges faced due to housing challenges and before and after school care have been identified as challenges for school enrollment.

Current DDEA Members Elected in October 2018

Jessica Deleary - Member
(Anne) Marie Hardisty- Member
Charlene Liske- Vice Chairperson
Mary Liske- Member
Rebecca Plotner – Chairperson
James Sanderson – Member
Beatrice Sangris – Member

Support Members for the DDEA Include

Metro Huculak – Superintendent of Yellowknife Educational District #1
Lea Lamoureux – Principal, Regional Inclusive Schooling Coordinator (RISC) & Regional Indigenous Languages in Education Coordinator (RILE) of Kaw Tay Whee School
Neil Penney- Program Support Teacher (PST)of Kaw Tay Whee School
Sally Ann Drygeese - Wiilideh Language Teacher

The DDEA meets on a monthly basis, with occasional extra meetings should an identified and specific need arise; for example an unexpected issue with staffing, funding, or a serious event in the school or community requiring action or assistance on the part of the members. The DEA may also meet for Education Authority development at times.

In addition to meeting as a whole, the Dettah District Education Authority has two main committees, comprised of the hiring committee and the finance committee. Each committee has two members, and the chairperson may attend these meetings at her discretion.

A core value of the Dettah District Education Authority is collaboration and partnership with the school administration. The committees meet on an as-needed basis, and conduct business in collaboration with school management/administration.

The member terms are as laid out in the Local Elections Authorities Act, and the DEA employs one person. All other staff are employed by Yellowknife Education District Number One. DEA members are required to be of legal voting age, and to live in Dettah for a period of one year prior to running

for a position. Members follow a three-year term, and are able to run as many times as they would like; provided that they meet the criteria mentioned above. Members are required to attend all meetings; and if not able to attend must call with regrets.

The DEA is very unique in that it does not employ a comptroller, maintenance staff, or HR personnel. Therefore, the principal's role also includes overseeing an annual external audit, a DEA and its general organization, management and growth.

As the DEA is site-based-managed for funding, much of this day-to-day responsibility also belongs to the principal; in consultation with the DEA. The building is owned by the Government of the Northwest Territories therefore requiring frequent interactions with other levels of government, contractors, etc. is a part of this role as well. The principal also takes day-to-day responsibility for the bus contract, and acts as a liaison with visiting professional and contractors.

As the DEA contracts only superintendency services from YK1, in many cases, the principal is responsible for direct-correspondence on behalf of the DDEA; frequently completing reports and documents required by DEC's. Some examples of this would include The Accountability Framework/Operating Plan, the annual report, all budgets and financial reporting, the Safe Schools Plan, and the Inclusive Schooling Compliance Tool. This is important to note; as the principal also has teaching responsibilities and is responsible for completing tasks that are undertaken by entire district offices in other parts of the territory.

Functional Organizational Chart

The following table details the functional organization of the Education Body:



Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Type of Training	Audience Intended (DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Orientation	DEA	Orientation to the roles and responsibilities of the DEA	Fall 2019		

Education Body 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”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Dates	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
The second Thursday of each month (*dates subject to change to adhere to quorum requirements, school holidays, etc.)	Kaw Tay Whee School, Dettah		

School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Total Number of Schools in District	One	Total Anticipated Student Head Count	40
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School Name	Community	Grades Offered	Programming Highlights
Kaw Tay Whee School	Dettah	Jk-12	The school operates three Multi aged grouped classes and one small alternative high school. In most cases, students following Individualized Education Plans may choose to stay at Kaw Tay Whee School as long as their families wish.

Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs), and other noteworthy demographics.

Overview

All students in our school identify as Indigenous or Inuit; most belonging to the Yellowknives Dene First Nation.

The Dettah District Education Authority consists of one school that will house approximately up to forty students in 2019-2020 school year. The DEA also contracts and funds a bus for students attending school in Yellowknife beginning in grade 9.

Our school serves junior kindergarten to grade twelve students; and also offers a Willideh language program and limited CTS credits. Most grade nine students leave the school to attend high school in Yellowknife. At times, parents of grade nine students following an IEP may request that their child remain at KTW in order to continue to work on IEP goals. In consultation with the family and student, and the DEA the school tries to accommodate such requests, whilst ensuring that a plan to move forward with transitioning to high school also occurs if and when possible.

Due to the small size of the community and external challenges such as housing availability, and number of births per year, the enrolment at the school can be volatile, and unpredictable. This requires the DEA and school team to be flexible in some of their planning in order to accommodate who arrives at the school on the first day. This is important to ensure inclusivity and optimal programming for all students.

Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention.

Kaw Tay Whee School currently employ 3 full time classroom teachers; one Aboriginal Language Teacher, 1 Program Support Teacher, and one teaching principal/Regional Inclusive Schooling Coordinator/Regional Indigenous Languages in Education Coordinator. Students are offered physical education, art and music. The school employs a .50 custodian.

Two teachers were born in the NWT, an additional teacher grew up in the NWT, one teacher is from Ontario, and the remaining two teachers are from Eastern Canada.

Uniquely, our school is comprised of multi-age groupings; which means that each classroom teacher is responsible for a minimum of three grades. 50% of our teaching staff have been employed at the school for eleven or more years, which has assisted with maintaining consistency in school climate, culture and programming.

Typically, the school recruits teachers within their first or second year in the teaching profession. This presents unique challenges and rewards. Coaching and supporting a teacher to learn how to plan for and effectively teach and manage a classroom with multiple grade levels is an extensive process. We have recently been challenged to retain newer teachers as there are many extra duties and responsibilities associated with a small community school. Additional challenges related to work-life balance, and teacher wellness have been noticed. Teachers are challenged to “leave work at work” as related to working with and supporting children and families through difficult challenges and experiences.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

The following table details regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals:</p>	<p>Vision Statement:</p> <p>“To create a safe learning environment where students can develop both academic and traditional skills as they become community leaders.”</p> <p>Mission Statement:</p> <p>“We believe in working together to create a thriving community through education, culture and pride.”</p> <p>Regional Goals and Priorities with Alignment to Departmental Goals and Priorities</p> <ul style="list-style-type: none"> - <u>Early Childhood Education & Family Support</u> <ul style="list-style-type: none"> • Speech Language training and intervention for JK/K/PST/RISC • Continuation of Pregnant Family and New Baby Packages • Continuation of advocacy to Public Health for well-baby/child catch up visits and immunization clinics to be held at the school, in conjunction with HPV immunization clinics - <u>Academic Achievement</u> <ul style="list-style-type: none"> • Increased support for teachers related to differentiation and the instruction of Multi Aged Grouped Classes during STIP time • Increased opportunities for teachers to work in collaborative teams to plan and design units of study • Renewed focus on encouraging parents and community members to read with babies and children at home • Continued focus on problem solving in mathematics related to daily math journals and open-ended questions <p><u>Staff Wellness and Retention</u></p>
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- Ensure staff have access to EFAP and Starling Minds information and are reminded about access regularly throughout the year
- Encourage work-life balance through the avoidance of work email and contacts between the hours of 6pm and 6am; as well as setting aside family time during each weekend and holiday; and ensure that admin model these actions
- Ensure critical or upsetting incident debriefing as a group

Indigenous Languages and Education

- Indigenous Language Revitalization
 - Continuation of the development of “Frostbite Wiiliideh Word of the Day Films”
 - Continuation of the development of a “Whole School Approach” to learning Wiiliideh
 - Carefully move from offering 120 minutes to 150 minutes of Wiiliideh instruction per week during the second and third term of the year
- Indigenizing Education
 - Continuation of localizing the internal school building with natural and cultural elements
 - Increase of Wiiliideh signage throughout the building
 - Grow the Indigenous literature content in the school and classroom libraries

Inclusive Schooling

- Whole Child and Wrap Around Support Services
 - Continuation of the “Drugstore Cupboard” to support student and family wellness and hygiene
 - Continuation of supporting families before, during, and after medical appointments; including providing childcare and appointment reminders as possible
 - Continuation of a 100% cost-free educational experience; ensuring zero finance-related barriers
- Speech Language Development
 - Continue work with SLP from Stanton Territorial Hospital and weekly Tele-speech sessions for eligible students
 - Begin work with a private Speech Consultant to better

	<p>support our in-school interventions</p> <ul style="list-style-type: none"> • Begin training staff in different aspects of the Hanen speech programs <p><u>Mental Health and Healthy Relationship Focus</u></p> <ul style="list-style-type: none"> • Online WITS & LEADS Training (STIP DAY) • ASIST /MHFA Training • Crisis Response and Debrief Training
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Increase teacher ability to provide early intervention related to expressive and receptive language	JK-1, PST, RISC		
Increase teacher wellness and support to work with children and families impacted by trauma	100% of school team members		
Engage and employ a whole-school model of Indigenous language use	100% of school team members		
Increase opportunities for teachers to plan in collaboration	100% of school team members		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measureable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following table details regional priorities and goals, and connections to Departmental priorities, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and departmental priorities, for the school year.</p>	<p>Regional Goals and Priorities with Alignment to Departmental Goals and Priorities</p> <p style="text-align: center;"><u>Increase Parent & Guardian Awareness about the Importance of School Attendance</u></p> <ul style="list-style-type: none"> • Renew and refresh the On Time By Nine program • Renew and refresh the school alarm clock program • Include information about the impact of regular on-time school attendance in communique with families • Continue to support DEA members in working with families to support on-time and regular attendance <p>- <u>Early Childhood Education & Family Support</u></p> <ul style="list-style-type: none"> • Speech Language training and intervention for JK/K/PST/RISC • Continuation of Pregnant Family and New Baby Packages • Continuation of advocacy to Public Health for well-baby/child catch up visits and immunization clinics to be held at the school, in conjunction with HPV immunization clinics <p>- <u>Academic Achievement</u></p> <ul style="list-style-type: none"> • Increased support for teachers related to differentiation and the instruction of Multi Aged Grouped Classes during STIP time • Increased opportunities for teachers to work in collaborative teams to plan and design units of study • Renewed focus on encouraging parents and community members to read with babies and children at home
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- Continued focus on problem solving in mathematics related to daily math journals and open-ended questions

Staff Wellness and Retention

- Ensure staff have access to EFAP and Starling Minds information and are reminded about access regularly throughout the year
- Encourage work-life balance through the avoidance of work email and contacts between the hours of 6pm and 6am; as well as setting aside family time during each weekend and holiday; and ensure that admin model these actions
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 - Continuation of a 100% cost-free educational experience; ensuring zero finance-related barriers
- Speech Language Development

	<ul style="list-style-type: none"> • Continue work with SLP from Stanton Territorial Hospital and weekly Tele-speech sessions for eligible students • Begin work with a private Speech Consultant to better support our in-school interventions • Begin training staff in different aspects of the Hanen speech programs <p><u>Mental Health and Healthy Relationship Focus</u></p> <ul style="list-style-type: none"> • Online WITS & LEADS Training (STIP DAY) • ASIST /MHFA Training • Crisis Response and Debrief Training
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with ECE priorities and goals.	100		
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100		
% of schools in the region for which School Improvement Plans are submitted.	100		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100* At a DEA meeting		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic, and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following table details the region's approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Annual School Reviews.</p>	<p>We will plan for a year in advance, and will re-evaluate as going and needed.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following table details the region's approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to the completion of Staff Evaluations .	The principal is responsible for staff evaluations and adheres to the requirements set forth by the department of Education, Culture and Employment. All teachers being evaluated during 18-19 school year.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	0		
Number of principal and assistant principals formally evaluated in the school year.	1		
Number of Education Body School Support Consultants formally evaluated in the school year.	N/A		
Number of Superintendents and Assistant Superintendents formally evaluated in the school year.	N/A		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following table details the region’s training and in-service plan, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.	PD/STIP Planning		
	Date	Allocation	Description
	August 27, 2019	STIP	Teacher Directed
	August 28, 2019	PD	SSP/IEP Writing and Implementation <ul style="list-style-type: none"> - the use of flexible instructional strategies - small group teaching best-practices
	August 29, 2019	PD (ILC) Indigenizing Education	Whole-School Approach to Language Instruction & On the Land Key Cultural Teacher Experience
	August 30, 2019	PD	Differentiation & Planning & Safe Schools <ul style="list-style-type: none"> - UDL/Collaborative Long Range Planning - WITS & LEADS online training
	October 11, 2019	PD	School Wide Write Assessment Collaboration (Collaborative marking) and Supporting Speech Development <ul style="list-style-type: none"> - Expressive - Receptive - Whole school approach to fostering strong vocabulary
	November 1, 2019	STIP – Report Card Writing	Teacher Directed
	January 6, 2020	STIP	Collaborative Planning and Instructional Design/Assessment
	January 24, 2020	PD	ASIST Training
	February 14	STIP- Report Card Writing	Teacher Directed
April 14	STIP	Mental Health & STEAM Professional Conversations	

Operating Plan

	May 8	PD - ILC	Staff On the Land Key Cultural Experience
	June 5	STIP- Report Card Writing	Teacher Directed
	<p>School team members will also engage in personal professional development and coursework related to leadership, inclusive schooling, action research, and indigenizing education.</p>		

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100		
% of Regional training and in-service focused on departmental priorities	100		
% of administration days dedicated to training and in-service.	100		
% of collaborative STIP time dedicated to regional priorities	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the region’s role of their Literacy Coordinator, the relevance of the position to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional Literacy Coordinator role and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>Should a .25 literacy coach be recruited, the person will be responsible to support teachers in their classroom practice, as well as with the school-wide guide reading program. Literacy strategy includes guided reading, as well as assessment process, including school-wide writes, f&p, speech</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	.25		
Regional Literacy Action Plan in place for the school year.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following table details the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>Our daily breakfast and hot lunch program is supported by teachers on their own time; including shopping for items, and often preparing food at home.</p> <p>Ensuring cost-free reliable access to fresh, nutritious and balanced food is critical to student wellness and learning.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools offering healthy foods programming.	100		
% of schools following regional wide programming and guidelines, <i>if applicable</i> .	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School Planning	Achieved Results	Explanation for variance
<p>Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i></p>	<ul style="list-style-type: none"> • Breakfast • Lunch • Weekend food packs (as needed) • Emergency food fund for families/community members who take children in 		
<p>Total number of days and months program is offered in each school.</p>	<p>Every school day during the school year; with food available during on-site SIP, STIP, and PD days, with stops in at the school throughout various school breaks</p>		
<p>Approximate Total Number of children and youth served each day.</p>	<p>100%</p>		

Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following table details the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

SSI Project Proposal Summary	The Dettah District Education Authority has allocated their Student Success Initiative funding toward the school's on-going cross-curricular film program. This program is inclusive, based on a variety of skills across each curricular grade-level, and also encompasses support for the revitalization of the Wiiliideh language.
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of teaching staff from across the region that participate in SSI PD activities.	N/A		
% of support staff from across the region that participate in SSI PD activities.	N/A		
Areas of Strength			
Areas for Development			
Additional Comments			

Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following table details the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based healthy relationship programming.</p>	<p>We use Second-Step, and the Mind Up Curriculum. We supplement these programs with teachings from the Dene Laws, and supplemental workshop-style sessions in collaboration with our public health nurse and NCTS provider. We will be adding in WITS and LEADS training.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK–3 students.	100		
Number of schools offering LEADS to grade 4-6 students.	100		
Number of schools offering the Fourth R to grade 7-9 students.	Unsure- depends on training availability		
Number of schools offering HRPP to grade 10/11 students.	Unsure- depends on training availability		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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School Specific Performance Indicators	School Target	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used.	100		

Second Language Education

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.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

Language of SL Instruction <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tẖchǫ)</i>	Type of SL Instruction <i>(core, immersion, intensive)</i>	Grades of SL Instruction	Frequency of SL Instruction <i>(min/week)</i>	Actual Frequency of SL Instruction <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
Wiiliideh	core	Jk-9	120 + hours Wiiliideh special project time blocks (about 60min/month)		

** One row per Language/per school*

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	.50			

Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	1.0			

Wellness Counsellors

Wellness counsellors are trained and licensed professionals who provide mental health, behavioural or emotional assistance to individuals in need.

The following table details the number of allocated, budgeted and actual Wellness Counsellors in place to provide mental health, behavioural or emotional assistance to individuals in need, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.25	.25	We will try to find a contractor again next year.		

** Please note that the following regions do not receive this funding as they receive services from the CYCC Initiative and thus do not have to report in this section: BDEC, DDEC, SDEC and TCSA.*

Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.56	100	(use of Jordan's Principle funding, if it is successfully rolled over to 2019-2020)		

Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$6,868	\$15,000.00	Speech services- if contracted		

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training	Audience Intended (PSTs / Educators / Support Assistants / Principals)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Mental Health First Aid Training	100% of school staff	Mental Health first aid	As available		
ASIST Training	100% of school staff	Suicide prevention	As available		
Differentiation Strategies	100% of school staff	MAG & Inclusive learning environments/Unit design	STIP		
Hanen Speech Training	JK/K teacher + other staff	Expressive & receptive language	As available		
Private Speech Pathologist Modeling/Feedback/ Strategizing on site	100% of school staff	Expressive & receptive language	As available		

The following table details the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and departmental priorities, for the school year.</p>	PD/STIP Planning		
	Date	Allocation	Description
	August 27, 2019	STIP	Teacher Directed
	August 28, 2019	PD	SSP/IEP Writing and Implementation <ul style="list-style-type: none"> - the use of flexible instructional strategies - small group teaching best-practices
	August 29, 2019	PD (ILC) Indigenizing Education	Whole-School Approach to Language Instruction & On the Land Key Cultural Teacher Experience
	August 30, 2019	PD	Differentiation & Planning & Safe Schools <ul style="list-style-type: none"> - UDL/Collaborative Long Range Planning - WITS & LEADS online training
	October 11, 2019	PD	School Wide Write Assessment Collaboration (Collaborative marking) and Supporting Speech Development <ul style="list-style-type: none"> - Expressive - Receptive - Whole school approach to fostering strong vocabulary
	November 1, 2019	STIP – Report Card Writing	Teacher Directed
	January 6, 2020	STIP	Collaborative Planning and Instructional Design/Assessment
	January 24, 2020	PD	ASIST Training
	February 14	STIP- Report Card Writing	Teacher Directed
	April 14	STIP	Mental Health & STEAM Professional Conversations
	May 8	PD - ILC	Staff On the Land Key Cultural Experience
June 5	STIP- Report Card Writing	Teacher Directed	

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of educators that have been trained on developing and implementing IEPs this year.	100		
% of educators that have been trained on developing and implementing SSPs this year.	100		
% of educators that have been trained on the use of flexible strategies this year.	100		
% of educators that have been trained on the School-based Support Team process this year.	100		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100		
% of Support Assistants who have been trained on Inclusive Schooling this year.	100		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100		
% of educators that have been trained on Assistive Technology this year.	25		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments/Requests for Support for the region			

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)
Wendy MacDonald	Speech support	Need for stronger understanding of how to support expressive and	Kaw Tay Whee School	unconfirmed	unconfirmed

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		receptive language skills.			
Cascadia	Mental Health Case Consulting	Continued need for increased support	Kaw Tay Whee School	ongoing	unconfirmed

Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	Total Over / Under Allocation (\$)
\$14,374			

Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$12,282	12,282			

Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following table details the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.	SBST Meetings RISC/PST Planning Meetings Class Reviews Teacher Supervision and Evaluation
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100* if parental involvement is possible		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100		
Number of students not able to participate in the Common Learning Environment in their home community.	0		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100		
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100		
Number of students in temporary residency situations or homebound for whom education programs are provided.	N/A		
Number of times per month that the RISC meets with PSTs via video/phone conference?	0		
Number of times per year that the RISC meet with the PSTs in person	Daily		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region	

Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.	Teachers will spend STIP time and SBST time throughout the school year working to collaborate to build their skillset in the area of flexible instructional strategies.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100		
% of support assistants who receive support through adequate scheduled time with PST.	N/A		
% of principals who ensure that a student’s instruction is primarily provided by the classroom teacher within the common learning environment.	100		
% of classroom teachers who will meet with the PST at least once a month.	100		
% of support assistants who will meet with PST at least once a month.	N/A		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	N/A		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100		
% of schools that have a fair process for equitable access to extra-curricular activities.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following table details the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.	The School-based Support Team will meet several times each term, and will include attendance from the PST, classroom teacher, RISC/Principal.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100		
% of teachers who know how to access the SBST	100		
% of schools that are using a referral process to notify SBST about specific student needs.	100		
% of schools that keep written records of SBST meetings.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Operating Plan

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	3 meetings each term + as needed		

Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following table details the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.	IEPs and SSPs are reviewed and updated (as needed) once each term; and more frequently if needed.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for student requiring them in consultation with parents.	100 (in collaboration with PST/RISC)		
% of teachers completing IEPs for student requiring them in consultation with parents.	100 (in collaboration with PST/RISC)		
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	As possible		
% of parents participating in developing IEPs for those students requiring them.	As possible		
% of students participating in developing their own SSPs, when required and appropriate.	As possible		
% of students participating in developing their own IEP, when required and appropriate.	As possible		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to ***teacher support activities***
- no more than 25% of the PST’s time should be spend working ***directly with students*** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for ***other*** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	We use the directive as a guide; and strive to ensure that our school follows the 60:25:15 ration required from ECE.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide centralized leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
0.50	.50			

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, and the explanation for any difference between each.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
0.75	.75			

Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
\$25,250	25,250			

Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. It is important for school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools.</p>	<p>Several events will take place in different locations in the community where parents, families and community are invited; creating a welcoming school environment by removing the barrier of entering the school to attend events</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	100		
% of schools with Elders in Schools programming	100		
% of schools hosting community gatherings rooted in local cultures	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school <i>(i.e. Part-time/full-time/project or event specific)</i>	As available and possible at events, key cultural experiences		
Type of activities provided through Elders in Schools <i>(description/grades)</i>	As available, and possible at events, and key cultural experiences; including storytelling, animal work, and traditional arts		
Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	As available and possible, at events, and key cultural events such as the Wiilliideh Word Challenge, opening of all school events with students saying the prayer in Wiilliideh, and other events throughout the school year		

Strengthening Training for Northern Educators

Strengthening training for Northern educators is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following table details the region’s approach to Strengthen Training for Northern Educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthen training for Northern Educators, including % of current teachers who have received Residential Schools Awareness Training.</p>	<p>We do not expect a change-over in staffing next year; and plan to continue our learning related to Indigenizing education, through such initiatives as Indigenizing the physical environment, school, and classroom libraries. All teachers at KTW have received Residential Schools Awareness Training, and all new hires in the past two years have attended the N2NEC.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)</p>	<p>Staff on the land key cultural experiences with 100% attendance; including learning about the local language while immersed on the land; including planning for whole-school approach to teaching the</p>		

	language as well as focusing on learning more about the history of the NWT and YKDFN and decolonizing and indigenizing education		
% of schools holding Teacher Cultural Orientation Days	100		
Type of Residential School Awareness Training provided and # of teachers/staff participants	Professional conversations and reading; engagement with parents and community members related to their own experiences; teachers will be introduced to Indigenous Storywork from the work of Dr Joanne Archibald to assist in understanding the importance of engaging in active listening when parents and families share		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region	

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	100 % of staff on the land key cultural experience days; including fishing, boating, berry picking, harvesting and working on animals		
Number of local resource people involved in planning and delivering Cultural Orientation Days.	Dependent on availability; we hope to continue to build relationships with three culture experts		

Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following table details the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)</p>	<p>Suggestion:</p> <p>Employing a whole school approach at KTW allows students and staff to celebrate the Wiiliideh language not only in the language classroom, but in the halls, school office and other classrooms. Through the whole school approach, steps are taken to move away from the former Eurocentric values and approaches that once dominated schools in relegating language and culture into only one classroom. At KTW, Wiiliideh is incorporated into all aspects of the Indigenous curriculum through signage, announcements, assemblies, community gatherings, and during on the land experiences.</p> <p>School Wiiliideh word wall, Wiiliideh phrases posted around the school and in the classroom, the Wiiliideh word tree, mystery word of the week, creation of Frostbite word of the day films, button program.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100		
% of schools offering Indigenous language training and support to all staff members.	100		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region	

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
<p>Initiatives in place to promote a Whole School Approach to Language Use.</p>	<ul style="list-style-type: none"> • School Wiiliideh word wall, • Wiiliideh phrases posted around the school and in the classroom, • the Wiiliideh word tree, mystery word of the week, • creation of Frostbite word of the day films, • button program. 		

Indigenizing Teaching & Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)</p>	<p>Collaborate as a school team to build-upon and generate new ideas to continue to Indigenize teaching and learning practices in our school; including a phased in implementation of the Indigenous Languages and Education (ILE) Policy through arranging ILE handbook workshops, and continuing to develop our three year Dene Kede and Dene Law plan.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.</p>	<ul style="list-style-type: none"> • Increase teacher knowledge and use of the Williideh language • Increase team understanding of how to better support the language teacher with her planning and implementation of units 		

	and learning experiences		
% of schools planning to implement Indigenous Teaching and Learning Practices.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Indigenous teaching and learning practices being focused on in each school (spiral, holistic, experiential and/or relational).	<ul style="list-style-type: none"> • KTW will explore and strive to focus on Holism and Experiential learning this year • To strengthen identity, as related to Holism, we will increase Indigenized content in each classroom library and the school library and increase the amount of written 		

	<p>Wiiliideh language visible around the entire school</p> <ul style="list-style-type: none">• To improve experiential learning opportunities, we will continue to try to increase the amount of time Elders spend in the school as well as the time we spend on the land with Elders• Continue to create, produce, and publish resources in the Wiiliideh language		
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Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming (Required 2021)</p>	<p>Collaborate as a school team to build-upon and generate new ideas to continue to Indigenize teaching and learning practices in our school; including a re-examination of the OLC handbook and our three-year Dene Kede and Dene Law plan. We will explore and embrace Holism and Experiential learning opportunities for our students with a view to strengthening identity and relationship with self, others, and the land. We aim to strengthen student understanding of the importance of the sense of place, and of their own rich historical and cultural values and identities.</p> <p>We will develop our ILE School Committee; and ensure school team member’s deeper understanding of the ILE Handbook.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.</p>	<p>School-wide monthly Dene Kede themes incorporated in year and unit plans; with key cultural experiences occurring as available</p>		

% of schools focused on Indigenizing content for curricula and programming.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively Indigenizing content for curricula and programming.	100		

Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to offer key cultural experiences	Key cultural experiences are offered seasonally; and usually include a two-week Birch tapping harvest line and a week-long Spring day Camp. Additionally, students participate in a variety of Indigenized arts and technology-related experiences.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100		
% of schools with Key Cultural Experiences that include full staff participation.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
<p>Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)</p>	<p>Seasonally All students in all grades will be involved in a minimum of one key cultural experience in the Fall and Winter; as well as several multi-week experiences in the Spring and Summer.</p>		
<p>Type of Key Cultural Experiences provided</p>	<p>Berry picking, two-week birch tap harvest line, 5 day KTW Camp Week , including working on several animals, engaging in food preparation, tipi erecting, camp safety, and learning about local wildlife, birds, and insects, storytelling and the preparation of traditional foods such as drymeat and dry fish. Students will engage in learning in the language and in completing other learning tasks in an outdoor environment.</p>		

% of schools that involve community members who are not a part of regular school staff in Key Cultural Experiences	80		

Teaching and Learning Centres (TLCs)

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum through the TLC, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to support the delivery of the <i>Our Languages</i> curriculum through the TLC.	Not applicable
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.			
Number of staff receiving training and support for development of Indigenous language resources.			
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Dettah	\$11,191	11,191				

Appendix B: Operating Plan - Operating Budget

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

Lea Lamoureux for

Education Body Chair

Superintendent

June 25, 2019

Date

Date

Annual Report

Education Body Chair

Superintendent

Date

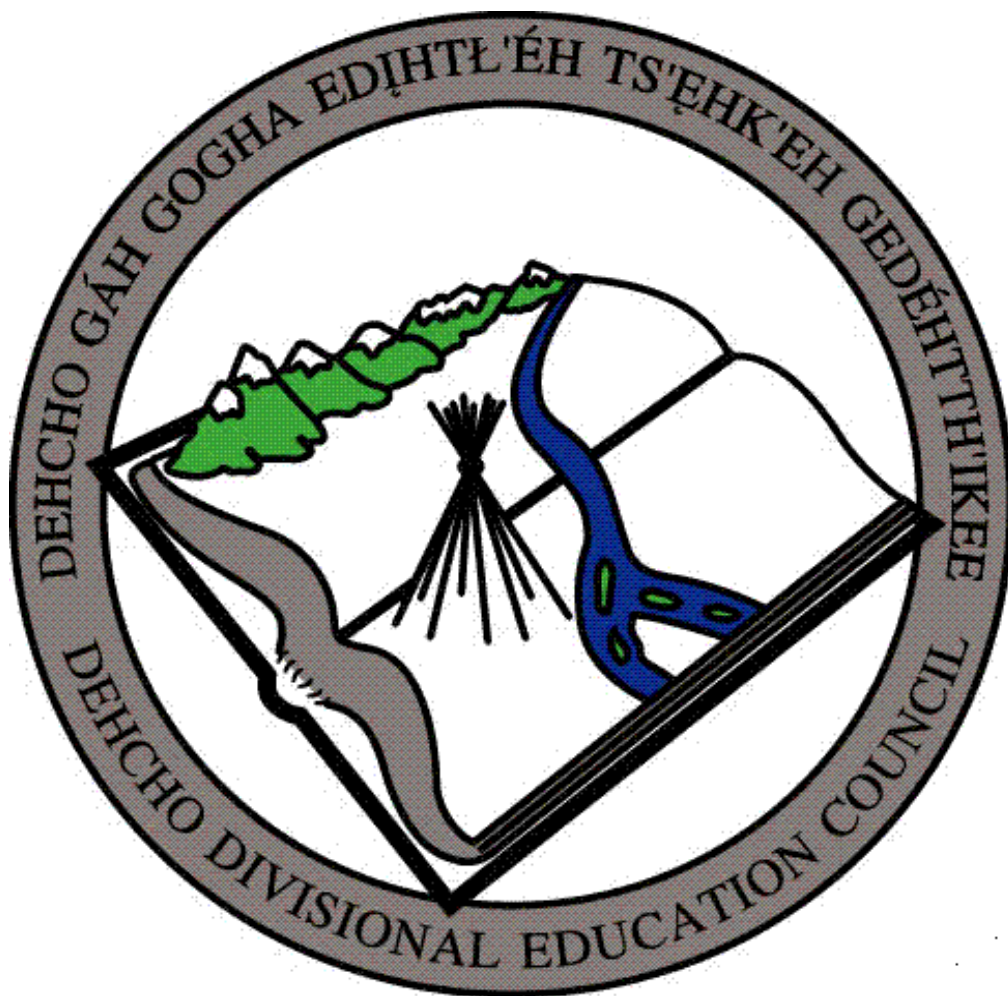
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Education Accountability Framework

Dehcho Divisional Education Council

Operating Plan / Annual Report

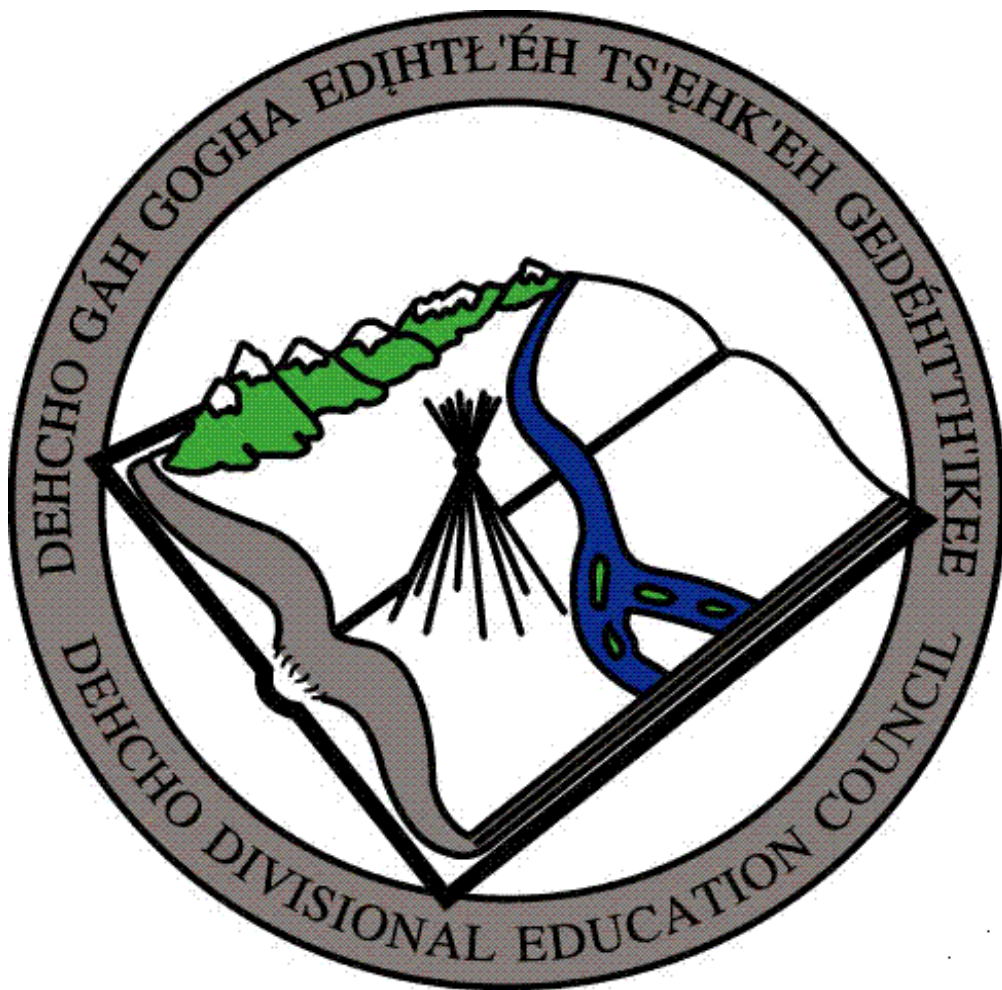
For the 2019-20 School Year



Cadre de responsabilisation en éducation

Conseil scolaire de division du Dehcho

Plan de fonctionnement et Rapport annuel
pour l'année scolaire 2019-2020



Operating Plan - Executive Summary

The Dehcho Divisional Education Council's Operating Plan for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Dehcho Divisional Education Council's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

DDEC is setting its goals in 4 main areas: Literacy, Writing, Indigenous Education, and Inclusive Schooling.

Literacy is the cornerstone of our initiative to improve student performance. Our district performance (K to grade 9) is currently at 33% of students reading at level (24% meeting expectations and 9% exceeding expectations). We must embrace a well thought strategy that addresses our students' individual needs and abilities. That is where a balanced Literacy intervention program comes into play. Students will be assessed and placed at their true level. The intervention program will be tailored to their abilities and help them reach their true potential. The success of a balanced literacy program lies in our ability to train teachers, supervise the implementation of the program, provide the support that our teachers will need, and monitor student progress. An assistant superintendent will be hired to guide this process. We are targeting to bring 46% of our students at level, which represents an 13% district-wide improvement.

Student performance in writing is currently at 58% of students at level (meeting expectations). We are targeting to reach 68% of students at level, which would represent a 10% improvement. The supervisor of schools will develop a strategy to provide the guidance that will be needed.

Indigenous Education: Our Indigenous language teachers are implementing the Our Language curriculum and we are successful in providing support. We intend to maintain the strong language instruction program that is currently available in all our schools. We believe that our schools must reflect the local culture so that our students become more engaged. One of our goals is to ensure that every school in the Dehcho will provide after school cultural activities. We believe this initiative will nurture a sense of belonging, and that it will strengthen and promote cultural identity. We believe this will facilitate student engagement and eventually lead to better school attendance.

Inclusive Schooling. We intend to ensure that 100 of our schools will benefit from the guidance and support of our Program Support teachers (PSTs) on a regular basis. 100 % of our schools will ensure access to appropriate curricular activities and utilize flexible instructional strategies. We will work with our partners to ensure that a child and youth care counsellor is hired for our school in Fort Liard.

100 % of our schools will have efficient School Based Support Teams (SBST). This will allow us to follow process and use referral forms to address the specific needs of our students, develop strategies to support classroom teachers, address systemic issues in the schools

[Annual Report - Executive Summary](#)

The Dehcho Divisional Education Council's Annual Report for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:

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Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division du Dehcho pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités du Conseil scolaire de division du Dehcho pour la prochaine année scolaire.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

Le Conseil scolaire de division du Dehcho s'est fixé des objectifs pour quatre grands axes : littératie, écriture, éducation autochtone et intégration scolaire.

La littératie est la pierre angulaire de notre initiative pour améliorer la réussite des élèves. Dans notre district, à l'heure actuelle, 33 % des élèves (de la maternelle à la 9^e année) lisent de manière satisfaisante par rapport à leur niveau scolaire (24 % répondent aux exigences et 9 % les dépassent). Nous devons adopter une stratégie bien pensée et adaptée aux besoins et capacités individuels de nos élèves. C'est là qu'entre en jeu le programme équilibré de mesures destinées à rehausser le niveau de littératie. Les élèves seront évalués et classés selon leur niveau réel. Le succès de ce programme équilibré dépend de notre capacité à former les enseignants et à les soutenir au besoin, à superviser la mise en œuvre du programme et à suivre le progrès des élèves. Un surintendant adjoint sera embauché pour guider ce processus. Notre objectif est de mettre 46 % de nos élèves à niveau, ce qui représente pour l'ensemble du district une amélioration de 13 %.

La proportion d'élèves qui satisfont aux exigences de leur niveau en écriture est actuellement de 58 %. Nous voulons faire passer ce taux à 68 %, ce qui représenterait une augmentation de 10 %. Le superviseur des écoles élaborera une stratégie pour orienter le processus.

Éducation autochtone : Nos enseignants de langues autochtones utilisent le programme *Nos langues*, et nous arrivons à bien les épauler dans leur tâche. Nous maintiendrons donc l'excellent programme d'enseignement des langues actuellement en vigueur dans toutes nos écoles. Nous sommes d'avis que nos écoles doivent intégrer la culture locale pour favoriser la participation des élèves. L'un de nos buts est de veiller à ce que chaque école du Dehcho offre des activités culturelles parascolaires. Nous croyons que cette initiative nourrira le sentiment d'appartenance et qu'elle promouvra et renforcera l'identité culturelle. Nous croyons aussi qu'elle facilitera la participation des élèves et augmentera l'assiduité.

Nous voulons faire en sorte que toutes nos écoles bénéficient régulièrement des conseils et de l'aide des enseignants responsables du programme de soutien et que toutes nos écoles sans exception offrent des activités de programme appropriées et appliquent des stratégies pédagogiques flexibles. Nous allons travailler avec nos partenaires pour embaucher un conseiller en soins à l'enfance et à la jeunesse à l'école de Fort Liard.

Nous voulons que toutes nos écoles aient des équipes de soutien scolaire efficaces. Nous pourrions ainsi mettre en application le processus et utiliser les formulaires de recommandation pour répondre aux besoins particuliers de nos élèves, élaborer des stratégies d'aide aux enseignants et régler les problèmes systémiques que vivent les écoles.

Rapport annuel – Sommaire

Le rapport annuel du Conseil scolaire de division du Dehcho pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le tableau suivant résume les réussites et les points à améliorer pour la prochaine année scolaire :

1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

The following table details key aspects of the governance structure and processes, such as elections membership terms, current membership:

The Dehcho Divisional Education Council, (DDEC) (formerly known as the Dehcho Divisional Board of Education) was established by regulation on July 4, 1996. The Dehcho Division encompasses an area which includes the communities of Fort Liard (Echo Dene School), Fort Providence (Deh Gah Elementary and Secondary School), Fort Simpson (Liidlii Kue Elementary and Liidlii Kue Regional High School), Jean Marie River (Louie Norwegian School), Kakisa Lake (Kakisa Lake School), Nahanni Butte (Charles Yohin School), Sambaa K'e (formerly Trout Lake) (Charles Tetcho School), and Wrigley (Chief Julian Yendo School).

The Education Body's purpose is to administer and manage the educational affairs of the Division in accordance with the Education Act and the Financial Administration Act of the Northwest Territories and the regulations of the Order establishing the Education Division. As such the DDEC prepares audited financial statements for the year ending June 30.

The DDEC is made up of seven trustees and a chairperson. Each District Education Authority (DEA) in the Dehcho region appoints one member to represent their community. The term for trustees is three years. Trustees may be reappointed for consecutive terms. From among those eight trustees, one is elected as Chairperson each year. The DDEC meets quarterly through the year. Terms for the most of the current trustees end October 2019 and 2021.

Dehcho Divisional Education Council

Community	Member	Position
Fort Liard	Herbert Berreault	Trustee
Fort Providence	Evelyn Sabourin	Trustee
Fort Simpson	Renalyn Pascua-Matte	Chairperson
Jean Marie River	Yvonne Norwegian	Trustee
Kakisa	Anita Simba	Vice-Chairperson
Nahanni Butte	Jayne Konisenta	Trustee
Sambaa K'e	Danna Auger	Trustee
Wrigley	Lisa Moses	Trustee

The Chairperson for the DDEC reports to the Minister of Education. The DDEC employs a Superintendent, Philippe Brulot who fulfills the role of the Deputy Head for the Public Service

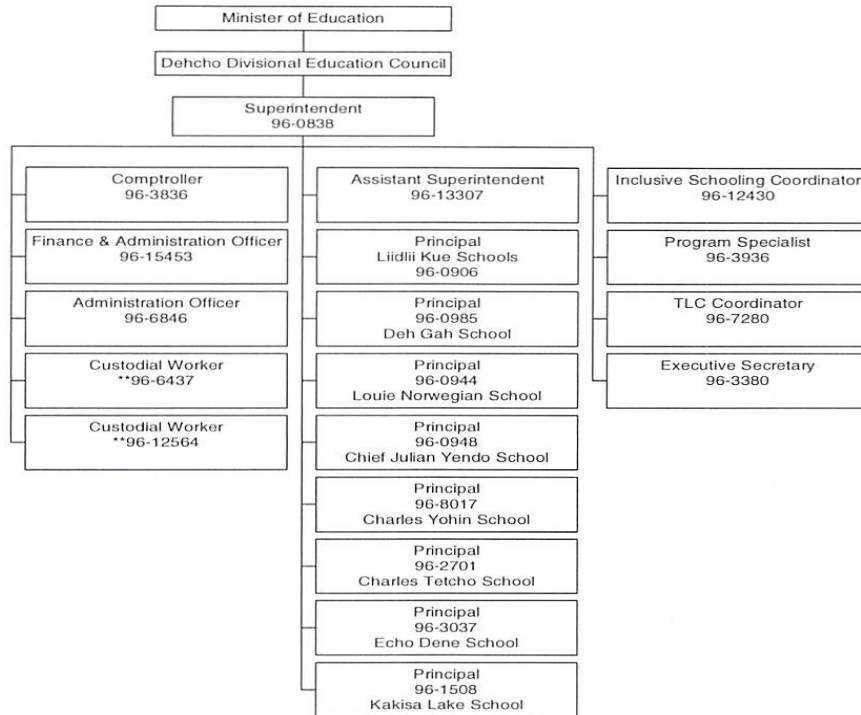
The last elections were held: Fort Liard DEA in December 2017; Fort Providence DEA in December 2015; Fort Simpson DEA in October 2018; Jean-Marie DEA in August 2016; Kakisa DEA in June 2015; Nahanni Bute DEA in December 2015; Sambaa K'e DEA in November 2017; Wrigley DEA in December 2015.

The next elections will be held: Fort Liard DEA in December 2019; Fort Providence DEA in December 2019; Fort Simpson DEA in October 2021; Jean-Marie DEA in August 2019; Kakisa DEA in June 2019; Nahanni Buter DEA in June 2019; Sambaa K'e DEA in December 2019; Wrigley DEA in September 2019

Figure 1: Dehcho Divisional Education Council Functional Organizational Chart



Dehcho Divisional Education Council



**indicates a part time position

Approved: D. Brülé Date: May 23 / 2019
 Superintendent

Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Type of Training	Audience Intended (DEC/DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Trustee Orientation	DEA	Roles and Responsibilities	October 2019		
Dr. Jody Carrington	DEC/DEA	Trauma kids, families, relationships, and the vital importance of connection.	February 2020		
Governance	DEA training ofr all the communities will be organized in fall, in partnership with ECE	Roles and responsibilities	TBA		

Education Body 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”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
September 29 2019	Fort Liard		
December 8 2019	Fort Simpson		
March 1 and 2, 2020	Fort Providence		
Potential dates: June 14 and 15, 2020 (to be confirmed)	Fort Simpson		

School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Total Number of Schools in District	9	Total Anticipated Student Head Count	449
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School Name	Community	Grades Offered	Programming Highlights
Echo Dene	Fort Liard	JK-12	Northern Distance Learning
Deh Gah	Fort Providence	JK-12	Immersion Programming JK-3 Northern Distance Learning
Liidlii Kue Elementary	Fort Simpson	JK-6	Split and Single Grade Classes
Liidlii Kue Regional High	Fort Simpson	7-12	Northern Distance Learning
Chief Julian Yendo	Wrigley	JK-9	Multi-Grade Classes
Louie Norwegian	Jean Marie River	JK-9	Multi-Grade Classes
Charles Yohin	Nahanni Butte	JK-10	Multi-Grade Classes
Charles Tetcho	Sambaa K'e	JK-9	Multi-Grade Classes
Kakisa Lake	Kakisa Lake	JK-9	Multi-Grade Classes

Student Profiles

The following table details general characteristics of the region’s student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics.

Table 2: Student enrolment (FTE) by school and by grade as of September 30, 2018

		Grades														FTE Total
		JK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Fort Liard	Echo Dene	7.0	6.0	3.0	8.0	5.0	11.0	7.0	6.0	6.0	7.0	12	7.0	7.0	11.3	103
Fort Providence	Deh Gáh	0	5.0	6.0	7.0	10	8.0	5.0	7.0	12	7.0	7.0	4.0	10	11.5	99.
Fort Simpson	Liidlii Kue Elementary	7.0	15	8	11	14	14.0	20	11	0.0	0.0	0.0	0.0	0.0	0.0	100
Fort Simpson	Liidlii Kue Secondary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.0	13.5	11	14	18	16.8	81.
Wrigley	Chief Julian Yendo	0.5	1.0	2.0	4.0	1.0	1.0	3.0	2.0	0	1.0	5.0	0.0	0.0	0.0	20.
Jean Marie River	Louie Norwegian	0.5	1.0	1.0	0.0	0.0	0.0	1.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0	5.5
Kakisa Lake	Kakisa Lake	0.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.0
Nahanni Butte	Charles Yohin	1.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.0
Sambaa K'e	Charles Tetcho	0.5	1.0	4.0	2.0	0.0	0.0	1.0	2.0	2.0	3.0	3.0	0.0	0.0	0.0	18.
DEC Total		16.5	29	26	34	32	35	37	29	28	31.5	40	25	35.5	39	437

Ethnic Backgrounds

Ethnicity	% of Student Population
Dene	90%
Inuit	2%
Metis	2%
Non-Aboriginal	6%

Student Programming JK-Grade 9

	Regular Program	Regular Program with Accommodations for Difficulty	Regular Program with Accommodations for Enrichment	Modified Education Plan (Below age/grade level)	Modified Education Plan (Above age/grade level)
Math	121	47	4	134	0
Language Arts	105	43	6	152	0

High School Programming

	Regular Program	Regular Program with Accommodations for Difficulty	Regular Program with Accommodations for Enrichment
Number of Students	43	67	0

Individual Education Plans

	K-9	10-12
Number of Students	4	2

Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention.

The current teacher population for the Dehcho Divisional Education Council is 50.75 PYs. Due to declining enrolment and funding reductions, the plan is to reduce the total number of teachers by five for the 2019-2020 school year. The average length of employment within the region for current staff is 8.7 years. In the past school year (2018-2019) the Council hired fifteen (15) new teachers into the region's schools. Of those fifteen new teachers, eight (8) were first year teachers in the profession. Staffing is currently under way for the 2019-20 school year. Of the total teaching staff in the region, there are currently nine (9) teachers who are originally from the region and the Northwest Territories.

Teacher recruitment and retention continues to be an area of concern for the Dehcho Divisional Education Council. The high rate of staff turnover has a substantial impact on relocation costs and that impacts the overall budget. Furthermore, our students need stability and continuity but the high rate of teacher turnover makes it difficult to build a relationship.

Some of the issues that currently impact recruitment and retention are outlined below.

- Lack of available or suitable housing in some small communities
- The lack of adequate connectivity makes the job more demanding as daily tasks may require a lot more time to be completed.
- Hiring teachers who may be older and/or retired and do not intend to stay for a long period of time
- Isolation in some of our communities may be difficult for some teachers to manage for long periods of time
- Other provinces such as British Columbia are currently hiring and thus the quality and quantity of applications for positions with the DDEC has declined significantly
- Hiring and retaining speciality positions such as PSTs can be a challenge. Once PSTs are trained they tend to prefer roles in larger centers in the NWT.
- The student population continues to decrease resulting in more multi-graded classrooms that can be a challenge for many teachers.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

The following table details regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals:</p>	<p>Priorities: Literacy, Writing, Indigenous Education, and Inclusive Schooling</p> <p>Student performance in Literacy is a concern and the problem must be addressed with a clear vision, a strong action plan and well-planned strategies. The only way to move forward is to work together and hold ourselves accountable. OUR TARGETS:</p> <ul style="list-style-type: none"> • DDEC intends to bring all K to grade 3 students at level in reading by the end of school year 2021/2022. There will be progress reports every year. • This specific goal in Literacy does not include Deh Gah School for the simple reason that all students are following a K to grade 3 Dene Zhatie language immersion program. They only start ELA in grade 4. • Measurable performance targets in reading will be set for each grade from grade 4 to grade 12 after students are assessed. • We will implement a Balanced Literacy Intervention Plan. • An assistant superintendent will be hired to supervise literacy implementation, provide training and monitor guided reading in the classrooms. MEASURABLE OUTCOMES: • Literacy: The percentage of Dehcho students reading at level for 2018-2019 was 33 % (Grade 1 to grade 9). The target is to reach 46 % of students reading at level in 2020 (+ 13%) • Writing: The percentage of Dehcho students writing at level/meeting expectations for 2018-2019 was 58 % (Grade 1 to grade 9). The target is to reach 68 % of students writing at level in 2020 (+ 10 %). There again, this specific goal will not include the Deh Gah school data because of the Language immersion program. <p>Promotion and support of Cultural programming: Every school in the Dehcho will receive targeted funding to support after cultural after school activities with local Elders, knowledge keepers</p> <p>Inclusive Schooling: The focus for Inclusive Schooling for the 2019-2020 school year, will be to ensure that all Program Support Teachers are trained in Student Centered Coaching and have an opportunity to complete a minimum of two coaching cycles with teachers in their school. The Student Centered Coaching model is driven by student data. Decisions and planning targets improving student performance in academics. This ties in directly with how PSTs will support the Literacy Initiatives directed by the DDEC.</p>
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Operating Plan

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Curricular alignment checklist	100% of teachers will follow the curriculum		
Dehcho Student Writes (DSW), six traits of writing	100% of school will assess students twice a year using (DSW)		
Fountas and Pinnell Benchmark assessment (JK-8)	100% of our schools will assess students 3 times a year using Fountas and Pinnell		
PSTs will begin student centered coaching in schools using data driven decision-making.	100% of PSTs will participate in a minimum of two, six-week coaching cycles with teachers in their schools.		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measureable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following table details regional priorities and goals, and connections to Departmental priorities, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and departmental priorities, for the school year.</p>	<p>Individual schools in consultation with their DEA and community stakeholders prepare the School Improvement Plans. It is the approved by the District Education Authorities, and submitted to the DDEC. Schools will be expected to include goals in the area of Literacy, Indigenous Education, and Inclusive Schooling. All schools will be expected to:</p> <p>1) Implement and monitor the Balanced Literacy Intervention program to reach Regional District Literacy targets.</p> <ul style="list-style-type: none"> • This targets the DDEC’s regional goal to promote excellence in student performance. It is also aligned with ECE’s Foundational concept (Education renewal) of: Strength and Growth whereas <i><u>all learning environments, processes, and initiatives must nurture personal growth.</u></i> <p>A balanced approach to Literacy will allow all learners to reach their full potential, with respect to their learning needs and their individual abilities to process learning.</p> <p>2) Facilitate after school cultural activities with the funding that is provided by the DDEC.</p> <ul style="list-style-type: none"> • This targets the DDEC’s regional goal to: Respect, encourage and practice cultural values and beliefs. It is also in line with ECE’s Foundational concept (Education Renewal) to: Support a positive sense of identity. <p>3) All teachers will participate in Professional Learning Communities (PLCs) and complete tracking sheets to measure what was learned, whether student learning was enhanced, and outline future steps to be taken. Teachers will complete mid-year PLC surveys. Principals will use evaluation strategies aligned with Thinking classrooms to help support and assess teachers.</p> <ul style="list-style-type: none"> • This targets the DDEC’s regional goal to: promote excellence in student performance. It is also aligned with 4 of the 8 foundational concepts in the Education Renewal: 1) meaningful relationships as the foundation of all learning; 2) education as an
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	<p>ecosystem; 3) constructing knowledge together; and 4) developing competencies.</p> <p>4) All schools will ensure that student programming is in place for all students. This will be accurately reflected in the student programming data as well as classroom practices.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% Of regional priorities and goals that align with ECE priorities and goals.	100%		
% Of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% Of schools in the region for which School Improvement Plans are submitted.	100%		
% Of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic, and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following table details the region’s approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Annual School Reviews.</p>	<p>Annual School Reviews in the Dehcho in previous years have been informal in nature. During 2019-2020 this process will become formalized and begin with two schools. Schools will be assisted with the collection of data and then supported in creating goals that allow for improvement in this data. It is critical that both non-academic and academic school performance be evaluated. Link to the goals from the SIP</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% Of schools in the region for which Annual Reviews are completed.	22% (2/9)		
% Of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012).

The following table details the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations.</p>	<p>Dehcho Staff are evaluated as per the specific mandates and responsibilities of the position they hold and with regards to their capacity to implement, assess and supervise the goals and directives as mandated by ECE and DDEC. The Superintendent and supervisor of schools assess the principals who, in turn, are responsible for teacher and support staff evaluations.</p> <p>We strive to reach our regional and local targets together as a team. Every employee has a role to play in the overall success of the organization leading to the improvement of student performance. We assess the ability of the individual to achieve (or strive to achieve) regional mandates, and his/her willingness to implement the changes that are needed to reach measurable outcomes.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	2		
Number of principal and assistant principals formally evaluated in the school year.	4		
Number of Education Body School Support Consultants formally evaluated in the school year.	1		
Number of Superintendents and Assistant Superintendents formally evaluated in the school year.	2		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time

allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following table details the region’s training and in-service plan, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>Regional Training and In-Service will target Literacy, Indigenous Education and Inclusive Schooling. Schools will use their STIP collaborative time to organize into Professional Learning Communities with a focus on Literacy. The regional orientation will focus on all three of the areas listed above. In addition, throughout the year, school staffs will be provided with additional literacy training at all grade levels. Further Inclusive Schooling In-Service and training will target student-centered coaching, as well as any school specific area of need such as Autism.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% Of Regional training and in-service focused on regional priorities	100%		
% Of Regional training and in-service focused on departmental priorities	100%		
% Of administration days dedicated to training and in-service.	100%		
% Of collaborative STIP time dedicated to regional priorities	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the region’s role of their Literacy Coordinator, the relevance of the position to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional Literacy Coordinator role and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>Academic achievement is not where it should be. A significant number of students are not at age/grade level. The DDEC is embracing an ambitious vision to bring students to age/grade level in Literacy. We intend to implement an intervention program. Students will be assessed and their instructional reading level identified. Teachers will be trained in both guided reading strategies and assessment. The Supervisor of Schools will be responsible for the Literacy portfolio and will supervise the implementation of this program at the classroom level, with the support of the school principals. Everybody will be supervised and progress will be monitored.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	1		
Regional Literacy Action Plan in place for the school year.	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following table details the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>The Healthy Food Program (HFP) provides monetary support to improve healthy eating practices throughout the Dehcho. It is especially important in remote communities where the cost of healthy food is often high and often unavailable. Furthermore, HFP plays a crucial role in our fight against absenteeism.</p> <p>HFP ties to DDEC’s goal to: <i>Support the wellness and healthy lifestyles of students, all educational staff, and trustees.</i></p> <p>Furthermore, the HFL program ties to the territorial goal to: <i>Increase learner outcomes by meeting the needs of all parts of the student – social, emotional, spiritual, intellectual and physical.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Promote student engagement in choosing healthier beverages • Promote research skills on various topics around nutrition and food.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Planning	Achieved Results	Explanation for variance
Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i>	Echo Dene	Daily snacks of fresh foods and vegetables as well as smoothies.		
	Liidlii Kue Regional Secondary school	Daily breakfast: cereals, oatmeal, toasts, fresh fruits Lunch: The same breakfast food is available + the snack program offers fruits and vegetables AM and PM. There is also a foods program once a week providing muffins/Breads in the morning and spaghetti, soups, bannock and tacos at lunch.		
	Liidlii Kue Elementary	The following foods are offered on a daily basis on a rotating basis: Cereals, toasts, French toasts, fruits, eggs and bacon, yogurt, milk and juice. Snack program.		
	Charles Yohin	Snacks of fruits and vegetables are offered twice a day (AM and PM).		

	Chief Julian Yendo	Snacks of fruits and vegetables are offered twice a day (AM and PM)		
	Kakisa	Breakfast + two snacks a day (AM and PM). The AM snack is offered daily. The Breakfast and the afternoon snack are offered as needed.		
	Louie Norwegian	Snacks of fruits, vegetables, milk, yogurt and cereals twice a day (AM and PM) + healthy smoothies at least twice a week.		
	Deh Gah	Breakfast of Oatmeal, cereals and fruits Morning snacks of fruits and vegetables Lunch with quality menu everyday (Stews, etc.).		
	Sambaa K'e	Breakfast or snacks as needed in the morning: Muffins, pancakes, cereals, eggs and fruits.		
Total number of days and months program is offered in each school.	Echo Dene	Every day of the school year.		
	Liidlii Kue Regional Secondary school	Every day of the school year.		

Operating Plan

	Liidlii Kue elementary	Every day of the school year.		
	Charles Yohin	Every day of the school year.		
	Chief Julian Yendo	Every day of the school year		
	Kakisa	Afternoon snack is offered daily but breakfast and AM Snack are offered as needed 9 months a year.		
	Louie Norwegian	Everyday of the school year.		
	Deh Gah	Every day of the school year.		
	Sambaa K'e	Everyday of the school year.		
Approximate Total Number of children and youth served each day.	Echo Dene	An average of 60 students daily.		
	Liidlii Kue Regional Secondary school	15 students a day for breakfast and 100 students a day for lunch.		
	Liidlii Kue elementary	The average attendance hovers around 10-15 students, with the odd day at 3 students. There is a snack program at lunch offering vegetables and fruits, cheese and yogurt.		
	Charles Yohin	6 students.		
	Chief Julian Yendo	20 students.		

	Kakisa	4 students.		
	Louie Norwegian	5 students.		
	Deh Gah	Breakfast has an average of 60 – 70 students a day. Morning snacks depend on daily school attendance. Lunch has an average of 25 to 30 students a day.		
	Sambaa K'e	6 students.		
Criteria for participation per school. (Low income, fee, etc.)	<p>All food programs are offered for free to all students without any question or criteria, except for Deh Gah school</p> <hr/> <p>Deh Gah charges a monthly fee of \$ 20 for lunch BUT they never reject a student who cannot pay. An average of 15 – 20 students pay the monthly fee and an average of 10 to 15 students eat for free (no questions asked)</p>			

Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers’ Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following table details the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

SSI Project Proposal Summary	The Fountas & Pinnell Leveled Literacy Intervention (LLI) provides intensive, small group instruction designed to turned struggling readers into successful readers. All K-2 teachers in our district will receive training in LLI. In addition. All teachers in grades K-9 will receive training in Fountas & Pinnel, balanced literacy. All teachers in grade 10-12 will receive training in Reading Apprenticeship.
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of teaching staff from across the region that participate in SSI PD activities.	100%		
% of support staff from across the region that participate in SSI PD activities.	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following table details the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based healthy relationship programming.</p>	<p>The Dehcho Divisional Education Council is committed to improving student wellness. Healthy Relationship Programming and Social Emotional Learning are key elements in developing and maintaining student wellness. All schools in the Dehcho, depending upon the age/grades of their student population, will be expected to implement the recommended programs outlined above .</p> <p>The focus for the DDEC will be to ensure that teachers have the training they require to implement these programs as well as the resources that accompany the programs.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK–3 students.	9		
Number of schools offering LEADS to grade 4-6 students.	9		
Number of schools offering the Fourth R to grade 7-9 students.	8		
Number of schools offering HRPP to grade 10/11 students.	4		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used (if applicable).	N/A			
	N/A			
	N/A			
	N/A			
	N/A			

Second Language Education

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.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

School Name	Language of SL Instruction <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)</i>	Type of SL Instruction <i>(core, immersion, intensive)</i>	Grades of SL Instruction	Frequency of SL Instruction <i>(min/week)</i>	Actual Frequency of SL Instruction <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
Echo Dene	Dehcho Dene	Core	JK-12	40 minutes per day		
Deh Gah	Dehcho Dene	Core	4-12	40 minutes per day		
Deh Gah	Dehcho Dene	Immersion	JK-3	all day-less 40 minutes		
Charles Yohin	Dehcho Dene	Core	K,1,3,4,5&9	45 minutes per day		
Kakisa Lake	Dehcho Dene	Core	JK-9	30 minutes 3times/week		
Louie Norwegian	Dehcho Dene	Core	1,2,5,6&7	30 minutes per day		
Chief Julian Yendo	Dehcho Dene	Core	JK-9	40 minutes per day		
Liidlii Kue Elementary School	Dehcho Dene	Core	JK-6	40 minutes per day		
Liidlii Kue Regional High School	Dehcho Dene	Core	7-9	tbd		

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1	1			

Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
LKES	1	1			
LKHS	1	1			
LOUIE NORWEGIAN	.5	.5			
CHIEF JULIAN YENDO	.5	0.5	NOTE: Covered by Itinerant Used to offset Travel costs		
ECHO DENE	1	1			
DEH GAH	1	1			
KAKISA LAKE	.5	0	COVERED BY ITINERANT		
CHARLES YOHIN	.5	.5			
CHARLES TETCHO	.5	0	COVERED BY ITINERANT		
ITINERANT	0	1			
TOTAL	6.5	6.5			

Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
ECHO DENE	1.61	.8	TRANSFER TO HIGHER NEEDS SCHOOL		
DEH GAH	1.55	.8	TRANSFER TO OTHER SCHOOL		
FORT SIMPSON	2.82	4.0	SIGNIFICANT HIGHER NEEDS SCHOOL		
LOUIE NORWEGIAN	.09	0	INSUFFICIENT FUNDING		
KAKISA LAKE	.06	0	INSUFFICIENT FUNDING		
CHARLES YOHIN	.08	0	INSUFFICIENT FUNDING		
CHARLES TETCHO	.29	.5			
CHIEF JULIAN YENDO	.32	1	TRANSFER FROM SMALLER SCHOOLS		
TOTAL	6.81	7.1			

Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$44,335	\$46,000			

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training	Audience Intended (PSTs / Educators / Support Assistants / Principals)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
In person	PSTs, RISC and Selected Educators and Principals (Maximum 15)	Mental Health First Aid	TBA: Dependent upon available trainers from Health		
Online and teleconference	PSTs and RISC	Student Centered Coaching	Continuation of course from 2018-2019 (Monthly teleconference and independent study) Expected Completion: Jan 2020		
In person	PSTs, RISC, Educators, Support Staff	Best Practices in Education for Fatal Alcohol Spectrum Disorder	August 27 th Orientation: Fort Simpson		
In person	PSTs, RISC, Educators, Support staff	Trauma Informed Schools	August 27 th Orientation: Fort Simpson		
In person	PST's/Principals	Implementing	a. September		

		the Inclusive Schooling Directive in Schools (topics will vary)	2019: Fort Simpson b. January 2020: Fort Simpson c. May 2020: Fort Simpson		
Conference (VIA Webinar)	PSTs, Parents, Educators, Support Staff working directly with Individuals	Best practices in Autism	January 2020		
Conference	PSTs , RISC	Student Centered Coaching Institute	Conference schedule not released at time of this report		
In person	School staff Who have not had previous training	Go-To Educator: Mental Health Literacy	To be determined based on allocated STIP		
In person	Support Staff and PSTs	Non-Violent Crisis Intervention Training	To be determined		
In person	PSTs, Teachers. Support Staff. Administrators	Behaviour from a Self-Regulation Lens	Staff Orientation August 2019		

The following table details the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and departmental priorities, for the school year.</p>	<p>Professional Development is a critical component of building capacity in Inclusive Schooling. All Program Support Teachers (PSTs) in the Dehcho have held the positions for only 1-3 years. This translates to the need to provide Professional Development to build the skill and confidence levels of these PSTs so that they are able to effectively support the teachers they work with. This directly links to the district goal of promoting student excellence. Teachers who collaborate with PSTs learn additional flexible instructional strategies to promote and ensure student excellence for all learners.</p> <p>The Specific focus for PSTs this year is in the area of Student-Centered Coaching (highlighting flexible instructional strategies), Autism, and</p>
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	<p>Mental Health Literacy. Include a comment here regarding the idea that you are targeting half of school staff this year for flexible teaching strategies, and why. Also, explain why the assistive tech target is 25%.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of educators that have been trained on developing and implementing IEPs this year.	100		
% of educators that have been trained on developing and implementing SSPs this year.	100		
% of educators that have been trained on the use of flexible strategies this year.	50		
% of educators that have been trained on the School-based Support Team process this year.	100		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100		
% of Support Assistants who have been trained on Inclusive Schooling this year.	100		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100		
% of educators that have been trained on Assistive Technology this year.	25		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments/Requests for Support for the region			

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract

Operating Plan

Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	Total Over / Under Allocation (\$)
\$61,699			

Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

Community	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
Fort Liard	\$18,948				
Fort Providence	\$18,046				
Fort Simpson - LKES	\$23,589				
Fort Simpson - LKRHS					
Jean Marie River	\$12,086				
Kakisa Lake	\$11,571				
Nahanni Butte	\$12,463				
Sambaa K'e	\$14,887				
Wrigley	\$14,038				
TOTAL	\$125,628				

Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following table details the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.</p>	<p>Excellence in student performance is one of the strategic goals of the Dehcho Divisional Education Council. In order to meet the needs of all students in a common learning environment and ensure excellence, SSPs and IEPs become critical elements in the Inclusive School Plan. The process for the development of SSPs and IEPs in the Dehcho has been firmly established over the last three years. An area of focus this year will be on the improved implementation of SSPs and IEPs in JK-12 classrooms. PSTs will improve their instructional strategy toolbox. Principals will be expected to monitor classroom instruction and ensure that these plans are in place, reflected in year, unit and daily plans, and are identifiable in lesson observations.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	75		
Number of students not able to participate in the Common Learning Environment in their home community.	5		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	75		
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100		
Number of students in temporary residency situations or homebound for whom education programs are provided.	6		

Operating Plan

Number of times per month that the RISC meets with PSTs via video/phone conference?	1-2		
Number of times per year that the RISC meet with the PSTs in person	5		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.	Flexible instructional strategies support student achievement and promote student wellness. School staffs require time for in-depth learning and practice in order to become effective in such practices. In the Dehcho all teachers are allocated weekly or biweekly collaboration time with the PST where these strategies can be explored. The Principals promote flexibility in scheduling so that the PST can work directly in classrooms with teachers in co-teaching or coaching cycles. Schools also have STIP time where additional collaboration is planned and support assistants are included.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100		
% of support assistants who receive support through adequate scheduled time with PST.	100		
% of principals who ensure that a student’s instruction is primarily provided by the classroom teacher within the common learning environment.	100		
% of classroom teachers who will meet with the PST at least once a month.	100		
% of support assistants who will meet with PST at least once a month.	100		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	50		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100		
% of schools that have a fair process for equitable access to extra-curricular activities.	75		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following table details the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.	It is a regional expectation that all schools will schedule a minimum of one SBST meeting per week. This time slot is prioritized above all other school activities. Program Support Teachers submit a SBST checklist (signed by the principal) to the Regional Inclusive Schooling Consultant (RISC) by the end of September, indicating that the SBST is in place and the processed have been reviewed with staff. Monthly PST reports, submitted to the RISC indicate the number of SBSTs held as well as the focus of these team meetings. The RISC will follow-up with the Principals and PSTs to support SBST development where necessary throughout the school year.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100		
% of teachers who know how to access the SBST	75		
% of schools that are using a referral process to notify SBST about specific student needs.	100		
% of schools that keep written records of SBST meetings.	100		
	100		
	70		
	30		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	Echo Dene School	Three/month 60min/meeting		
	Liidlii Kue Elementary	Three/month 60min/meeting		
	Liidlii Kue Regional High School	Three/month 60min/meeting		
	Degas Elementary and Secondary School	Three/month 60min/meeting		
	Chief Julian Yendo	one/month 60min/meeting		
	Charles Tetcho	one/month 60min/meeting		
	Kakisa Lake School	one/month 60min/meeting		
	Charles Yohin	one/month 60min/meeting		
	Louie Norwegian	one/month 60min/meeting		

Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the NWT *Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following table details the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.</p>	<p>SSPs and IEPs are reviewed and updated at reporting times. The deadlines for these updates are provided at the beginning of the school year in a PST calendar of important dates . The Regional Inclusive Schooling Consultant reviews all SSPs and IEPs in the first term to ensure that plans are completed correctly, providing support where necessary. The RISC completes random checks on plans in the subsequent terms.</p> <p>In addition, PSTs review the process for SSPs and IEPs at the beginning of the school year with staff. There is a checklist for both PSTs and Teachers for SSPs and IEPs that clarifies the process and can be used with all teachers but is most useful for new teachers.</p> <p>The area of focus this year will be on ensuring that SSPs and IEPs have an improved parent and student consultation component.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for student requiring them in consultation with parents.	75		
% of teachers completing IEPs for student requiring them in consultation with parents.	100		
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	75		
% of parents participating in developing IEPs for those students requiring them.	100		
% of students participating in developing their own SSPs, when required and appropriate.	50		
% of students participating in developing their own IEP, when required and appropriate.	25		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to ***teacher support activities***
- no more than 25% of the PST’s time should be spend working ***directly with students*** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for ***other*** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	PSTs in the Dehcho are expected to align their time use with the allocated targets set out in the Inclusive Schooling Directive. This is also reviewed with the Principals each year. PSTs submit a monthly report and schedule to the Regional Inclusive Schooling Consultant (RISC), outlining their activities for the month in each area of time use. This is reviewed by the RISC and feedback/support provided if the time use recommendation has some differences.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	70		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	70		
% of PSTs spending no more than 15% of their time on planning and organizational duties	70		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide centralized leadership at the regional level, and the explanation for any difference between each.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
1	1			

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
ECHO DENE	1.19	1			
DEH GAH	1.18	1			
FORT SIMPSON	1.74	2			
LOUIE NORWEGIAN	.5	.5			
KAKISA LAKE	.5	.7			
CHARLES YOHIN	.5	.5			
CHARLES TETCHO	.5	.5			
CHIEF JULIAN YENDO	.5	1			
TOTAL	6.61	7.2			

Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
ECHO DENE	\$35,100	\$35,000			
DEH GAH	33,900	35,000			
FORT SIMPSON	67,800	70,000			
LOUIE NORWEGIAN	29,250	32,000			
KAKISA LAKE	28,250	32,000			
CHARLES YOHIN	30,250	32,000			
CHARLES TETCHO	33,500	32,000			
CHIEF JULIAN YENDO	31,250	32,000			
TOTAL	\$289,300	\$300,000			

Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. It is important for school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to build the school-community relationship in all schools.	All Dehcho schools will use Dene Kede, Our Language Curriculum, Elders in the School Handbook, and the Indigenous Languages & Culture Handbook (pages 17-25) in planning and delivering programs and activities that will promote school-community relationships in all schools.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	33%		
% of schools with Elders in Schools programming	100%		
% of schools hosting community gatherings rooted in local cultures	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school <i>(i.e. Part-time/full-time/project or event specific)</i>	Echo Dene School	10 visits		
	Deh Gah School	10 visits		
	Charles Yohin School	10 visits		
	Kakisa Lake School	10 visits		
	Louie Norwegian	10 visits		
	Charles Tetcho	10 visits		
	Chief Julian Yendo School	10 visits		
	Liidlii Kue Elementary School	10 visits		
	Liidlii Kue Regional High School	10 visits		
Type of activities provided through Elders in Schools <i>(description/grades)</i>	Echo Dene School	*Two land and culture based camps for JK-12 grades with Elders involved in planning and teaching traditional activities. *Telling stories, and sharing historical information *Elders to teach language and skills around home activities such as cooking , sewing and cutting wood. *K-12 classroom involved dependent upon individual class plans.		
	Deh Gah School	*Three land and culture based camps for K-12 with Elders involved in planning and teaching traditional activities. *Telling stories, and sharing historical		

		<p>information. *Elders to teach language and skills around home activities such as cooking, sewing and cutting wood. *K-12 classroom involvement dependent on individual class plans.</p>		
	<p>Charles Yohin School</p>	<p>*Two on the land camps with Elders involved in planning and teaching traditional skills. *Telling stories and sharing historical information. *Elders to teach language and skills around home activities such as cooking, sewing and cutting wood. K-10 classroom involved dependent on individual classroom plans.</p>		
	<p>Kakisa Lake School</p>	<p>*Two on the land camps with Elders involved in planning and teaching traditional skills. *Telling stories and sharing historical information. *Elders to teach language and skills around cooking, sewing, and cutting wood. *K-10 classroom involved dependent on individual classroom plans.</p>		
	<p>Louie Norwegian School</p>	<p>*Two on the land camps with Elders involved in planning and teaching traditional skills. * Telling stories and sharing historical</p>		

		<p>information. *Elders to teach language and skills around activities cooking, sewing and cutting wood. *K-10 classroom involved dependent on individual classroom plans.</p>		
	<p>Chief Julian Yendo School</p>	<p>*Elders to teach language and skills around home activities such as cooking, sewing and cutting wood. *Telling stories and sharing historical information. *K-10 classroom involved dependent on individual classroom plans.</p>		
	<p>Liidlil Kue Regional High School</p>	<p>*Elders to teach language and skills around home activities such as cooking, sewing and cutting wood. *Telling stories and sharing historical information.</p>		
	<p>Liidlil Kue Elementary School</p>	<p>Two on the land camps with Elders involved in planning and teaching traditional skills. Telling stories and sharing historical information. K-10 classroom involved dependent on individual classroom plans.</p>		
	<p>Charles Tetcho School</p>	<p>Two on the land camps with Elders involved in planning and teaching traditional skill. *Elders to teach language and skills around home activities</p>		

		<p>such as cooking, sewing and cutting wood. *Telling stories and sharing historical information.</p>		
<p>Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships</p>	<p>Echo Dene School</p>	<p>At least three opportunities to connect with community groups to collaborate on cultural opportunities. These can include feasts, drum dances, Dene language literacy events, story telling nights, meet and greet events, concerts, feeding the fire ceremonies etc.</p>		
	<p>Deh Gah School</p>	<p>At least three opportunities to connect with community groups to collaborate on cultural opportunities. These can include feasts, drum dances, Dene language literacy events, story telling nights, meet and greet events, concerts, and feeding the fire ceremonies etc.</p>		
	<p>Charles Yohin School</p>	<p>At least three opportunities to connect with community groups to collaborate on cultural opportunities. These can include feasts, drum dances, Dene language literacy events, story telling nights, meet and greet events, concerts, feeding the fire ceremonies etc.</p>		
	<p>Kakisa lake School</p>	<p>At least three opportunities to connect with community groups to collaborate on cultural opportunities.</p>		

		These can include feasts, drum dances, Dene language literacy events tory telling nights, meet and greet events, concerts, and feeding the fire ceremonies etc.		
	Louie Norwegian School	At least three opportunities to connect with community groups to collaborate on cultural opportunities. These can include feasts, drum dances, Dene language literacy events, story telling nights, meet and greet events, concerts, and feeding the fire ceremonies etc.		
	Chief Julian School	At least three opportunities to connect with community groups to collaborate on cultural opportunities. These can include feasts, drum dances, Dene language literacy events, story telling nights, meet and greet events, concerts, and feeding the fire ceremonies etc.		
	Liidlii Kue Regional High School	At least three opportunities to connect with community groups to collaborate on cultural opportunities. These can include feasts, drum dances, Dene language literacy events, story telling nights, meet and greet events, concerts, feeding the fire ceremonies etc.		
	Liidlii Kue Elementary	At least three opportunities to connect with community		

	School	groups to collaborate on cultural opportunities. These can include feasts, drum dances, Dene language literacy events, story telling nights, meet and greet events, concerts, and feeding the fire ceremonies etc.		
	Charles Tetcho School Sambaa Kue	At least three opportunities to connect with community groups to collaborate on cultural opportunities. These can include feasts, drum dances, Dene language literacy events, story telling nights, meet and greet events, concerts, and feeding the fire ceremonies etc.		

Strengthening Training for Northern Educators

Strengthening training for Northern educators is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following table details the region’s approach to Strengthen Training for Northern Educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthen training for Northern Educators , including % of current teachers who have received Residential Schools Awareness training.</p>	<p>Cultural orientation days are mandated by ECE to provide time for the teachers to learn about the culture and heritage of their communities. In the Dehcho, these days are held alternately at the regional and local levels: two years are regional Cultural Orientation and the third year is local Cultural Orientation. This year is local. When held locally, the DEA is encouraged to collaborate with the school staff to plan and execute the activities. Support Assistants are included and funded by the DDEC. Local Cultural Orientation days are held at individually determined dates. Often teachers will join the community fall hunt or arrange winter camping experiences. All Dehcho schools will use Dene Kede, Our Languages Curriculum, Elder in the School Handbook, and the Indigenous Language and Culture Handbook (pages 27-36) to support for planning training for Northern Educators.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)</p>	<p>100% of staff All schools will collaborate with their DEA and local First Nation to provide Cultural Orientation and other on land opportunities. ILE face-to-face</p>		

	workshops will occur at least three times during the year.		
% of schools holding Teacher Cultural Orientation Days	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participants	All staff will participate in residential school awareness training Aug 28, 2019.		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days. Number of local resource people involved in planning and delivering Cultural Orientation Days.	Echo Dene Deh Gah Charles Yohin Charles Tetcho Louis Norwegian Liidli Kue Elementary Liidli Regional High Kakisa Lake Chief Julian Yendo	100% of all staff will participate in two days Cultural Orientation Days. Activities and other resource people will be determined after specific plans are completed.		

Different table (other document p.48) will be placed here, so that you can include number of local people involved in planning and delivering for each school. The targets being set here are to strive towards to achieve implementation.

Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following table details the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)	All schools in the Dehcho will use Dene Kede, Our Languages Curriculum, Elders in the School Handbook, and the Indigenous Languages & Education Handbook (pages 37-45) in planning and delivering programs and activities that will promote a whole language approach to Dene language use.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100		
% of schools offering Indigenous language training and support to all staff members.	100		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance	School	School Targets	Achieved Results	Explanation for difference
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Indicators				
<p>Initiatives in place to promote a Whole School Approach to Language Use.</p>	<p>Echo Dene School Fort Liard</p>	<p>*Staff will learn greetings and two other statements in Dene Yatie relating to the school environment. *Provide the opportunity to use Dene Yatie in morning announcements, assemblies and special events such as prayers, feeding the fire *Encourage Dene Language Instructors to offer impromptu language lessons outside of the Dene language classroom. *Display Dene Language written signage throughout the school and in classrooms.</p>		
	<p>Deh Gah School Fort Providence</p>	<p>*Staff will learn greetings and two other statements in Dene Zhatie relating to the school environment. *Provide opportunity to use Dene Zhatie in morning announcements, assemblies, and special events such as prayers and feeding the</p>		

		<p>fire. *Encourage Dene Language Instructors to offer impromptu language lessons outside the of the Dene language classroom. *Display Dene Language written signage throughout the school and in classrooms.</p>		
	<p>Charles Yohin Nahanni Butte</p>	<p>*Staff will learn greetings and two other statements in Dene Zhatie relating to the school environment. *Provide the opportunity to use Dene Zhatie in morning announcements, assemblies, and special events such as prayers and feeding the fire. *Encourage Dene Language Instructors to offer impromptu language lessons outside of the Dene language classroom. *Display Dene Language written signage throughout the school and in the classrooms.</p>		

	Kakisa Lake Kakisa	?		
	Louie Norwegian School Jean Marie River	<p>*Staff will learn greetings and two statements in Dene Zhatie relating to the school environment.</p> <p>*Provide the opportunity to use Dene Zhatie in morning announcements, assemblies, and special events such as prayers and feeding the fire.</p> <p>*Encourage Dene Language Instructors to offer impromptu language lessons of the Dene language classroom.</p> <p>*Display Dene Language written signage throughout the whole school and in the classrooms.</p>		
	Chief Julian School Wrigley	<p>*Staff will learn greetings and two other statements in Dene Zhatie relating to the school environment.</p> <p>*Provide opportunity to use Dene Zhatie in morning announcements, assemblies and special events such as prayers</p>		

		<p>and feeding the fire. *Encourage Dene Language Instructors to offer impromptu language lessons outside the Dene Language classroom. *Display Dene Language written signage throughout the school and in the classrooms.</p>		
	<p>Liidlii Kue Elementary School Fort Simpson</p>	<p>*Staff will learn greetings and two other statements in Dene Zhatie relating to the school environment. *Provide the opportunity to use Dene Zhatie in morning announcements ,assemblies and special events such as prayers and feeding the fire. *Encourage Dene Language Instructors to offer impromptu language lessons outside of the Dene language classroom. *Display Dene Language written signage throughout the schools and in the classrooms.</p>		

	<p>Liidlii Kue Regional High School</p>	<p>*Staff will learn greetings and two other statements in Dene Zhatie relating to the school environment. *Provide the opportunity to use Dene Zhatie in morning announcements, assemblies and special events such as prayers, and feeding the fire.</p>		
	<p>Charles Tetcho School Sambaa K'e</p>	<p>*Staff will learn greetings and two other statements in Dene Yatie relating to the school environment. *Provide the opportunity to use Dene Yatie in morning announcements, assemblies and special events such as prayers and feeding the fire.</p>		

Indigenizing Teaching & Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)	All schools in the Dehcho will use Dene Kede, Our Languages Curriculum, Elders in the School Handbook, and the Indigenous Language & Education Handbook(pages 49-57) in planning and delivering programs and activities that will promote the process of indigenizing teaching and learning practices.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.	100		
% of schools planning to implement Indigenous Teaching and Learning Practices.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
<p>Indigenous teaching and learning practices being focused on each school (spiral, holistic, experiential and/or relational).</p>	<p>Echo Dene School Fort Liard</p>	<p>* At least 1 STIP time a month will be used to collaborate with Dene Language instructors on how to incorporate Indigenous teaching methods such as talking circles into classroom activities. *Staff will participate with their class while Elders are sharing stories or demonstration traditional activities. *Staff will provide opportunities for students to participate in community events such political meetings, winter carnival, Elders birthdays, Treaty Day, etc.</p>		
	<p>Deh Gah School Fort Providence</p>	<p>*At least 1 STIP time a month will be used to collaborate with Dene Language instructors on</p>		

		<p>how to incorporate Indigenous teaching methods such as talking circles into their classroom activities. *Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities. * Staff will provide opportunities for students to participate in community events such as political or regional meetings, Treaty Days, Elders birthdays, etc.</p>		
	<p>Charles Yohin School Nahanni Butte</p>	<p>*At least 1 STIP time a month will be used to collaborate with the Dene Language instructor on how to incorporate Indigenous teaching methods such as talking circles into their classroom activities. *Staff will participate</p>		

		<p>with their class while Elders are sharing stories or demonstrating traditional activities. * Staff will provide opportunities for students to participate in community events such as political and regional meetings, Elders birthdays, Treaty days etc.</p>		
	<p>Kakisa Lake School Kakisa</p>	<p>*At least 1 STIP time a month will be used to collaborate with the Dene Language instructor on how to incorporate Indigenous teaching methods such as talking circles into their classroom activities. *Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities. * Staff will provide opportunities</p>		

		<p>for students to participate in community events such as political and regional meetings, Elders birthdays, Treaty days etc.</p>		
	<p>Louie Norwegian School Jean Marie</p>	<p>*At least I STIP time a month will be used to collaborate with the Dene Language instructor on how to incorporate Indigenous teaching methods such as talking circles into their classroom activities. *Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities. * Staff will provide opportunities for students to participate in community events such as political and regional meetings, Elders birthdays, Treaty days etc.</p>		

	<p>Chief Julian Yendo School</p> <p>Wrigley</p>	<p>*At least I STIP time a month will be used to collaborate with the Dene Language instructor on how to incorporate Indigenous teaching methods such as talking circles into their classroom activities.</p> <p>*Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities.</p> <p>* Staff will provide opportunities for students to participate in community events such as political and regional meetings, Elders birthdays, Treaty days etc.</p>		
	<p>Liidlii Kue Elementary School</p> <p>Fort Simpson</p>	<p>*At least I STIP time a month will be used to collaborate with the Dene Language instructor on how to incorporate Indigenous teaching</p>		

		<p>methods such as talking circles into their classroom activities. *Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities. * Staff will provide opportunities for students to participate in community events such as political and regional meetings, Elders birthdays, Treaty days etc.</p>		
	<p>Liidlii Kue Regional High School</p>	<p>*At least I STIP time a month will be used to collaborate with the Dene Language instructor on how to incorporate Indigenous teaching methods such as talking circles into their classroom activities. *Staff will participate with their class while Elders are</p>		

		<p>sharing stories or demonstrating traditional activities. * Staff will provide opportunities for students to participate in community events such as political and regional meetings, Elders birthdays, Treaty days etc.</p>		
	<p>Charles Tetcho School Sambaa K'e</p>	<p>*At least 1 STIP time a month will be used to collaborate with the Dene Language instructor on how to incorporate Indigenous teaching methods such as talking circles into their classroom activities. *Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities.</p>		

Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region's plan to, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming (Required 2021)</p>	<p>All schools in the Dehcho will use Dene Kede, Our Languages Curriculum, Elders in The School Handbook, and the Indigenous Languages & Education Handbook (pages 49 - 57) in planning and delivering programs and activities that will promote indigenizing content and curricula programs.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.</p>	<p>All principals and RILE Coordinator will visit classroom at least once a month to review lesson and unit plans with ILI.</p>		
<p>% of schools focused on Indigenizing content for curricula and programming.</p>	<p>100</p>		
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			

Additional Comments for the region	
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively Indigenizing content for curricula and programming.	Echo Dene School	100		
	Fort Liard			
	Deh Gah School	100		
	Fort Providence			
	Charles Yohin School	100		
	Nahanni Butte			
	Kakisa Lake School	100		
	Kakisa			
	Louis Norwegian School	100		
	Jean Marie River			
	Chief Julian Yendo School	100		
	Wrigley			
	Liidlii Kue Elementary School	100		
	Fort Simpson			
	Liidlii Kue Regional High School	100		
	Charles Tetcho School	100		

Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to offer key cultural experiences	Land based and other traditional activities support and provide opportunities to engage in various Dene cultural experiences. These experiences generate respect and cooperation in understanding Dene world views, values and beliefs. All schools in the Dehcho will use Dene Kede, Our Language Curriculum, Elders in the School Handbook, and the Indigenous Language & Education Handbook (pages 67-75) in planning and delivering programs and activities that will promote key cultural experiences.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100		
% of schools with Key Cultural Experiences that include full staff participation.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
<p>Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)</p> <p>Type of Key Cultural Experiences provided</p>	<p>Echo Dene School</p> <p>Fort Liard</p>	<p>All students K-12 and staff will receive authentic and key cultural experience throughout daily school programming. Echo dene School will have spring and fall cultural camps. Other cultural opportunities and experiences such as making drums, dog sled race training, tanning moose hides , hand game tournaments, arctic sports and Dene games will be offered.</p>		
	<p>Deh Gah School</p> <p>Fort Providence</p>	<p>All students K-12, and staff will receive authentic and key cultural experiences throughout daily school programming. Other cultural opportunities and experience such as making drums,tanning moose hides, hand game</p>		

		<p>tournaments, arctic sports and Dene games will be offered. At least three on-the land camps will be offered for all students K-12. This will include Take A kid Trapping, seasonal camps, and varying experiential opportunities on the river.</p>		
	<p>Charles Yohin School Nahanni Butte</p>	<p>All student K-6 and staff will receive authentic and key cultural experiences throughout daily school programming. Fall and Spring seasonal on - the -land camps will provide learning traditional skill, (Take a Kid Trapping) playing traditional games, and assisting with food gathering and preparation.</p>		
	<p>Kakisa Lake School Kakisa</p>	<p>All students K-10 and staff will receive authentic and key cultural experiences</p>		

		<p>throughout daily school programming. One seasonal on-the-land camp will be offered to include learning traditional skills, playing traditional games, and assisting with food gathering and preparation.</p>		
	<p>Louie Norwegian School Jean Marie River</p>	<p>All students K-9 and staff will receive authentic and key cultural experiences throughout daily school programming. Two seasonal on-the-land-camps will be offered to include learning traditional skills, playing traditional games, learning the importance of water and assisting with food gathering and preparation.</p>		
	<p>Chief Julian Yendo School Wrigley</p>	<p>All students K-10 and staff will receive authentic and key cultural experience throughout daily school programming.</p>		

Type of Key Cultural Experiences provided		One on-the-land seasonal camp will be offered.		
	<p>Liidlii Kue Elementary School</p> <p>Fort Simpson</p>	<p>All students JK-6 and staff will receive authentic and key Cultural experience throughout daily school programming. Two seasonal on-the-land camps will be offered teaching traditional skills, playing traditional games, and assisting in gathering and preparing food.</p>		
	<p>Liidlii Kue Regional High School</p>	<p>All students 7-12 and staff will receive authentic and key cultural experience throughout daily school programming. One seasonal on-the-land camp will offer learning traditional skills, and gathering and assisting in food preparation. Students will participate in Take a Kid Trapping.</p>		

	<p>Charles Tetcho School</p> <p>Sambaa K'e</p>	<p>All students K-10 and staff will receive authentic and key cultural experiences throughout daily school programming. Two seasonal on-the-land camps will offer learning traditional skills, playing traditional games, making drums, tanning moose hides, and assisting in food gathering and preparation. Students will also participate in Take a Kid Trapping.</p>		
<p>% of schools that involve community members who are not a part of regular school staff in Key Cultural Experiences.</p>	<p>Echo Dene Deh Gah Chief Julian Yendo Charles Tetcho Louie Norwegian Kakisa Lake Liidlii Kue Elementary Liidlii Regional High Charles Yohin</p>	<p>This will vary depending on activities, seasons and resources available.</p>		

This table will be replaced to reflect the 3 targets that need to be reported upon for each school (p.57 from other side)

Teaching and Learning Centres (TLCs)

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum through the TLC, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of the <i>Our Languages</i> curriculum through the TLC.</p>	<p>The Teaching and Learning Centre exists to support and develop the Dene language programs and culture in the Dehcho. The Teaching and Learning Centre will offer support to the Indigenous Language Instructors in unit and lesson planning, instructional practice, and workshops, linguists, resource production and any other means as requested by the Indigenous language instructors. The Teaching and Learning Centre will use the Dene Kede, <i>Our Languages Curriculum</i>, <i>Elders in the School Handbook</i>, and the <i>Indigenous Languages & Education Handbook</i> as the foundations for the all Dene language and cultural learning within the Dehcho.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	5		
Number of staff receiving training and support for development of Indigenous language resources.	15		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Fort Providence	\$14,673	\$22,002				
Fort Simpson	17,445	33,652				
Nahanni Butte	12,282	4,927				
Fort Liard	15,325	17,248				
Jean Marie R	11,893	4,665				
Sambaa K'e	14,144	6,551				
Wrigley	13,269	6,870				
Kakisa Lake	11,436	4,999				
TOTAL	\$110,465	\$100,914				

Appendix B: Operating Budget

Appendix C: Audited Financial Statements

Approvals

Operating Plan

D. Brülöt

Education Body Chair

June 15, 2019

Date

Superintendent

June 15, 2019

Date

Annual Report

Education Body Chair

Date

Superintendent

Date

Education Accountability Framework

Ndilo District Education Authority

Operating Plan

For the 2019-20 School Year



Cadre de responsabilisation en éducation

Administration scolaire de district de Ndilo

Plan de fonctionnement

Année scolaire 2019-2020



Operating Plan - Executive Summary

The Ndilo District Education Authority's Operating Plan for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Ndilo District Education Authority's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

The Ndilo District Education Authority (NDEA) is responsible for administering and maintaining the standards of educational programs in Ndilo specifically at K'alemi Dene School (KDS). The NDEA is committed to providing quality education for students by concentrating on the following four components of learning as identify in the KDS Mission and Vision Statement:

- Language and Culture
- Academics and Technology
- Dene Laws and Wellness
- Physical Activity.

Through the development of these skills, students will grow and develop into respectful, healthy, diligent and strong Dene who will give back to their families, community and the North.

KDS is a small school that offers culturally relevant and inclusive education programming for Junior Kindergarten to grade 12 students. Enrollment for the 2019-20 school year is estimated at approximately 110 full time students. The student population is primarily Yellowknives Dene First Nation. KDS also attracts many Indigenous families from Yellowknife and provides free transportation for these students.

KDS offers a wide range of programming, including:

- Priority on teaching and learning Wilhidah Yatì and culture
- Several key cultural experiences throughout the school year
- Focus on social and emotional well-being
- Extensive and inclusive food program serving breakfast, snack and lunch
- Small class sizes
- Early Childhood Educator working collaboratively with the JK/K classroom teacher
- Development of a Maker Space Lab
- Focus on speech and language development in JK-grade 3
- First year of an Alternative High School Program
- Intensive focus on career readiness and future planning

Through discussions with the NDEA and KDS staff the following priorities have been determined for the 2019-20 school year:

- Increased focus on whole school approach to Wihideh Yatì and culture,
- Increased focus on career and post-secondary education in grades 8-12,
- Further increase teachers' understanding of flexible teaching strategies and the implementation of Student Support Plans,
- Development of a Maker Space Lab for learning and technology, and
- Introduction of an Alternative High School at KDS.

Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Administration scolaire de district de Ndilq pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités de l'Administration scolaire de district de Ndilq pour la prochaine année scolaire.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

L'Administration scolaire de district de Ndilq est responsable d'administrer les programmes d'éducation et d'assurer le respect des normes à Ndilq, plus précisément à l'école dénée K'àlemì. L'Administration scolaire s'engage à offrir aux élèves une éducation de qualité axée sur les quatre volets d'apprentissage suivants, mis de l'avant dans l'énoncé de mission et d'ambition de l'école :

- Langue et culture
- Études et technologie
- Lois dénées et bien-être
- Activité physique

Grâce au développement de compétences dans ces domaines, les élèves grandiront et deviendront des Dénés respectueux, sains, diligents et forts, qui redonneront à leur famille, à la communauté et au Nord.

L'école est petite et offre aux élèves de la prématernelle à la 12^e année des programmes d'éducation qui intègrent et respectent la culture. Les inscriptions pour 2019-2020 sont estimées à environ 110 élèves à temps plein. Les élèves appartiennent principalement à la Première Nation des Dénés Yellowknives. L'école attire aussi de nombreuses familles autochtones de Yellowknife et offre le transport gratuitement à ces élèves.

L'école offre toute une gamme de programmes :

- Priorité à l'enseignement et à l'apprentissage de la culture et de la langue wìllìdeh yatì
- Plusieurs expériences culturelles essentielles pendant l'année scolaire
- Accent sur le bien-être social et affectif
- Programme alimentaire varié et complet qui sert déjeuner, dîner et collations
- Classes de petite taille
- Éducateur de la petite enfance travaillant en collaboration avec l'enseignant de prématernelle et de maternelle
- Aménagement d'un laboratoire créatif « Maker Space »
- Importance du développement de la parole et du langage, de la prématernelle à la 3^e année
- Première année d'un programme secondaire alternatif
- Attention particulière accordée à la préparation au marché du travail et la planification de l'avenir

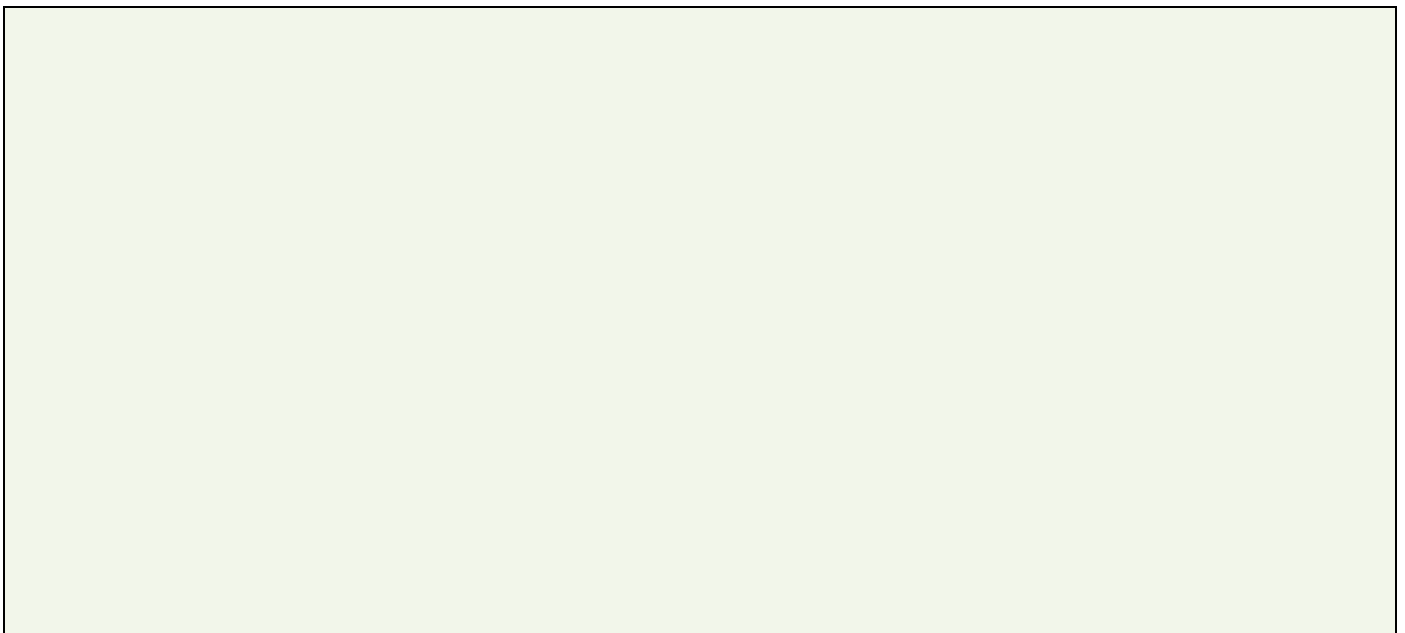
Après discussion avec l'Administration scolaire et le personnel de l'école, les priorités suivantes ont été retenues pour l'année scolaire 2019-2020 :

- Insister sur l'intégration de l'apprentissage de la culture et de la langue wiilideh yatì à l'ensemble de la vie scolaire
- Mettre l'accent sur la carrière et l'enseignement postsecondaire de la 8^e à la 12^e année
- Faire mieux connaître aux enseignants les stratégies pédagogiques flexibles et faire avancer la mise en œuvre des plans de soutien à l'élève
- Création d'un laboratoire créatif « Maker Space » pour l'apprentissage et la technologie
- Introduction d'une école secondaire alternative à l'école dénée K'àlemì

Annual Report - Executive Summary

The Ndilo District Education Authority's Annual Report for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:



1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

The following table details key aspects of the governance structure and processes, such as elections membership terms, current membership:

The Ndilo District Education Authority (NDEA) was established on June 25, 2013 under the Education Act of the Northwest Territories by order of the Minister. Its purpose is to administer and maintain the standards of educational programs in Ndilo as defined under the Act. A full range of instructional programs ranging from junior kindergarten through grade 12 are offered by the NDEA.

The NDEA is an independent legal and accounting entity with an elected Education Authority as stipulated in Section 82 of the Education Act. The Education Authority has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

- Superintendent – Metro Huculak
- Last Election – May 2016
- Members serve a three-year term. An election is called every 3rd May.
- Meetings occur monthly, but more often as required.
- The number of staff at the Ndilo District Education Authority is 1 (contracted superintendent services)
- There is an election schedule for May 2022

Prior to the establishment of the NDEA, K'alemi Dene School was guided by the Ndilo Education Committee (NEC) made up of Ndilo community members. This committee was established in 1998 when the school in Ndilo opened for its first year of operation. Over the years, the committee lobbied for a new building and then the creation of the District Education Authority. During this time, the Yellowknives Dene First Nation received funding from ECE for K'alemi Dene School and in partnership with NEC contracted superintendent services from Yellowknife Education District

Number One (YK1) to oversee the daily operations of the school.

The NDEA is responsible for making strategic decisions to guide only one school, K'alemi Dene School. The NDEA Chairperson is responsible for reporting to the Minister of Education, Culture and Employment. The NDEA directs the Superintendent and Principal who then work directly with the staff at K'alemi Dene School.

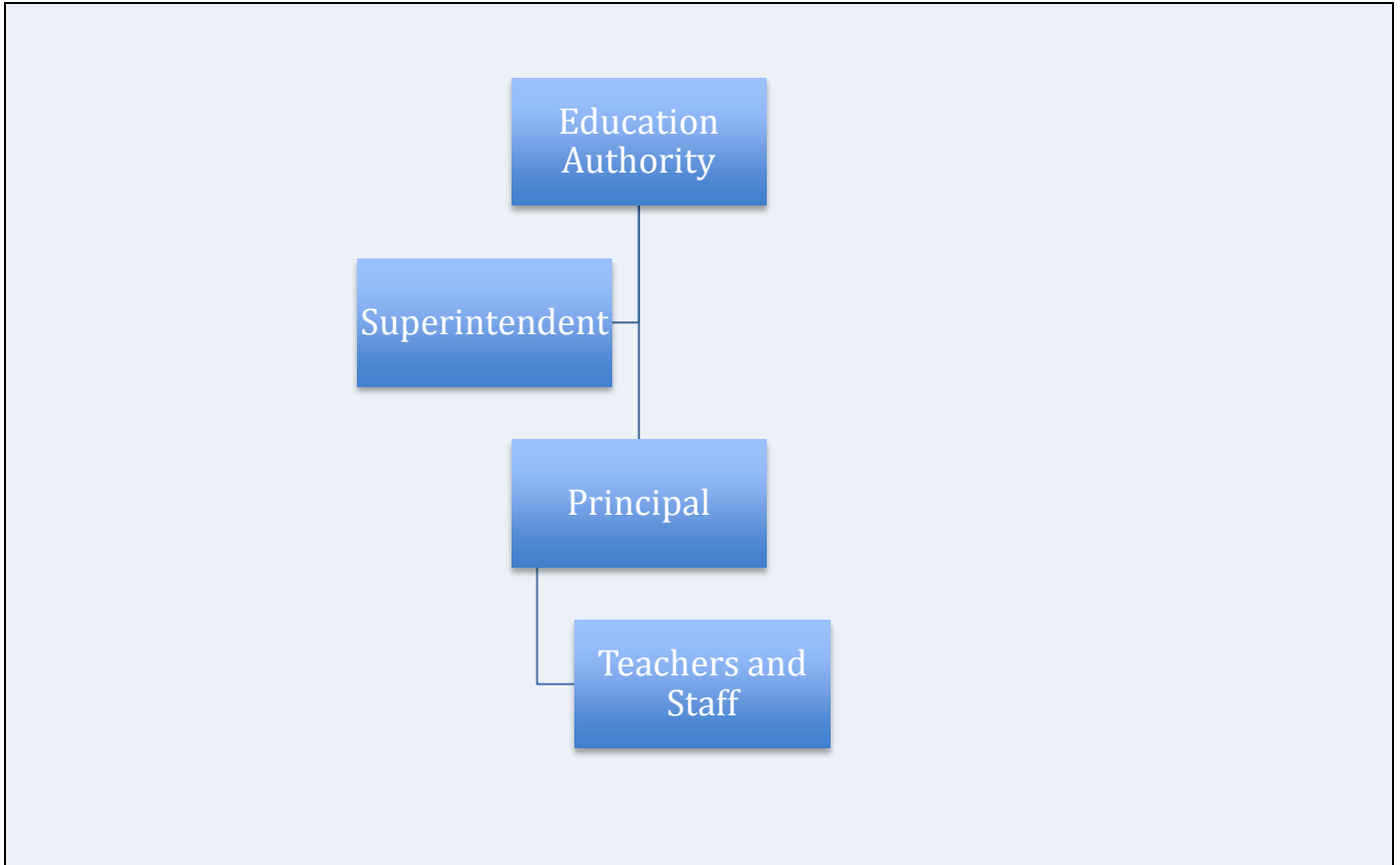
It should be noted that the role of the principal is different than at most schools in the NWT. The KDS principal often receives direction directly from the NDEA and is responsible for reporting to the NDEA. With support from the superintendent, the principal is responsible for developing the school budget, reporting to ECE, overseeing the external audit, managing human resource issues and supervising building maintenance. For example, the development of this operating plan was completed by the principal at KDS and then approved by the NDEA.

An NDEA election occurred during the month of May 2019, all positions were acclaimed. The NDEA will be sworn in June 2019 and will serve until May 2022. Current Ndilo District Education Authority:

1. Theresa Black, Trustee
2. Roberta Campbell, Trustee
3. Myra Conrad, Trustee
4. Lila Erasmus, Trustee
5. Sarah Erasmus, Trustee
6. Nyra Mackenzie, Trustee
7. Vacant Position

Functional Organizational Chart

The following table details the functional organization of the Education Body:



Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Type of Training	Audience Intended (DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Orientation	DEA	Orientation for new members after election	TBD		
TBD	DEA	Additional training as needed			

Education Body 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”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
September 18, 2019	K'àlemi Dene School		
October 16, 2019	K'àlemi Dene School		
November 27, 2019	K'àlemi Dene School		
January 15, 2020	K'àlemi Dene School		
February 19, 2020	K'àlemi Dene School		
April 15, 2020	K'àlemi Dene School		
May 20, 2020	K'àlemi Dene School		
June 17, 2020	K'àlemi Dene School		

School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by the school, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Total Number of Schools in District	1	Total Anticipated Student Head Count	112
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School Name	Community	Grades Offered	Programming Highlights
K'àlemi Dene School	Ndilo	JK-12	<ul style="list-style-type: none"> • Priority on teaching and learning Wiliideh Yatì and culture • Several key cultural experiences throughout the school year • Focus on social and emotional well-being • Extensive and inclusive food program serving breakfast, snack and lunch • Small class sizes • Early Childhood Educator working collaboratively with the JK/K classroom teacher • Development of a Maker Space Lab • Focus on speech and language development in JK-grade 3 • First year of an Alternative High School Program • Intensive focus on career readiness and future planning

Student Profiles

The following table details general characteristics of the student population, including a description of student body ethnic backgrounds, description of community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics.

The Ndilo District Education Authority consists of one school that will house approximately 110 students in 2019-20 school year. K'alemì Dene School (KDS) has been operating since 1998. Over the years, KDS has grown to include junior kindergarten to grade 12. KDS follows all NWT curriculum with a special emphasis on Dene Kede to ensure Wìlìdeh language and culture is integrated as much as possible.

K'alemì Dene School's school population is 100% Indigenous. The large majority of students are Yellowknives Dene First Nation while other students identify as Dene. This greatly influences the programming offered at KDS and is a priority to the NDEA. We strive to offer as many culturally appropriate programs and lessons including weekly Wìlìdeh Yatì lessons with a fluent speaker, seasonally appropriate culture camps and integrated lessons using Dene Kede.

The NDEA is committed to providing ALL KDS students with a safe and inclusive learning environment that is appropriate and respectful to their diverse strengths and needs, in classrooms with their age peers. At this time, approximately 46% of students are working on regular education program with curriculum at their grade level.

Being so close to the community of Yellowknife, KDS often attracts families from Yellowknife for the variety of programming that is offered. We offer free bus service for those families many of whom are low income families. In 2018-19, the NDEA made the decision to contract bus services and use a large bus with a dedicated route. However, it should be noted that KDS also provides transportation services to junior kindergarten students as the bus company cannot accommodate four-year olds at this time.

Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention.

KDS maintains a teaching staff of five (5) JK to grade eight teachers, two and a half (2.5) high school teachers and three (3) educational assistants, one (1) program support teachers and one (1) principal. In the 2019-20 school year, KDS will see a large staff turn over with six (6) staff members leaving our school.

All teaching staff are Yellowknife Education District No. 1 (YK1) employees and the NDEA adheres to the YK1 Collective Agreement. YK1 invoices the NDEA each month for cost of salaries and benefits.

Of the staff expected to return to KDS, seven (7) members of our teaching staff have been employed at KDS for five (5) years or more years.

KDS also employs a 0.5 Elder/Language Instructor. This position is hired through the Yellowknives Dene First Nation Band Office and invoiced back to the NDEA.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

The following table details priorities and goals, including performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Priorities and goals:	<p>K'àlemì Dene School Mission Statement</p> <p>The NDEA is committed to providing quality education for our students by concentrating on the following four components of learning as identified in the KDS Vision and Mission Statement:</p> <ul style="list-style-type: none"> • Language and Culture • Academics and Technology • Dene Laws and Wellness • Physical Activity. <p>Through the development of these skills, students will grow and develop into respectful, healthy, diligent and strong Dene who will give back to their families, community and the North.</p> <p>Through discussions with the NDEA and KDS staff the following priorities have been determined for the 2019-20 school year:</p> <ul style="list-style-type: none"> • Increased focus on whole school approach to Wìlìdeh Yatì and culture • Increased focus on career and post-secondary education in grades 8-12 • Further increase teachers' understanding of flexible teaching strategies and the implementation of Student Support Plans. • Development of a Maker Space Lab for learning and technology • Introduction of an Alternative High School at KDS
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Performance Indicators	Targets	Achieved Results	Explanation of Difference (if applicable)
Increased focus on whole school approach to Wìlìdeh Yatì and culture	<ul style="list-style-type: none"> • KDS will establish an Indigenous Language and Education committee that will include an NDEA member with school leadership. • Staff will collaboratively develop an action plan to refine the KDS approach to Indigenous language and education in August 2019. • Staff will collaboratively implement the action plan during the 2019-20 school year. • Classroom teachers will participate in 		

	<p>PD regarding Indigenous teaching and learning practices. One to specifically include the Residential School Awareness Training, PD may also include professional conferences.</p> <ul style="list-style-type: none"> • Classrooms teacher will commit to using at minimum one Indigenous teaching and learning practices • Students may fundraise and travel to Indspire’s Youth Gathering in March 2020. 		
<p>Increased focus on career and post-secondary education in grades 8-12</p>	<ul style="list-style-type: none"> • Students in grade 8-12 will establish an account with My Blueprint • High school teachers will ensure that students access My Blueprint on monthly basis. • High School teachers will schedule time for students to explore different career options through the Career and Life Plan and CALM class. • Students in grade 8-12 will work with ECE’s Career and Education Advisors threes times during the school year. • Students will attend YKDFN’s annual career fair and Skills Canada workshops. • KDS will organize a minimum of 3 career focused motivational speakers to work with grade 8-12 students. • Grade 11 and 12 students will have scheduled time with a teacher to focus directly on applying to post-secondary programs. 		
<p>Further increase teachers’ understanding of flexible teaching strategies and the implementation of Student Support Plans.</p>	<ul style="list-style-type: none"> • Classroom teachers will participate in PD regarding flexible teaching strategies. • Classroom teachers will choose a flexible teaching strategy to research and use in their classroom. • STIP days will be used to provide teachers with time to explore and research their chosen flexible teaching strategy. • PLC meetings will also provide time to review flexible teaching strategies for JK-grade 7 teachers. • KDS staff will participate in PD regarding the implementation of Student Support Plans. 		

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	<ul style="list-style-type: none"> • KDS staff will co-create criteria for student support plans. 		
Development of a Maker Space Lab for learning and technology	<ul style="list-style-type: none"> • Student Success Initiative funding will be used to support the development of a Maker Space. • 2 staff members will visit other nearby schools to learn about their Maker Space. • Classroom teachers will participate in PD regarding Maker Spaces. • JK-grade 7 classroom teachers will collaboratively plan and execute time for their students in the Maker Space. 		
Introduction of an Alternative High School at KDS	<ul style="list-style-type: none"> • KDS will offer an Alternative High School program during the 2019-20 school year. • One teacher will be hired to develop and manage the Alternative High School program. • Students will have access to an Alternative High School program. 		
Areas of Strength			
Areas for Development			
Additional Comments			

School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following table details priorities and goals, and connections to Departmental priorities, including performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>School Improvement Planning and relevance to school and departmental priorities, for the school year.</p>	<p>K’alemì Dene School develops a yearly school improvement plan in consultation with the NDEA and school staff. When completed, the finished document is shared through our school handbook and on the website. The goals of the school improvement plan are guided by the KDS mission and vision statement and align with the priorities and goals as indicated above.</p>
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Performance Indicators	Targets	Achieved Results	Explanation of Difference (if applicable)
% of school priorities and goals that align with ECE priorities and goals.	100%		
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic, and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following table details the approach to the completion of Annual School Reviews, including performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Approach to the completion of Annual School Reviews.</p>	<p>KDS will develop a School Improvement Plan for the 2019-20 school year. It will identify five areas of growth and set targets and performance indicators for each area. At the end of the school year, KDS staff will review and discuss the school improvement plan which will help to inform the next year's plan. This review will be guided using the key accountability questions outlined by ECE's School Improvement Reporting Policy and Framework. The information gathered will help to build the School Improvement Plan for the following school year.</p>
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Performance Indicators	Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth for Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following table details the approach to completing staff evaluations, including performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Approach to the completion of Staff Evaluations.</p>	<p>The KDS principal follows the process provided by ECE by using three formal observations that include a pre- and post- observation meeting and finishing with a Teacher Evaluation Report. KDS also uses a ten-minute walk thru observations method, where the principal performs short observation then follows with discussion about strengths and stretches. Staff evaluations are completed according to the schedule maintained by Yellowknife Education District No. 1.</p>
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<p>Performance Indicators</p>	<p>Targets</p>	<p>Achieved Results</p>	<p>Explanation of Difference <i>(if applicable)</i></p>
<p>Number of teachers and PSTs formally evaluated in the school year.</p>	<p>6</p>		
<p>Number of principal and assistant principals formally evaluated in the school year.</p>	<p>0</p>		
<p>Areas of Strength</p>			
<p>Areas for Development</p>			
<p>Additional Comments</p>			

Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following table details the training and in-service plan, the relevance of the plan to school and departmental priorities, and includes performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Training and In-Service and relevance to school and departmental priorities, for the upcoming school year.	Training and In-Service activities and themes are determined by school priorities which are developed in consultation with NDEA trustees and KDS staff. Once these are decided and the School Improvement Plan is developed, professional development activities are planned accordingly.
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Performance Indicators	Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of training and in-service focused on school priorities	100%		
% of training and in-service focused on departmental priorities	100%		
% of administration days dedicated to training and in-service.	0		
% of collaborative STIP time dedicated to school priorities	50%		
Areas of Strength			
Areas for Development			
Additional Comments			

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the role of the Literacy Coordinator, the relevance of the position to school and departmental priorities, and includes performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Literacy Coordinator role and relevance to school and departmental priorities, for the upcoming school year.	The KDS principal carries out the role of Literacy Coach. She ensures new teachers are introduced to the KDS Literacy Plan and that it is being implemented in each JK to grade 7 classroom. Implementation includes arranging for professional development, setting expectations for long range, unit and lessons plans, co-planning and coaching.
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Performance Indicators	Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	0.25		
Literacy Action Plan in place for the school year.	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Areas of Strength			
Areas for Development			
Additional Comments			

Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following table details the programs relevance to school priorities and strategies including school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Relevance of the Healthy Foods for Learning program to school priorities and strategies for program implementation:	KDS offers a healthy food program that includes breakfast, snack, and lunch each school day. The school opens early and serves cereal, yogurt and toast with a hot breakfast once a week. Then for snack, students have access to fruit. For lunch we serve sandwiches and vegetables three days/week, with hot lunch twice a week. The menu is developed using the Canadian Food Guide and when possible, locally sourced products are used. All families are welcome to access our food program. As well, when possible we keep non-perishable food items and grocery gift cards for families who may need extra help. This aspect of our program is supported by outside donations.
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Performance Indicators	Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

Ndilo District Education Authority Operating Plan

School Specific Performance Indicators	School Planning	Achieved Results	Explanation for variance
Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i>	Breakfast, Snack, Lunch, Emergency Care Packages		
Total number of days and months program is offered in each school.	5 days/week 10 months/year		
Approximate Total Number of children and youth served each day.	80		

Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers’ Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following table details the SSI Project proposal summary including performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>SSI Project Proposal Summary</p>	<p>The NDEA has completed a three-year SSI Project Proposal. KDS will develop a Maker Space for teachers and students to access. Maker Spaces provides hands-on, creative way to encourage students to design, experiment, build and invent as they engage in science, engineering and tinkering. A Maker Space contains elements of a science lab, woodshop, computer lab and/or art room.</p>
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<p>SSI Performance Indicators</p>	<p>Targets</p>	<p>Achieved Results</p>	<p>Explanation of Difference (if applicable)</p>
<p>% of teaching staff that participate in SSI PD activities.</p>	<p>100%</p>		
<p>% of support staff that participate in SSI PD activities.</p>	<p>0%</p>		
<p>Areas of Strength</p>			
<p>Areas for Development</p>			
<p>Additional Comments</p>			

Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

The following table details the performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Performance Indicators	Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work? Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following table details the approach to for the integration of evidence-based healthy relationship programming including performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Approach to integration of evidence-based healthy relationship programming.</p>	<p>Currently KDS staff have chosen to use different programs than those endorsed by ECE. From JK to grade 8, we are using Second Step SEL and Bullying Prevention. Second Step is research-based, teacher-informed, and classroom-tested, and it promotes the social-emotional development, safety, and well-being of children from Early Learning through Grade 8. As well, KDS is a Positive Behavioural Interventions and Supports School. This is a school wide initiative that allows us to focus on proactive strategies for defining, teaching and supporting appropriate student behaviour to create a positive school environment.</p> <p>In past years, we have used The Fourth R – Healthy Physical Relationships Education with our high school students. Unfortunately, due to high staff turnover this past year, we do not have anyone trained to offer the program. We look forward to this in-service so that we can offer the programming with fidelity.</p>
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Performance Indicators	Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK–3 students.	0%		
Number of schools offering LEADS to grade 4-6 students.	0%		
Number of schools offering the Fourth R to grade 7-9 students.	100%		
Number of schools offering HRPP to grade 10/11 students.	100%		

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Areas of Strength	
Areas for Development	
Additional Comments	

School Specific Performance Indicators	School Target	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used.	<ul style="list-style-type: none"> • Positive Behavioural Intervention and supports (JK to grade 7) • Second Step (JK to grade 7) • Foxy/Smash • Talking About Mental Health (TAMI) 		

Second Language Education

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.

The following table details all Second Languages (SL) instruction taught, including the language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

Language of SL Instruction <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)</i>	Type of SL Instruction <i>(core, immersion, intensive)</i>	Grades of SL Instruction	Frequency of SL Instruction <i>(min/week)</i>	Actual Frequency of SL Instruction <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
Wiilı̨deh Yatı̨	Core	JK-K	45 minutes		
Wiilı̨deh Yatı̨	Core	Gr. 1-7	90 minutes		
Wiilı̨deh Yatı̨	Core	Gr. 8-12	75 hours/year		

** One row per Language/per school*

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	0.5			

Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	1.00			

Wellness Counsellors

Wellness counsellors are trained and licensed professionals who provide mental health, behavioural or emotional assistance to individuals in need.

The following table details the number of allocated, budgeted and actual Wellness Counsellors in place to provide mental health, behavioural or emotional assistance to individuals in need, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.25	0.25			

** Please note that the following regions do not receive this funding as they receive services from the CYCC Initiative and thus do not have to report in this section: BDEC, DDEC, SDEC and TCSA.*

Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.67	4.61	We have one full time educational assistant in JK/K. As well, we have high percentages of students on MEPs, and/or behaviour plans that require extra support.		

Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$10,454	\$10,454			

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training	Audience Intended (PSTs / Educators / Support Assistants/ Principals)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Non-violent Crisis Intervention Training	PST Educators EAs Principal	De-escalating behaviour in a safe, respectful manner.	TBD		
Reviewing SSP and IEP process and criteria	PST Educators EAs Principal	Reviewing SSP process, setting criteria for developing SSPs and IEPs	August 2019		
Developing flexible instructional strategies	PST Educators EAs Principal	Teachers will review differentiation strategies, ask an inquiry question to guide their research and strategy use. Staff will then	August January April Weekly PLC meetings		

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		share progress and set new goals throughout year.			
Autism Spectrum Disorder	PST Educators EAs Principal	Staff will work with an outside consultant to gain a better understanding of ASD and how to effectively plan			

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The following table details the approach to inclusive schooling Professional Development, the relevance of the plan to school and departmental priorities, and includes performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Approach to Inclusive Schooling Professional Development and relevance to school and departmental priorities, for the school year.</p>	<p>The NDEA and KDS make every effort to ensure that all students are included into age-appropriate classrooms and are supported to learn, contribute and participate as much as possible in all aspects of our learning community. This is accomplished through implementing best teaching practices that reduce barriers and building on students’ strengths and using a collaborative approach that includes families whenever possible.</p>
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Performance Indicators	Targets	Achieved Results	Explanation for Difference <i>(if applicable)</i>
% of educators that have been trained on developing and implementing IEPs this year.	100%		
% of educators that have been trained on developing and implementing SSPs this year.	100%		
% of educators that have been trained on the use of flexible strategies this year.	100%		
% of educators that have been trained on the School-based Support Team process this year.	100%		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%		
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%		
% of educators that have been trained on Assistive Technology this year.	100%		
Areas of Strength			
Areas for Development			
Additional Comments/Requests for Support			

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The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)

Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	Total Over / Under Allocation (\$)
\$18,820			

Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$16,584	\$16,584			

Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following table details the approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.	KDS staff will begin the 2019-20 school year, by reviewing the SSP/IEP process. Staff will work collaboratively develop criteria for writing SSPs with effective students supports. With the support of the RISC and PST, staff write and review SSPs as per the KDS schedule.
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Performance Indicators	Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
Number of students not able to participate in the Common Learning Environment in their home community.	0		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%		
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%		
Number of times per month that the RISC meets with PSTs via video/phone conference?	0		
Number of times per year that the RISC meet with the PSTs in person	Daily		
Areas of Strength			
Areas for Development			

Additional Comments	
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Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.</p>	<p>At KDS, we strive to meet the needs of all our students. This process starts by developing transition plans as they move to different classrooms and teachers, working together to complete strengths-based class reviews, developing and implementing student support plans as required and ensuring teachers are using flexible instructional strategies. Flexible teaching strategies are supported by the RISC and PST through co-teaching and planning, consultation (SBST and other meetings) and organized professional development. As well, staff have identified flexible instructional strategies and differentiation as an area of focus on the KDS Strengthening Teacher Instructional Practices.</p>
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Performance Indicators	Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of principals who ensure that a student’s instruction is primarily provided by the classroom teacher within the common learning environment.	100%		
% of classroom teachers who will meet with the PST at least once a month.	100%		
% of support assistants who will meet with PST at least once a month.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities.	100%		

Ndilo District Education Authority Operating Plan

Areas of Strength	
Areas for Development	
Additional Comments	

School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following table details the approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.	The KDS SBST meets monthly and follows the 30-minute problem solving process. The team meets for one morning each month and during this time 3-4 student profiles are reviewed. Minutes are kept for these meetings. Teachers are asked to refer students to the SBST, as well as the principal/RISC and PST.
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Performance Indicators	Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100%		
% of teachers who know how to access the SBST	100%		
% of schools that are using a referral process to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	120 minutes/ month		

Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the NWT *Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following table details the approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.</p>	<p>KDS recently implemented a process to follow in regards to SSPs and IEPs. Classroom teachers start by contacting parents regarding their child’s SSP or IEP. Once the SSP or IEP is written, parents are given the opportunity to review the document. The PST and classroom teachers meet to review SSPs and IEPs at each reporting term, changes are made as necessary. When a student is referred to the SBST, if they have an SSP or IEP in place it is reviewed during the meeting.</p>
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Performance Indicators	Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for student requiring them in consultation with parents.	100%		
% of teachers completing IEPs for student requiring them in consultation with parents.	100%		
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	100%		
% of parents participating in developing IEPs for those students requiring them.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to **teacher support activities**
- no more than 25% of the PST’s time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	At KDS, we strive to meet the Priority Time-Use targets through scheduled meetings time including professional learning communities, assessment-to-instruction and class reviews. These meetings help determine how support will be directed to maximize priority time use targets. PST is responsible for managing time-use through a year plan.
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Performance Indicators	Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide centralized leadership at the regional level, and the explanation for any difference between each.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
0.50	0.50			

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, and the explanation for any difference between each.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
1.25	1.25			

Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
\$30,300	\$30,300			

Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. It is important for school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment.

The following table details the approach to ensure that schools make efforts to build the school community relationship, and includes school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Approach to build the school-community relationship in all schools.</p>	<p>In the 2019/20 school year, KDS will create an Indigenous Language and Culture Education Committee that will meet quarterly. Membership will include the school principal, language and culture coordinator, language instructor and a classroom teacher. This committee’s goal will help ensure the school’s Indigenous Language and Culture school improvement goal is being achieved, professional development is connecting to classroom instruction and whole school/community events are planned regularly.</p>
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Performance Indicators	Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	100%		
% of schools with Elders in Schools programming	100%		
% of schools hosting community gatherings rooted in local cultures	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school <i>(i.e. Part-time/full-time/project or event specific)</i>	Part-time and event specific		
Type of activities provided through Elders in Schools <i>(description/grades)</i>	JK-grade 12 <ul style="list-style-type: none"> • Language Instruction • Classroom visits • Cultural expertise 		
Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	<ul style="list-style-type: none"> • 3 Feasts/year • 1 Family Fun Nights/year • Inviting community to join 3 culture camps/year (e.g. duck plucking) 		

Strengthening Training for Northern Educators

Strengthening training for Northern educators is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following table details the approach to Strengthen Training for Northern Educators, and includes school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Approach to strengthen training for Northern Educators, including the % of current teachers who have received Residential Schools Training.</p>	<p>To seamlessly integrate language and culture into schools, classrooms and planning, it is necessary to have a deep understanding of the culture and history of our school’s community. The NDEA is committed to ensuring that KDS educators have access to professional development and cultural opportunities. This includes participating in a minimum of two Cultural Orientation days, professional readings, opportunities to attend related conferences, scheduled planning time to integrated language culture and opportunities to contribute to the school’s whole school language approach. Staff at KDS are also expected to attend Key Cultural Experiences with their classes. At this time, 66% of staff have completed the Residential School Awareness Training, however, this number could change when hiring for the 2019/20 school year is complete.</p>
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Performance Indicators	Targets	Achieved Results	Explanation for difference
<p>Type of gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)</p>	<ul style="list-style-type: none"> • Cultural Orientation Days • Monthly professional reading • Participating in KDS Key Cultural Experiences • Inviting members of YKDFN to share expertise with staff 		
<p>% of schools holding Teacher Cultural Orientation Days</p>	<p>100%</p>		
<p>Type of Residential School Awareness Training provided and</p>	<p>All staff will participate in ECE’s</p>		

Ndilo District Education Authority Operating Plan

# of teachers/staff participants	Residential School Awareness Training. 100% staff will participate in professional readings regarding Residential Schools		
Areas of Strength			
Areas for Development			
Additional Comments			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	100% of staff will participate in Cultural Orientation Days. Activities may include: learning Wiilhideh Yatì, YKDFN history and the Akaitcho Treaty history, culturally appropriate skills (beading, duck plucking, snaring, etc.).		
Number of local resource people involved in planning and delivering Cultural Orientation Days.	4		

Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following table details the approach to ensure that the school employs a Whole School Approach to Language Use, and includes performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)</p>	<p>KDS continues to use a Whole School Approach to Language Use. At the start of the year, KDS staff will work collaboratively to develop an action plan to increase the use of Wìlìdeh Yatì in our building. Staff will start by reviewing the NWT JK-12 Indigenous Languages and Education Handbook, then as a group develop a plan that will meet the needs of our students. KDS will continue to use the Our Languages Curriculum to deliver language instruction for all grades.</p>
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Performance Indicators	Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Initiatives in place to promote a Whole School Approach to Language Use.	<ul style="list-style-type: none"> Develop a collaborative action plan for to increase language use. 		

Indigenizing Teaching & Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the approach to Indigenize Teaching & Learning Practices, and includes school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)</p>	<p>KDS will continue to strengthen our approach to Indigenizing teaching and learning practices. The NDEA recognizes the importance of strengthening staff’s understanding of Indigenous worldviews so that they can provide culturally appropriate teaching and learning practices. This will help staff recognize the Indigenous principles of holism, spiritual learning, relational and experiential learning. Dene Kede will remain the foundational planning document with additional support from the Our Languages Curriculum. KDS staff will continue to participate in Cultural Orientation Days, Key Cultural Experiences, additional professional development activities and have access to community cultural experts.</p>
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Performance Indicators	Targets	Achieved Results	Explanation for difference
<p>Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.</p>	<p>KDS staff will have a collaborative approach to developing an action plan to increase language use at KDS.</p>		
<p>% of schools planning to implement Indigenous Teaching and Learning Practices.</p>	<p>100%</p>		
<p>Areas of Strength</p>			

Areas for Development	
Additional Comments	

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Indigenous teaching and learning practices being focused on in each school (spiral, holistic, experiential, and/or relational).	<p>100% of classroom teachers will participate in professional development about Indigenous teaching and learning practices.</p> <p>Each teacher will choose one practice to apply throughout the year (spiral, holistic, experiential or relational).</p>		

Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the plan to Indigenize content, and includes performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Plan to Indigenize Content for Curricula and Programming (Required 2021)</p>	<p>Providing students with a culturally relevant education remains a priority of the NDEA. KDS will continue to provide teachers with dedicated time throughout the school year to integrated Indigenous (specifically YKDFN focused) content into their long range, unit and lesson plans.</p> <p>Staff will be provided with scheduled time for integrated language and culture planning with the expectation that all long-range, unit and lesson plans include Indigenous content. Teachers will also have access to our School Elder, Language and Culture Coordinator, and community resource people as needed. KDS also has a regular staff meeting agenda where teachers share what is happening in their classrooms to help cross-pollinate ideas.</p>
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Performance Indicators	Targets	Achieved Results	Explanation for difference
<p>Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.</p>	<ul style="list-style-type: none"> • Scheduled planning time. • Meetings with School Elder, Coordinator and resource people • Scheduled time for sharing ideas 		
<p>% of schools focused on Indigenizing content for curricula and programming.</p>	<p>100%</p>		
<p>Areas of Strength</p>			

Ndilo District Education Authority Operating Plan

Areas for Development	
Additional Comments	

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively Indigenizing content for curricula and programming.	100%		

Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the approach to offer key cultural experiences and includes school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Approach to offer key cultural experiences	KDS will continue to provide several Key Cultural Experiences throughout the 2019-20 school year as they are the cornerstone of our cultural programming. These experiences are coordinated with YKDFN community members and cultural experts.
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Performance Indicators	Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100%		
% of schools with Key Cultural Experiences that include full staff participation.	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
<p>Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)</p>	<ul style="list-style-type: none"> • JK/K class will participate in modified versions of key culture experiences to meet their developmental needs. We aim to provide 5 culture camps for this age group. • Grade 1-7 students will participate in approximately 7 full day culture camps • Grade 8-9 will participate in approximately 7 full day culture camps with additional time provided for outside opportunities provided by YKDFN. 		
<p>Type of Key Cultural Experiences provided</p>	<ul style="list-style-type: none"> • Berry and Plant Harvesting • Net Fishing • Trapping and Snaring • Birch Tree Tapping • Ducking Plucking • Tanning Moose Hides • Canoe Trips • Snowshoe Camps <p>Please note Key Cultural Experiences depend on the Cultural Experts availability.</p>		
<p>% of schools that that involve community members who are not a part of regular school staff in Key Cultural Experiences.</p>	<p>100%</p>		

Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Ndilq	\$13,342	\$13,342				

Appendix B: Operating Plan - Operating Budget

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

Education Body Chair

Superintendent

Date

Date

Annual Report

Education Body Chair

Superintendent

Date

Date

Education Accountability Framework

Sahtu Divisional Education Council

Operating Plan

For the 2019-20 School Year

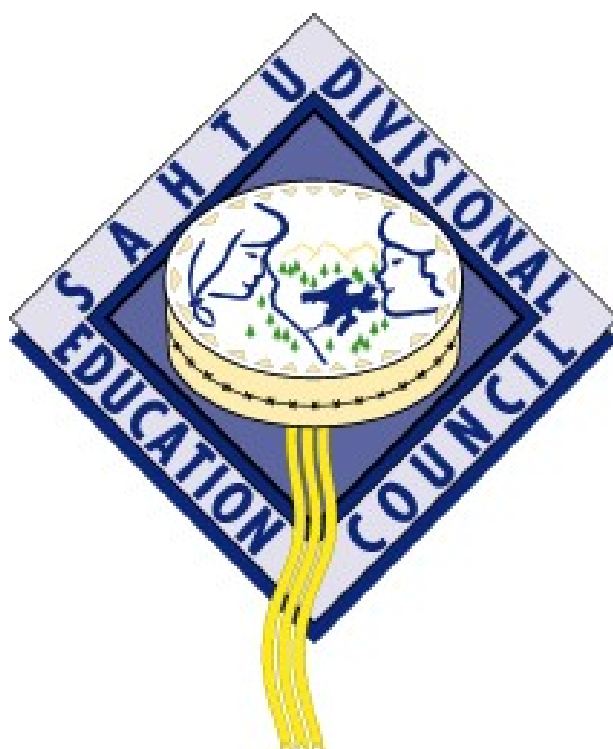


Cadre de responsabilisation en éducation

Conseil scolaire de division du Sahtú

Plan de fonctionnement

Année scolaire 2019-2020



Operating Plan - Executive Summary

The Sahtu Divisional Education Council's Operating Plan for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Sahtu Divisional Education Council's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

The Sahtu Divisional Education Council is the School Board that has, since 1988, been responsible for the delivery of all K- 12 programs in the five communities of the Sahtu region. Since 1998, grades 10 -12 have been introduced in all Sahtu communities.

The main challenges facing the board in delivering its programs are the fact that all off its schools are quite small, teacher turnover is quite high, and student attendance is disappointingly low.

For the upcoming school year, 2019 -20 we have the following goals:

Attendance

Each school will be asked to submit an Attendance Improvement Plan with a view to reducing student absenteeism by at least 20 %. Each school will receive a small amount of funds to support whatever plan they choose to implement.

School Learning Communities

Through ongoing work with an external consultant who we have contracted over the past year, each school and the principals as a group will implement the start-up of school learning communities. The goal of the learning community is to examine school-based practices to improve student achievement and success.

Literacy

In addition to our ongoing balanced literacy program that has been in place for several years now, we will be implementing a reading library program called Overdrive. With Overdrive, the students and staff of the Sahtu will have access to over 4200 titles. We started with just over 1900 two years ago. More titles are being added all of the time. Overdrive contains eBooks, audio books, graphic novels and class sets of some titles. Recently, using some corporate funding, we were able to purchase a class set of Kindles for each school. These have been loaded with the Overdrive software

and will be in all of our schools by September 2019.

Annual Report - Executive Summary

The Sahtu Divisional Education Council's Annual Report for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:

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Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division du Sahtú pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités du Conseil scolaire de division du Sahtú pour la prochaine année scolaire.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

Depuis 1988, c'est le Conseil scolaire de division du Sahtú qui est responsable de la prestation de tous les programmes de la maternelle à la 12^e année dans les cinq collectivités de la région du Sahtú. Depuis 1998, elles ont toutes des classes de la 10^e à la 12^e année.

Le conseil scolaire doit relever de grands défis pour offrir ses programmes, notamment la petite taille des écoles, l'important roulement du personnel enseignant et la très faible assiduité des élèves.

Pour l'année scolaire 2019-2020, nos buts sont les suivants :

Présences

Chaque école devra soumettre un plan d'amélioration de l'assiduité dans le but de réduire l'absentéisme des élèves d'au moins 20 %. Chaque école recevra une petite somme pour mettre en œuvre son plan.

Communautés d'apprentissage dans les écoles

Grâce au travail continu réalisé avec un conseiller externe dont nous avons retenu les services dans la dernière année, toutes les écoles, ainsi qu'un groupe formé des directeurs, vont lancer les communautés d'apprentissage dans les écoles. Le but d'une communauté d'apprentissage est d'examiner les pratiques scolaires afin d'améliorer la réussite des élèves.

Littératie

En plus de notre programme équilibré de mesures destinées à rehausser le niveau de littératie en place depuis plusieurs années déjà, nous allons mettre en œuvre un programme d'emprunts de livres de bibliothèque appelé OverDrive. Grâce à ce programme, les élèves et le personnel du Sahtú auront accès à plus de 4 200 titres. Il y a deux ans, nous n'avions qu'un peu plus de 1 900 titres, mais de nouveaux ouvrages continuent de s'ajouter. OverDrive propose des livres électroniques, des livres audio, des bandes dessinées, ainsi que des exemplaires multiples pour certains titres. Récemment, à l'aide d'un financement ministériel, nous avons pu acquérir un ensemble de liseuses Kindle pour chaque école, sur lesquelles a été installé le logiciel OverDrive; toutes nos écoles en seront dotées d'ici septembre 2019.

1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

The following table details key aspects of the governance structure and processes, such as elections membership terms, current membership:

The Sahtu Divisional Education Council (SDEC) is a corporate body and an agency of the government of the Northwest Territories. It was created under the authority of the NWT Education Act and has a mandate to provide Junior Kindergarten to grade 12 education for all children in the Sahtu communities of Colville Lake, Fort Good Hope, Norman Wells, Tulita and Deline. In each of these communities, a District Education Authority (DEA) is elected every three years during the month of October. The most recent elections were held in October 2018 and the term for the current DEAs will run till October 2021.

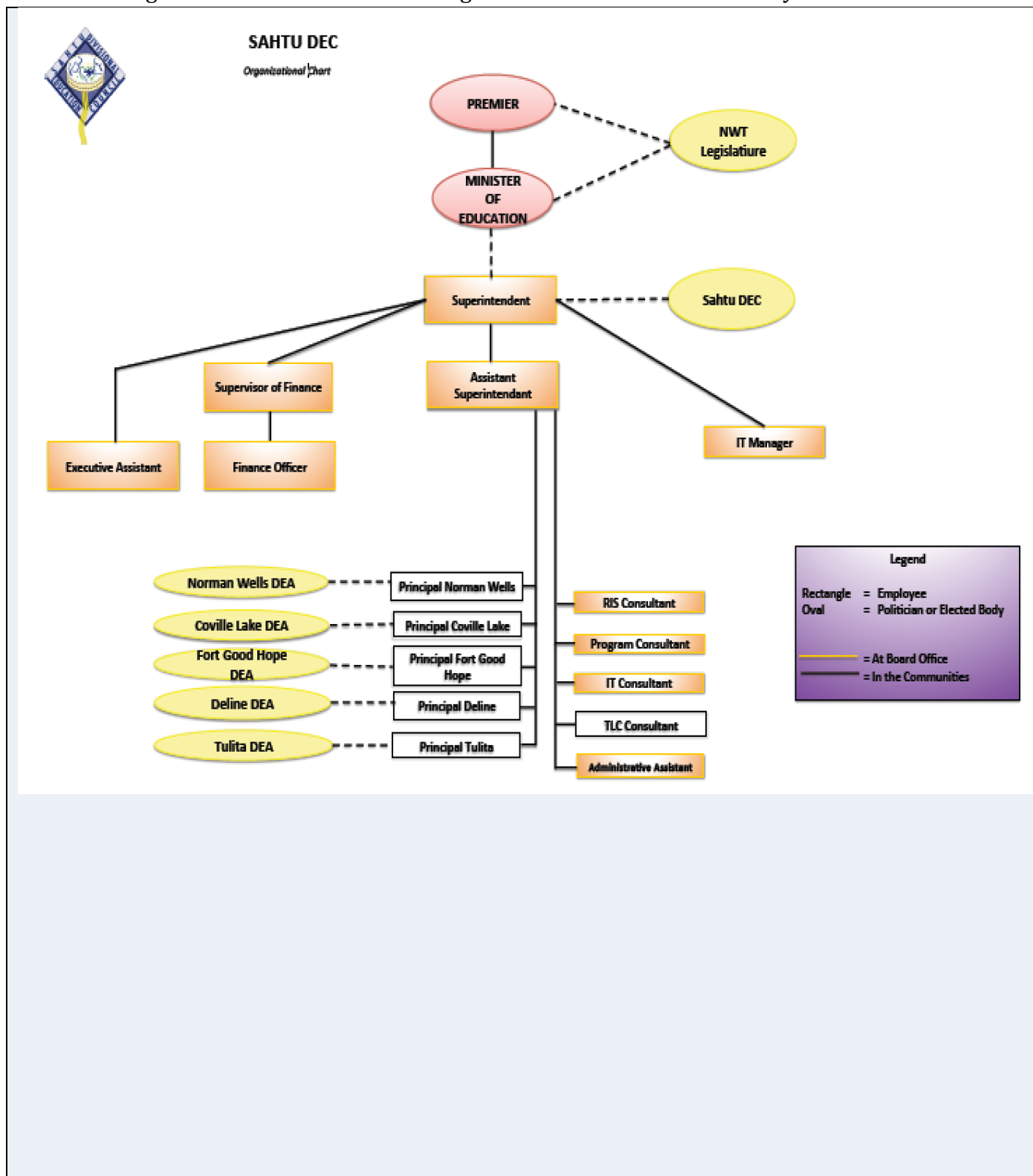
Each DEA selects a trustee representative to the Sahtu regional education body, the SDEC. At their first meeting in December of the election year, the SDEC selects a chair. At all subsequent meetings of that DEC, the Chair's community sends a second trustee as the Chair doesn't usually vote, and takes a more regional view on most questions.

The SDEC hires a superintendent who in turn, hires all of the professional staff at the board office and, indirectly, in the schools of each community. The DEC meets four times a year and provides educational governance by way of motions and policy creation.

Currently, the SDEC's membership is: Karea Peachey (Norman Wells) Chair; Jennifer Waterhouse (Norman Wells); Heather Bourassa (Fort Good Hope), Isabel Orlias (Colville Lake); David Little (Deline) and Sally Ann Horassi (Tulita).

Functional Organizational Chart

The following table details the functional organization of the Education Body:



Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Type of Training	Audience Intended (DEC/DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Goal-setting and strategic planning workshop	DEC	Goal-setting and strategic planning	December, 2019 in Norman Wells		
Attend Annual Canadian Congress of Rural School Boards	DEC	Various topics related to aboriginal education	March, 2020 in Saskatoon		

Education Body 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”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
September 25	Deline		
December 9 / 10	Norman Wells		
March 25 / 26	Norman Wells		
May 25 / 26	Norman Wells		

School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Total Number of Schools in District	5	Total Anticipated Student Head Count	Approximately 560 students
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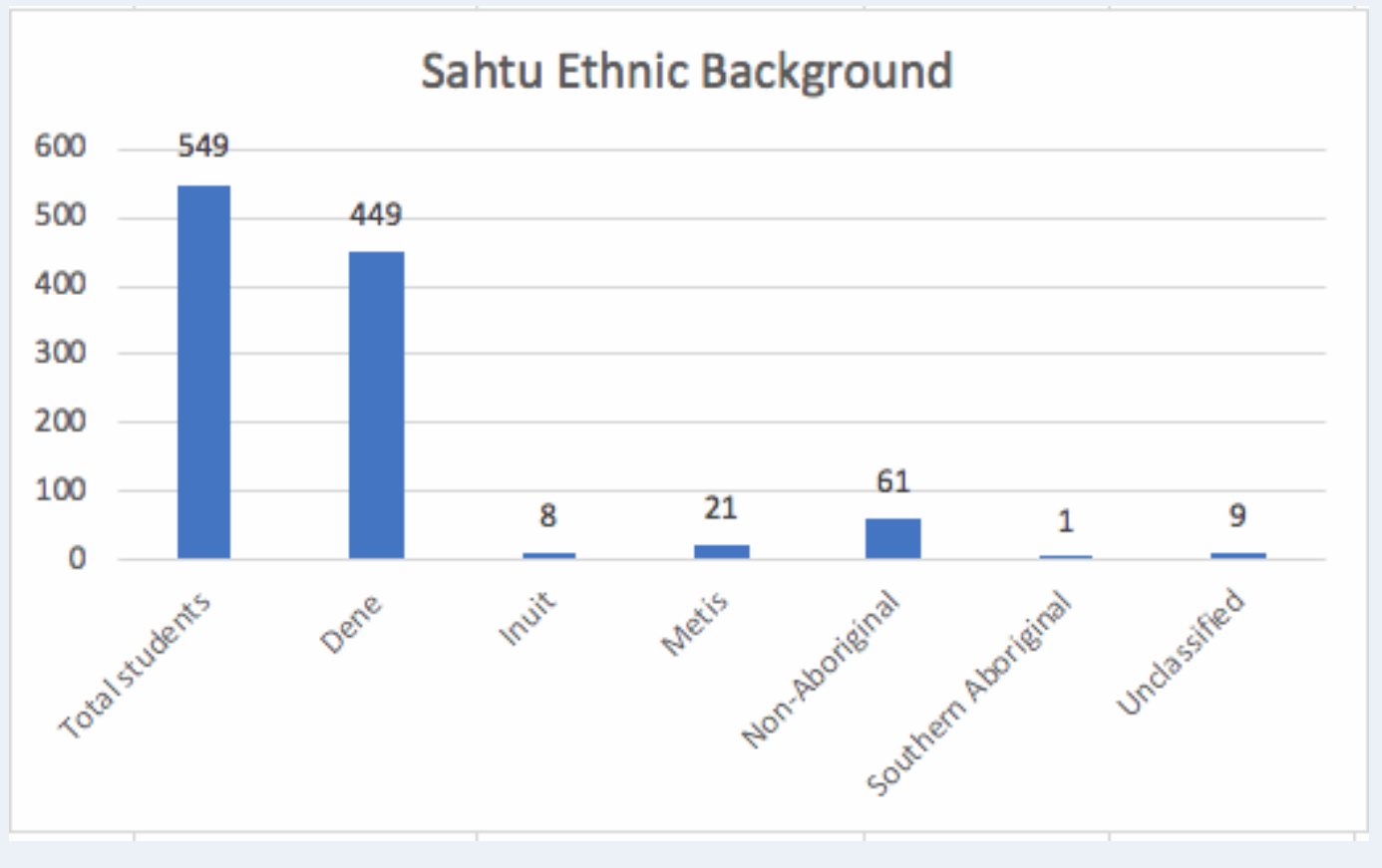
School Name	Community	Grades Offered	Programming Highlights
Chief Albert Wright School (CAWS)	Tulita	JK - 12	<ul style="list-style-type: none"> • Piloting the language program • Integration of Slavey language and culture into all classes • Individualized targeted levels in English and Math • Skills Canada curriculum
Chief Tselehye School (CTS)	Fort Good Hope	JK - 12	<ul style="list-style-type: none"> • Reading Apprenticeship; • Guided reading block; • Nai?e?e, • Winter Camp; • Career and Education curriculum
Colville Lake School (CLS)	Colville Lake	JK - 12	<ul style="list-style-type: none"> • Extensive on the land program • Introduction of skating
Mackenzie Mountain School (MMS)	Norman Wells	JK - 12	<ul style="list-style-type: none"> • Guided reading; • Offering -1, -2 and -3 HS courses • Math initiative • Increased electives in HS
?ehtseo Ayha School (EAS)	Délıne	JK - 12	<ul style="list-style-type: none"> • Enhanced Slavey program • Exposing JK/K to local agencies • Differentiation in gr 1 - 3 • Gr 8 -12 on the land program

Student Profiles

The following table details general characteristics of the region’s student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics.

The Sahtu Divisional Education Council covers five schools in five communities. All five communities are fly in communities except for a short period when the winter ice road is open. Participation in on the land activities are an important component of the culture in all five communities. Families will go out hunting, fishing, and trapping for days or weeks on end. Four of the communities are similar in size: Fort Good Hope, Norman Wells, Tulita and Deline. The fifth community is Colville Lake which is significantly smaller than the other four.

Approximately 20 % of the students on the SSP category are working from Modified Education Programs (MEPs).





Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention.

The Sahtu employs approximately forty-teachers. They come from varying backgrounds and geographic regions of Canada. Eight of these (including language instructors) are from the Sahtu.

The remainder are from Southern Canada. The length of time a teacher remains with the SDEC varies from a low of one year to a high of twenty years, the average tenure being somewhere between two and three years.

We are expecting nine or ten teachers who will be new to the Sahtu DEC during the 2019 – 20 school year.

Teacher recruitment has become increasingly challenging over the past few years. Twenty years ago, we would get between three and four hundred applications per year. Nowadays, we get around thirty.

Improved teacher retention would rank as one of the main drivers of improved quality of program in our schools.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

The following table details regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional priorities and goals:	<p>There will be a focus on literacy and numeracy, language and culture, leadership development through professional development and PLCs, as well as attendance improvement.</p> <p>Our previous Strategic Plan came to its conclusion in June of 2017.</p> <p>It is anticipated that work will begin on a new strategic plan during the 2019 – 20 school year when a new leadership team will take over the administration of the SDEC.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Our Languages Curriculum (OLC): 100% of Sahtu schools will implement all facets of OLC, recognizing schools' implementation rates will vary.	100%		
Literacy initiatives in reading and writing will be implemented and the effectiveness assessed in 100% of Sahtu schools.	100%		
The Sahtu numeracy initiative in grades 1 – 8 will be implemented and monitored in 100% of Sahtu schools; the effectiveness of changes in numeracy teaching and learning will be assessed.	100%		
School leadership in 100% of Sahtu schools will participate in leadership professional development and school staffs will develop and implement school goals based on strategic visioning for education in each school. Professional Learning Communities will be established in 100% of Sahtu schools.	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following table details regional priorities and goals, and connections to Departmental priorities, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and departmental priorities, for the school year.</p>	<p>A school improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement and shows how and when these changes will be made.</p> <p>Each school will develop a School Improvement Plan (SIP) that sets out the priorities for the 2019-2020 school year. These priorities will be developed collaboratively with the school administrator, teachers, support staff, and District Education Authority/community consultation.</p> <p>School priorities will directly align with the regional priorities set out by the Sahtu Divisional Education Council and Education, Culture, Employment.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with ECE priorities and goals.	100%		
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic, and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following table details the region's approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Annual School Reviews.</p>	<p>Based on the priorities school have identified in the School Improvement Plan (SIP), an Annual School Review will be completed towards the end of the 2019-2020 school year.</p> <p>Schools will be asked to report on performance indicators targeting the priorities identified in the SIP. Schools will also be asked to provide an explanation for any difference between targets and results. Within this Review, schools will be asked to identify areas of strength and areas for development.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following table details the region's approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations.</p>	<p>NWT teachers are on a cyclical professional growth plan. It is the School Principal's responsibility complete all performance reviews for teachers based on the cycle of evaluation.</p> <p>Similarly, the Assistant Superintendent is responsible for evaluating Principals, using the same cycle of evaluation.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	21		
Number of principal and assistant principals formally evaluated in the school year.	3		
Number of Education Body School Support Consultants formally evaluated in the school year.	2		
Number of Superintendents and Assistant Superintendents formally evaluated in the school year.	2		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following table details the region’s training and in-service plan, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p><u>Teaching Staff</u></p> <p>Overdrive – two school on site visits</p> <p>Northern Studies Book Club – twice a year electronically</p> <p>Junior Kindergarten/Kindergarten team – in conjunction with ECE, follow-up after ECE meetings and at least three on site coaching.</p> <p>Inquiry-Based Learning – for grades 1-4 twice a year electronically</p> <p>PowerSchool – one on one training as required</p> <p>SMART Board – one on one training as required</p> <p>Technology training – this year’s focus is the Indigenous Language Educators</p> <p>Leveled-Literacy Intervention – goal to have a least one teacher trained in each school.</p> <p>Go-To-Educator - the goal is to have at least two schools with trained staff.</p> <p>Applied Suicide Intervention Skills Training – encouraged at least two teachers in each community</p> <p>First Nations Mental Health First Aid - encouraged at least two teachers in each community</p> <p>Non-Violent Crisis Intervention – have at least one teacher as a trainer for the region.</p> <p><u>Program Support Teachers and Principals</u></p> <p>Program Support training – three times a year face to face regional</p>
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	<p>meeting with three on site meetings. Participation in the Northern Studies Book Club, Junior Kindergarten/ Kindergarten team meetings, Inquiry-Based Learning, and the Jordan’s Principle meetings. PST participation in ECE training.</p> <p>Principal Meetings - three times a year face to face regional meeting with three on site meetings and regular teleconference calls. Principal participation in ECE training.</p> <p><u>Third party funding</u></p> <p>Learning Communities (LC) with Tom Hierck – three regional onsite visits with follow-up electronically with a primary focus on Data. Student Success Initiative funding.</p> <p>Reading Apprenticeship – two regional half days face to face meetings with at least two Go To meetings. Five teachers will complete Reading Apprenticeship training courses. ECE funding.</p> <p>Numeracy – With Liliane Gauthier. Grade 1-8 teachers will have one week in total face to face meeting.</p> <p>Comprehensive Literacy - with Daren Patterson – two on site visits</p> <p>Science, Technology, Engineering, Mathematics (STEM) - with Tom Lademann – three school on site visits</p> <p>Mindfulness courses – have at least one staff member in each school who have taken at least one Mindfulness course.</p> <p>Speech and Language – potential in-service and training as required with Jordan’s Principle funding</p> <p>Hearing – potential in-service and training as required with Jordan’s Principle funding</p> <p>Autism – potential in-service and training as required with Jordan’s Principle funding</p> <p>Behaviour – potential in-service and training as required with Jordan’s Principle funding</p> <p>Visual – potential in-service and training as required with Jordan’s Principle funding.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
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Operating Plan

% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on departmental priorities	100%		
% of administration days dedicated to training and in-service.	50%		
% of collaborative STIP time dedicated to regional priorities	50%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the region’s role of their Literacy Coordinator, the relevance of the position to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional Literacy Coordinator role and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>Regional Literacy Coordinator oversees implementation of comprehensive literacy in JK-9, literacy in the disciplines in grades 5 -12, Levelled Literacy Intervention in reading, and Whole Region Writes in 100% of Sahtu schools. The Literacy Coordinator supports teachers, administrators and PSTs in implementing reading and writing assessments, and in collecting reading and writing data. The Literacy Coordinator facilitates and conducts teacher professional development in literacy and literacy assessments.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	1		
Regional Literacy Action Plan in place for the school year.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following table details the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>The health of children affects their development, their ability to learn, and how they see themselves. Children need to have nutritious food in order to be prepared for learning.</p> <p>All five schools in the Sahtu region are accessing the Healthy Foods for Learning program during the 2019-2020 school year.</p> <p>A regional priority is for the five schools to be offering a breakfast program, five days per week for the ten months of the school year. In addition to the breakfast program, schools are strongly encouraged to offer morning and afternoon snacks where possible.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, <i>if applicable</i> .	N/A		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Planning	Achieved Results	Explanation for variance
Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i>	CAWS	Breakfast and morning/afternoon snacks		
	CTS	Breakfast and morning snack		
	CLS	Breakfast and morning/afternoon snacks		
	MMS	Breakfast and morning/afternoon snacks		
	EAS	Breakfast and morning/afternoon snacks		
Total number of days and months program is offered in each school.	CAWS	5 days per week 10 months per year		
	CTS	5 days per week 10 months per year		
	CLS	5 days per week 10 months per year		
	MMS	5 days per week 10 months per year		
	EAS	5 days per week 10 months per year		
Approximate Total Number of children and youth served each day.	CAWS	97 students		
	CTS	130 students		
	CLS	64 students		
	MMS	150 students		
	EAS	102 students		
Criteria for participation per school. <i>(Low income, fee, etc.)</i>	CAWS	Open to all		
	CTS	Open to all		
	CLS	Open to all		
	MMS	Open to all		
	EAS	Open to all		

Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following table details the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

SSI Project Proposal Summary	Based on the success of introducing PLCs in 2018/19, the objectives in 2019/20 are to build teachers', PSTs' and administrators' capacities to interpret student data and learning evidence to inform changes in teaching practice and student learning. Assessments in reading, writing and numeracy will inform the work of all staff in the PLCs.
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of teaching staff from across the region that participate in SSI PD activities.	100%		
% of support staff from across the region that participate in SSI PD activities.	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following table details the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based healthy relationship programming.</p>	<p>Schools need to be a positive, safe, and caring environment for everyone, including students, staff, parents, and community members. The schools will focus on developing healthy relationships that lead to everyone feeling welcome in the school environment.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
Number of schools offering WITS to JK-3 students.	5		
Number of schools offering LEADS to grade 4-6 students.	5		
Number of schools offering the Fourth R to grade 7-9 students.	5		
Number of schools offering HRPP to grade 10/11 students.	5		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used (if applicable).	CAWS	JK-4: WITS Gr 1-12: LEADS Gr 7-9: Fourth R HPE Gr 10-12: Fourth R HRPP		
	CTS	JK-4: WITS Gr 1-12: LEADS Gr 7-9: Fourth R HPE Gr 10-12: Fourth R HRPP		
	CLS	JK-4: Second Step Program Gr 1-12: Tribes JK-12: Red Cross Youth Relationship Program		
	MMS	JK-4: WITS Gr 1-12: LEADS Gr 7-9: Fourth R HPE Gr 10-12: Fourth R HRPP		
	EAS	JK-4: WITS Gr 1-12: LEADS Gr 7-9: Fourth R HPE Gr 10-12: Fourth R HRPP		

Second Language Education

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.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

School Name	Language of SL Instruction <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tẖcẖo)</i>	Type of SL Instruction <i>(core, immersion, intensive)</i>	Grades of SL Instruction	Frequency of SL Instruction <i>(min/week)</i>	Actual Frequency of SL Instruction <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
CAWS	North Slavey	Core	JK-9	225		
CTS	North Slavey	Core	JK-9	225		
CLS	North Slavey	Core	JK-9	225		
MMS	North Slavey	Core	1-9	160		
	French	Core	1-11	225		
EAS	North Slavey	Core	JK-9	225		

* One row per Language/per school

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	1.00	To comply with overall Inclusive Schooling spending guidelines		

Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
CAWS	1.00	1.0			
CTS	1.08	1.0	Rounding error		
CLS	1.00	1.0			
MMS	1.40	2.00	1.0 is a yearly rotating position, in a different school each year.		
EAS	1.00	1.0			

TOTAL	5.48	6.0			
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Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
CAWS	1.22	1.2			
CTS	2.01	2.8	Additional assistant for blind student		
CLS	0.89	1.2	Shifted to meet needs in school		
MMS	2.59	1.6	Shifted to meet needs in school		
EAS	1.64	2.4	Additional assistant for needs in school.		
TOTAL	8.36	10.4			

Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$73,993	73,993			

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training	Audience Intended (PSTs / Educators / Support Assistants / Principals)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Face to face	Principals/PSTs	SSP, IEP, and Tienet	TBD		
Face to face and electronic	All staff members	Self-Regulation	TBD		
Face to face and electronic	All staff members	Differentiation	TBD		
Face to face and electronic	Educators, Support Assistants and PST	Speech and Language (Jordan's Principal funding)	TBD		
Face to face and electronic	Educators, Support Assistants and PST	Hearing (Jordan's Principal funding)	TBD		
Face to face and	Educators, Support	Behaviour (Jordan's	TBD		

electronic	Assistants and PST	Principal funding)			
Face to face and electronic	Educators, Support Assistants and PST	Braille and how to deliver courses to the Blind (Jordan's Principal funding)	TBD		

The following table details the region's approach to inclusive schooling Professional Development, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to Inclusive Schooling Professional Development and relevance to regional and departmental priorities, for the school year.	Annually, at the beginning of the year, the Principals and PSTs have a face to face meeting with the Inclusive Schooling Coordinator to discuss Inclusive Schooling implementation. Two more face to face meetings during the rest of the school year is to review the implementation. Three school visits are made where Inclusive Schooling strategies are discussed. Principals and PSTs are able to request additional school visits where deemed necessary.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of educators that have been trained on developing and implementing IEPs this year.	100%		
% of educators that have been trained on developing and implementing SSPs this year.	100%		
% of educators that have been trained on the use of flexible strategies this year.	100%		
% of educators that have been trained on the School-based Support Team process this year.	100%		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%		
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%		

Operating Plan

% of educators that have been trained on Assistive Technology this year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments/Requests for Support for the region			

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)

Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	Total Over / Under Allocation (\$)
\$72,747			

Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
CAWS	\$19,711	\$19,711			
CTS	\$23,772	\$23,772			
CLS	\$23,403	\$23,403			
MMS	\$25,987	\$25,987			
EAS	\$21,882	\$21,882			
TOTAL	\$114,755	\$114,755			

Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following table details the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.	Student Support Plans (SSP) are created at the beginning of the school year based on assessments. SSPs are review at each reporting period and adjusted accordingly. F&P data collection occurs three times a year and formative Math assessments occur all year long.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
Number of students not able to participate in the Common Learning Environment in their home community.	0		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	50%		
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	1		
Number of times per month that the RISC meets with PSTs via video/phone conference?	Minimum times once per month		
Number of times per year that the RISC meet with the PSTs in person	6		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region	

Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.	The Principal, Inclusive Schooling Coordinator, and the Assistant Supervisor will meet early in the school year to determine the needs of the school based on what was determined the year before and what is evident in the current school year. The Principal will request in-servicing from the board office staff when necessary.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of principals who ensure that a student’s instruction is primarily provided by the classroom teacher within the common learning environment.	100%		
% of classroom teachers who will meet with the PST at least once a month.	100%		
% of support assistants who will meet with PST at least once a month.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students' needs and to reduce barriers to students' success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following table details the region's approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.	The PSTs record in their monthly reports to the Inclusive Schooling Coordinator how many times the SBST met.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100%		
% of teachers who know how to access the SBST	100%		
% of schools that are using a referral process to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
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Operating Plan

Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	CAWS	Once per week		
	CTS	Once per week		
	CLS	Once per week		
	MMS	Once per week		
	EAS	Once per week		

Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following table details the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.	IEPs and SSPs suggested reviews dates are indicated in the Important Dates calendar that are sent out to Principals and PSTs. PSTs record in the monthly reports sent to the Inclusive Schooling coordinator the type of meetings held with students, teachers, and others. The Inclusive Schooling Coordinator will follow up on any issue arising from these meetings.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for student requiring them in consultation with parents.	100%		
% of teachers completing IEPs for student requiring them in consultation with parents.	100%		
% of parents participating in developing SSPs for those students requiring them.	100%		
% of parents given the opportunity to participate in developing IEPs for those students requiring them.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to ***teacher support activities***
- no more than 25% of the PST’s time should be spend working ***directly with students*** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for ***other*** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	The PSTs submits monthly reports that summarizes their duties to the Inclusive Schooling Coordinator. The Inclusive Schooling Coordinator provides feedback. The Inclusive Schooling Coordinator will consult with the Principal and Assistant Superintendent for any needed clarification.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide centralized leadership at the regional level, and the explanation for any difference between each.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
1.00	1.00			

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
CAWS	1.00	2.00	Retracted intention to retire of 1.0		
CTS	1.42	2.4			
CLS	1.00	1.4			
MMS	1.23	0.5	Reviewing for future		
EAS	1.19	2.0			
TOTAL	5.84	8.3			

Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
CAWS	40,200	40,200			
CTS	40,200	40,200			
CLS	43,500	43,500			
MMS	39,000	39,000			
EAS	40,200	40,200			
TOTAL	\$203,100	203,100			

Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. It is important for school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools.</p>	<p>100% of schools will instruct in Dene Laws and use Dene Laws as the foundation for building school-community relationships. In-school and school-community interactions implementing Dene Laws include: community feasts, cultural days inclusive of community, <i>On the Land</i> programming utilizing cultural experts and local lands-people, locally developed courses Naizeza 15, 25 (Naizeza 35 pending approval), on-going seasonal cultural camps, regional cultural events that bring youth and community together in the school e.g. Hand-games Tournaments, Elders in schools with active participation in programming e.g. Northern Studies 10 participation. Regional Sahtu Dene Council Terminology Workshop will include all Indigenous Language Educators and coordinators working with Elders and North Slavey language speakers. Establishment of Indigenous Language and Education Committees in 100% of schools, with monthly regional meetings via GoToMeeting. The Sahtu regional approach embraces holism and is relational, and learning is spiral and experiential.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	100%		
% of schools with Elders in Schools programming	100%		
% of schools hosting community gatherings rooted in local cultures	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school <i>(i.e. Part-time/full-time/project or event specific)</i>	CAWS	Project or event specific Part-time		
	CTS	Project or event specific Part-time		
	CLS	Project or event specific Part-time		
	MMS	Project or event specific Part-time		
	EAS	Project or event specific Part-time		
Type of activities provided through Elders in Schools <i>(description/grades)</i>	CAWS	Locally developed course instruction / participation – grades 10-12. Indigenizing curriculum JK-12. Cultural events/activities for grades JK-12: Feeding fire Drum dances Moose hide tanning Sewing Drumming Hand-games instruction Dene games Tent setting Traditional cooking		
	CTS	Locally developed course instruction / participation –		

		<p>grades 10-12. Indigenizing curriculum JK-12. Cultural events/activities for grades JK-12: Feeding fire Drum dances Moose hide tanning Sewing Drumming Hand-games instruction Dene games Tent setting Traditional cooking</p>		
	<p>CLS</p>	<p>Locally developed course instruction / participation - grades 10-12. Indigenizing curriculum JK-12. Cultural events/activities for grades JK-12: Feeding fire Drum dances Moose hide tanning Sewing Drumming Hand-games instruction Dene games Tent setting Traditional cooking</p>		
	<p>MMS</p>	<p>Locally developed course instruction / participation - grades 10-12. Indigenizing curriculum JK-12. Cultural</p>		

		<p>events/activities for grades JK-12: Feeding fire Drum dances Moose hide tanning Sewing Drumming Hand-games instruction Dene games Tent setting Traditional cooking</p>		
	<p>EAS</p>	<p>Locally developed course instruction / participation – grades 10-12. Indigenizing curriculum JK-12. Cultural events/activities for grades JK-12: Feeding fire Drum dances Moose hide tanning Sewing Drumming Hand-games instruction Dene games Tent setting Traditional cooking</p>		
<p>Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships</p>	<p>CAWS</p>	<p>Minimum once a month, in addition to auspicious days / holidays /school celebrations e.g. feasts, family literacy events, mothers’ day activities, awards ceremonies, celebration</p>		

		assemblies, family fun days, concerts		
	CTS	Minimum once a month, in addition to auspicious days / holidays /school celebrations e.g. feasts, family literacy events, mothers' day activities, awards ceremonies, celebration assemblies, family fun days, concerts		
	CLS	Minimum once a month, in addition to auspicious days / holidays /school celebrations e.g. feasts, family literacy events, mothers' day activities, awards ceremonies, celebration assemblies, family fun days, concerts		
	MMS	Minimum once a month, in addition to auspicious days / holidays /school celebrations e.g. feasts, family literacy events, mothers' day activities, awards ceremonies, celebration assemblies, family fun days, concerts		
	EAS	Minimum once a month, in addition to		

		auspicious days / holidays /school celebrations e.g. feasts, family literacy events, mothers' day activities, awards ceremonies, celebration assemblies, family fun days, concerts		
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Strengthening Training for Northern Educators

Strengthening training for Northern educators is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following table details the region’s approach to Strengthen Training for Northern Educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthen training for Northern Educators, including % of current teachers who have received Residential Schools Awareness training.</p>	<p>100% of Indigenous Language Educators will participate in the <i>Knowing our Spirits</i> conference in Edmonton, AB in November 2019. Focus will be: culture, community wellness, education, healing, motivation for wellness, inter-generational impacts of residential schools, and nurturing healthy youth in Sahtu communities.</p> <p>Ongoing in-service in: locally developed courses <i>Naiʔeʔa 15/25/35</i>; use of SMART boards and I-pads in Our Languages curriculum (OLC).</p> <p>In-service in: Introduction to Play-based learning in the OLC classroom</p> <p>100% of Indigenous Language Educators participate in their community school’s two cultural days, as a way to contribute to the ongoing development of positive relationships with students, parents, and the community. By February 2020, 100% of Sahtu educators will have received residential school awareness training.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)</p>	<p>100% of ILEs and 100% of school staffs participate in Cultural Orientation Days. 100% of ILEs participate in AB conference, regional in-services, and on-site</p>		

	embedded PD.		
% of schools holding Teacher Cultural Orientation Days	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participants	<i>Knowing our Spirits Conference</i> (Edmonton, AB), 9 ILEs Blanket Exercise, all educators receive training at the regional conference Feb 2020.		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	CAWS	School staff selects from: Indigenous language revitalization workshops, North Slavey language workshops, Elder storytelling, <i>On the land</i> visit to lake or culturally significant place, Indigenizing curriculum		

		<p>workshops, Dene Kede workshops, instruction in traditional plants and medicines, dry meat / fish making, Indigenous guest presenter, beading, drum-making, traditional food preparation, presentation and instruction by traditional artist, team-building activities, impact of residential schooling / inter-generational trauma workshop. 100% of school staff participate, with community members.</p>		
	<p>CTS</p>	<p>School staff selects from: Participation in community hunt, Indigenous language revitalization workshops, North Slavey language workshops, Elder storytelling, <i>On the land</i> visit to lake or culturally significant place, Indigenizing curriculum workshops, Dene Kede workshops, instruction in traditional plants and medicines, dry meat / fish making, Indigenous guest</p>		

		<p>presenter, beading, drum-making, traditional food preparation, presentation and instruction by traditional artist, team-building activities, impact of residential schooling / inter-generational trauma workshop. 100% of school staff participate, with community members.</p>		
	<p>CLS</p>	<p>School staff selects from: Participation in community hunt, Indigenous language revitalization workshops, North Slavey language workshops, Elder storytelling, <i>On the land</i> visit to lake or culturally significant place, Indigenizing curriculum workshops, Dene Kede workshops, instruction in traditional plants and medicines, dry meat / fish making, Indigenous guest presenter, beading, drum-making, traditional food preparation, presentation and instruction by traditional artist, team-building</p>		

		<p>activities, impact of residential schooling / inter-generational trauma workshop. 100% of school staff participate, with community members.</p>		
	<p>MMS</p>	<p>School staff selects from: Indigenous language revitalization workshops, North Slavey language workshops, Elder storytelling, <i>On the land</i> visit to lake or culturally significant place, Indigenizing curriculum workshops, Dene Kede workshops, instruction in traditional plants and medicines, dry meat / fish making, Indigenous guest presenter, beading, drum-making, traditional food preparation, presentation and instruction by traditional artist, team-building activities, impact of residential schooling / inter-generational trauma workshop. 100% of school staff participate, with community members.</p>		

	EAS	<p>School staff selects from: Fishing in Great Bear Lake and traditional fish preparation, Indigenous language revitalization workshops, North Slavey language workshops, Elder storytelling, <i>On the land</i> visit to lake or culturally significant place, Indigenizing curriculum workshops, Dene Kede workshops, instruction in traditional plants and medicines, dry meat making, Indigenous guest presenter, beading, drum-making, traditional food preparation, presentation and instruction by traditional artist, team-building activities, impact of residential schooling / inter-generational trauma workshop. 100% of school staff participate, with community members.</p>		
<p>Number of local resource people involved in planning and delivering Cultural Orientation Days.</p>	CAWS	10		
	CTS	10		
	CLS	10		

Operating Plan

	MMS	10		
	EAS	10		

Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following table details the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)</p>	<p>School Principal and school ILE Committee meet monthly to plan, implement, assess and celebrate whole school approach to language use, in 100% of Sahtu schools.</p> <p>Whole School Approach to Language Rubric introduced to school staff & used as a tool to guide school growth, and to measure progress (self-assessment by school) in 100% of Sahtu schools.</p> <p>100% of Sahtu schools’ goals and improvement plans reflect some attention to Whole School Approach to Language Use.</p> <p>100% of Sahtu schools receive OLC handbook in-service by RILE Coordinator and ECE representative which includes Whole School Approach to Language Use.</p> <p>100% of Sahtu schools celebrate Indigenous Languages Month with regional and school-wide events.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Initiatives in place to promote a Whole School Approach to Language Use.	CAWS	<p>School-based ILE Committee and principal monitor activities, growth and achievement. Shared rubric to monitor school-wide growth.</p> <p>School Improvement Plans promote WSALU. Staff in-service in WSALU. Planned celebrations when milestones reached.</p> <p>Aboriginal Languages Month community-school engagement. Sample other activities include: staff learn a sentence of the week (oral fluency), weekly announcements in English / North Slavey, labels in the school reflect North Slavey words/phrases/sentences, Elders fluent in North Slavey promote oral language learning by visiting each class in the school at least once per month (greater frequency encouraged).</p>		
	CTS	<p>School-based ILE Committee and principal monitor activities, growth and achievement. Shared rubric to monitor school-wide growth.</p> <p>School Improvement Plans promote WSALU. Staff in-service in WSALU. Planned celebrations when</p>		

		<p>milestones reached. Aboriginal Languages Month community-school engagement. Sample other activities include: staff learn a sentence of the week (oral fluency), weekly announcements in English / North Slavey, labels in the school reflect North Slavey words/phrases/sentences, Elders fluent in North Slavey promote oral language learning by visiting each class in the school at least once per month (greater frequency encouraged).</p>		
	<p>CLS</p>	<p>School-based ILE Committee and principal monitor activities, growth and achievement. Shared rubric to monitor school- wide growth. School Improvement Plans promote WSALU. Staff in- service in WSALU. Planned celebrations when milestones reached. Aboriginal Languages Month community-school engagement. Sample other activities include: staff learn a sentence of the week (oral fluency), weekly announcements in English / North Slavey, labels in the school reflect North Slavey words/phrases/sentences, Elders fluent in North Slavey promote oral language learning by visiting each class in the school at least once per month (greater frequency encouraged).</p>		

	MMS	<p>School-based ILE Committee and principal monitor activities, growth and achievement. Shared rubric to monitor school-wide growth.</p> <p>School Improvement Plans promote WSALU. Staff in-service in WSALU. Planned celebrations when milestones reached.</p> <p>Aboriginal Languages Month community-school engagement. Sample other activities include: staff learn a sentence of the week (oral fluency), weekly announcements in English / North Slavey / French, labels in the school reflect North Slavey words/phrases/sentences, Elders fluent in North Slavey promote oral language learning by visiting each class in the school at least once per month (greater frequency encouraged).</p>		
	EAS	<p>School-based ILE Committee and principal monitor activities, growth and achievement. Shared rubric to monitor school-wide growth.</p> <p>School Improvement Plans promote WSALU. Staff in-service in WSALU. Planned celebrations when milestones reached.</p> <p>Aboriginal Languages Month community-school engagement. Sample other activities include: staff learn a sentence of the week (oral fluency), weekly announcements in English / North Slavey,</p>		

		labels in the school reflect North Slavey words/phrases/sentences, Elders fluent in North Slavey promote oral language learning by visiting each class in the school at least once per month (greater frequency encouraged).		
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Indigenizing Teaching & Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)</p>	<p>100% of Sahtu schools include Indigenizing Teaching & Learning Practices within school improvement plans. 1 – 3 STIP or PD days focus teacher learning in school-wide Indigenous language use and/or Indigenizing teaching and learning practices. RILE, ILEs and/or guest presenters provide school-based in-service. Best practices are identified, shared and celebrated region-wide (teachers teaching teachers). Dene Kede and Dene Laws integrated in school culture. Locally developed courses offered in junior high / high school: Naiizeza 15, 25 & 35. Cultural camps integrated in at least 3 out of 5 Sahtu schools. On the land trips in 100% of schools at least once per year. Elders in schools in 100% of schools working with principals, teachers and students to Indigenize teaching and learning practices. Celebrations shared such as feasts or drum dances when milestones are accomplished. The Sahtu regional approach embraces holism and is relational, and learning is spiral and experiential.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.</p>	<p>PD goal in 100% of Sahtu schools (Year 1 – introductory, subsequent years learning will focus elements in depth): Each</p>		

	teacher will have at least introductory knowledge and experience with the concepts of <i>teaching and learning practices that are holistic, relational, spiral, and experiential.</i>		
% of schools planning to implement Indigenous Teaching and Learning Practices.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Indigenous teaching and learning practices being focused on in each school (spiral, holistic, experiential and/or relational).	CAWS	Teacher learning (PD) in how to Indigenize teaching and learning (focusing the four elements: spiral, holistic, experiential and relational). Elders in schools work with principals,		

		<p>teachers and students explicitly to create shared understanding of Indigenization of teaching and learning. Shared cultural activities that make explicit Indigenous worldviews and ways of knowing, doing, being, and believing e.g. drumming, feeding of the fire, Dene games, songs and singing, drum dancing, spirituality, relationships with the land and animals.</p>		
	<p>CTS</p>	<p>Teacher learning (PD) in how to Indigenize teaching and learning (focusing the four elements: spiral, holistic, experiential and relational). Elders in schools work with principals, teachers and students explicitly to create shared understanding of Indigenization of teaching and learning. Shared cultural activities that make explicit Indigenous worldviews and ways of knowing, doing, being, and</p>		

		<p>believing e.g. drumming, feeding of the fire, Dene games, songs and singing, drum dancing, spirituality, relationships with the land and animals.</p>		
	<p>CLS</p>	<p>Teacher learning (PD) in how to Indigenize teaching and learning (focusing the four elements: spiral, holistic, experiential and relational). Elders in schools work with principals, teachers and students explicitly to create shared understanding of Indigenization of teaching and learning. Shared cultural activities that make explicit Indigenous worldviews and ways of knowing, doing, being, and believing e.g. drumming, feeding of the fire, Dene games, songs and singing, drum dancing, spirituality, relationships with the land and animals.</p>		
	<p>MMS</p>	<p>Teacher learning (PD) in how to Indigenize</p>		

		<p>teaching and learning (focusing the four elements: spiral, holistic, experiential and relational). Elders in schools work with principals, teachers and students explicitly to create shared understanding of Indigenization of teaching and learning. Shared cultural activities that make explicit Indigenous worldviews and ways of knowing, doing, being, and believing e.g. drumming, feeding of the fire, Dene games, songs and singing, drum dancing, spirituality, relationships with the land and animals.</p>		
	<p>EAS</p>	<p>Teacher learning (PD) in how to Indigenize teaching and learning (focusing the four elements: spiral, holistic, experiential and relational). Elders in schools work with principals, teachers and students explicitly to create shared understanding of</p>		

		<p>Indigenization of teaching and learning. Shared cultural activities that make explicit Indigenous worldviews and ways of knowing, doing, being, and believing e.g. drumming, feeding of the fire, Dene games, songs and singing, drum dancing, spirituality, relationships with the land and animals.</p>		
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Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming (required 2021)</p>	<p>Ample access to Indigenous authors and Indigenous content in reading materials in 100% of Sahtu schools, in hard copy and electronic formats, in grades JK-12. Writing encouraged that reveals/builds/celebrates the culture, identity and affiliation with place of the author, JK-12. Building local northern writing exemplars aligned with standards, grades K-12. Integration of JK/K play-based learning with Our Languages Curriculum instructional practices: shared approaches, materials, and spaces in 100% of Sahtu schools. Inquiry-based cross-curricular learning and projects with northern focus e.g. STEM projects in 100% of Sahtu schools that integrate Traditional Knowledge with STEM. Locally developed courses Naiʔeʔa 15, 25, & 35 accessible to grades 7-12 Indigenous Language Educators professional development in connecting Our Languages Curriculum and Dene Kede.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.</p>	<p>Professional development. School-wide rubric for schools to self-assess growth/progress toward integration of Dene Kede in curriculum, content and programming Principal monthly reports account for</p>		

	school's growth/progress toward active implementation of Dene Kede		
% of schools focused on Indigenizing content for curricula and programming.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively Indigenizing content for curricula and programming.	CAWS	100%		
	CTS	100%		
	CLS	100%		
	MMS	100%		
	EAS	100%		

Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to offer key cultural experiences	100% of Sahtu Schools responsible and accountable for offering key cultural experiences in teaching and learning
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100%		
% of schools with Key Cultural Experiences that include full staff participation.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)	CAWS	JK-12, depending on season, exposure to daily or weekly key cultural experiences and linked to auspicious occasions		
	CTS	JK-12, depending on season, exposure to daily or weekly key cultural experiences and linked to auspicious occasions		
	CLS	JK-12, depending on season, exposure to daily or weekly key cultural experiences and linked to auspicious occasions		
	MMS	Through Indigenous Language Instruction in grades 1-9, daily and weekly, and the locally developed course for high school (Naiizeʔa 15/25/35)		
	EAS	JK-12, depending on season, exposure to daily or weekly key cultural experiences and		

		linked to auspicious occasions		
Type of Key Cultural Experiences provided	CAWS	Multiple on the land trips e.g. seasonal hunting / fishing / duck-hunting, multiple ceremonies e.g. feeding the fire, drum dancing, circle time. Traditional crafts such as sewing / making drums. Activities such as drumming, singing, dancing. Seasonal activities such as moose hide tanning / berry picking / preserving foods. Winter land survival e.g. making shelter and fire.		
	CTS	Cultural camp adjoining the community: access to all aspects of traditional camp life e.g. preparing animals for food, making fire, seasonal survival, crafts such as beading and drum making, traditional foods.		
	CLS	Seasonal community hunts, Encouraging / supporting families who spend extended time on the land,		

		<p>feasts and feeding of the fire ceremonies, daily winter fish nets: students assist with setting and checking, trapping and snaring, Naiʔeʔa 15/25/35 for junior high and high school students to access on the land programming and school credits</p>		
	<p>MMS</p>	<p>At least one on the land / hunting experience annually, crafts embedded in Indigenous language classroom e.g. beading/sewing, drum making; Naiʔeʔa 15/25/35 course offerings with embedded key cultural experiences; Teepee activities adjoining school</p>		
	<p>EAS</p>	<p>Multiple on the land trips e.g. seasonal hunting / fishing / duck-hunting, multiple ceremonies e.g. feeding the fire, drum dancing. Traditional crafts such as sewing / making drums / wood crafts. Activities such as drumming, singing, dancing. Seasonal activities</p>		

		such as drying fish/ berry picking / preserving foods. Winter land survival e.g. making shelter and fire.		
% of schools that involve community members who are not a part of regular school staff in Key Cultural Experiences.	CAWS	100%		
	CTS	100%		
	CLS	100%		
	MMS	100%		
	EAS	100%		

Teaching and Learning Centres (TLCs)

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum through the TLC, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to support the delivery of the Our Languages curriculum through the TLC.	Training for Indigenous Language Instructors in support of delivering the Our Languages curriculum (OLC): integration of Dene Kede units into the OLC; technology training: smart boards & I-pads integrated into OLC instruction and learning; professional development in play-based / inquiry-based teaching and learning; translation of legends to reflect three Sahtu dialects.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	Sahtu area legends translated into three Sahtu		

	dialects; picture books for instruction in oral language; activities integrating SMART board and OLC		
Number of staff receiving training and support for development of Indigenous language resources.	10		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Tulita	\$16,556	20,000				
Fort Good Hope	\$18,586	20,000				
Colville Lake	\$20,402	15,000	Smaller school/ community population			
Norman Wells	\$19,494	20,000				
Déline	\$17,641	20,000				
TOTAL	\$92,678	95,000				

Appendix B: Operating Plan - Operating Budget

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

Divisional Education Council/District Education Authority Statement of Revenues and Expenses Annual Budget - Consolidated

	2019-2020 Budget	2018-2019 Approved Budget	2018-2019 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contribution	13,969,613	14,354,596	14,466,310
Indigenous Languages Contributions		55,000	
French Language Contributions	55,000		55,000
ECE Other Contributions	55,000	55,000	589,298
Capital Contribution			
Sub-Total ECE	14,079,613	14,464,596	15,110,608
Federal Government Jordan's Principle			230,437
Federal Government Other			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals	10,000	12,000	
School Fees			
Investment Income	45,000		43,990
Donations			
Other		30,000	822,783
Total Generated Funds	55,000	42,000	1,097,210
TOTAL REVENUES	14,134,613	14,506,596	16,207,818
EXPENSES			
Administration	1,249,125	1,433,023	1,461,467
School Programs	9,054,998	9,120,292	10,591,036
Operations and Maintenance			
Inclusive Schooling	2,451,678	2,475,235	2,679,715
Indigenous Languages and Education	1,363,097	1,489,744	1,435,633
Student/Staff Accomodations	-		
Debt Services	-		
Other			
Sub-Total Expenses Before Amortization	14,118,898	14,518,294	16,167,851
Amortization			
SURPLUS (DEFICIT)	15,715	(11,698)	39,967
ACCUMULATED SURPLUS (DEFICIT)	55,682		39,967

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

**Divisional Education Council/District Education Authority
Details of Expenses - Consolidated (Schedule 2)
Annual Budget**

	Administration	School Programs	Inclusive Schooling	Aboriginal Languages	Total
SALARIES					
Teachers' salaries		6,200,865			6,200,865
Instruction Assistants					-
Regional Coordinators		163,116	178,677	174,402	516,195
Program Support Teachers			1,191,456		1,191,456
Wellness Counsellors					-
Support Assistants			965,045		965,045
Indigenous Language Instruction				999,196	999,196
Cultural Resource Staff					-
Elders in Schools				51,000	51,000
Non Instructional Staff	753,673	1,250,487			2,004,160
Board/Trustee Honorarium	25,000	-	-	-	25,000
EMPLOYEE BENEFITS					
Employee Benefits/ Allowances	20,000	334,224	35,000		389,224
Leave And Termination Benefits	-		-		-
SERVICES PURCHASED/CONTRACTED					
Professional/Technical Services		-	30,000	-	30,000
Postage/Communication	6,000		-		6,000
Utilities	42,200	-	-	-	42,200
Heating	-		-	-	-
Electricity	-		-	-	-
Water/Sewage	-		-	-	-
Travel	77,000	146,000	35,000	5,000	263,000
Student Transportation (Busing)	-	150,536	-		150,536
Advertising/Printing/Publishing	-			2,000	2,000
Maintenance/Repair					-
Rentals/Leases	106,752	-	-	-	106,752
Other Contracted Services	-	-	-	-	-
MATERIALS/SUPPLIES/FREIGHT					
Assistive Technology					-
Materials	213,500	807,270	13,500	126,496	1,160,768
Freight	5,000	2,500	3,000	5,000	15,500
TRANSFERS TO CAPITAL					
TOTAL	1,249,125	9,054,998	2,451,678	1,363,097	14,118,898

Department of Education, Culture & Employment
Council Approved Budget

Divisional Education Council/District Education Authority
Details of Inclusive Schooling Expenses - (Schedule 3)
Annual Budget

	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
<u>SALARIES</u>					
Regional Coordinator	178,677				178,677
Program Support Teachers	1,191,456				1,191,456
Wellness Counsellors					
Support Assistants	965,045				965,045
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances		35,000			35,000
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services	30,000				30,000
Travel	35,000				35,000
Other Contracted Services					0
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials	13,500				13,500
Freight	3,000				3,000
TOTAL	2,416,678	35,000	-	-	2,451,678

Department of Education, Culture & Employment
Council Approved Budget

Divisional Education Council/District Education Authority
Details of Indigenous Languages and Education Expenses - (Schedule 4)
Annual Budget

	General Indigenous Languages and Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<u>SALARIES</u>				
Regional Coordinator	174,402			174,402
Language Instruction		999,196		999,196
Cultural Resource Staff				
Elders in Schools	51,000			51,000
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances				
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services				
Travel		5,000		5,000
Student Transportation (Bussing)				
Advertising/Printing/Publishing		2,000		2,000
Rentals/Leases				
Other Contracted Services				
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials		33,000	93,498	126,498
Freight		5,000		5,000
TOTAL	225,402	1,044,196	93,498	1,363,097

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

**Divisional Education Council/District Education Authority
Schedule of Approved Person Years
Annual Budget**

	<u>Person Years</u>
Administration Staff	6.00
Territorial Schools:	
Teachers	39.50
Consultants	1.00
Classroom Assistants	-
Secretaries	4.00
Custodians	6.00
School Community Counsellors	-
Other - Specify	-
Inclusive Schooling:	
Regional Coordinators	1.00
Program Support Teachers	7.00
Wellness Counsellors	-
Support Assistants	8.40
Other - Specify	-
Indigenous Languages and Education	
Regional Coordinators	1
Indigenous Languages Instruction Staff	8.30
Other - Specify	
Total Person Years	<u>82.20</u>

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

Karee Peacher
Education Body Chair

S. Augie
Superintendent

June 7/19
Date

June 7/2019
Date

Annual Report

Education Body Chair

Superintendent

Date

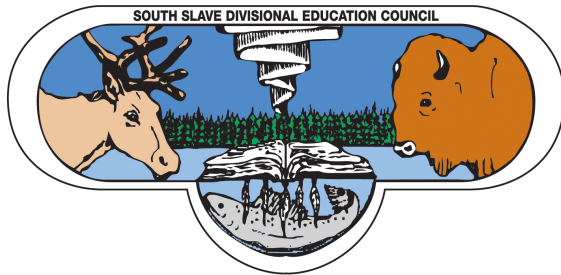
Date

Education Accountability Framework

South Slave Divisional Education Council

Operating Plan

For the 2019-20 School Year



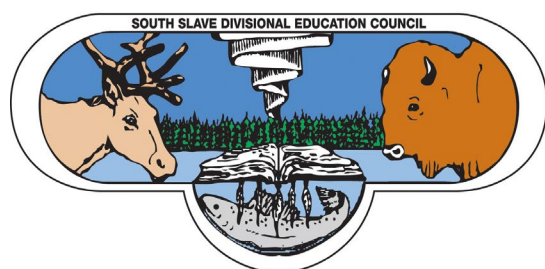
*Creating
Futures*

Cadre de responsabilisation en éducation

CONSEIL SCOLAIRE DE DIVISION DU SLAVE SUD

Plan de fonctionnement

Année scolaire 2019-2020



*Creating
Futures*

Operating Plan - Executive Summary

The South Slave Divisional Education Council's Operating Plan for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the South Slave Divisional Education Council's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

Regional Goals and Priorities:

To improve student success in *literacy*

To increase the percentage of students meeting or exceeding expectations for literacy proficiency

Targets:

1. At least 65% of students will be reading within grade according to the Fountas and Pinnell reading level chart
2. At least 20% of students gain at least one stanine increase in reading on the *Canadian Achievement Test* (CAT-4 Western and Northern Canada norm)
3. At least 65% of the students reading at or above the Canadian average
4. At least 80% of SSDEC trustees, staff, and students will be able to engage and respond to greetings, express a word of appreciation, and use at least three more phrases of salutation/thanks in the local Indigenous language(s) – [8 phrases to engage/respond without reminder]
5. At least 90% of parents say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in reading (with 75% or better response rate)
6. At least 90% of parents say they are satisfied with their child's growth as a reader (with 75% or better response rate)

To improve student success in *numeracy*

To increase the percentage of students meeting or exceeding expectations for numeracy proficiency

Targets:

1. At least 20% of students gain at least one stanine increase in math on the *Canadian Achievement Test* (CAT-4 Western and Northern Canada norm)
2. At least 72% of the students at or above the Canadian average in math
3. At least 90% of parents say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in math (with 75% or better response rate)

4. At least 90% of parents say they are satisfied with their child's growth in math (with 75% or better response rate]

To increase understanding and practice of *socially responsible behaviour* by all members of the school community

To increase the percentage of trustees, parents, staff and students demonstrating responsible behaviour

Targets:

1. At least 80% of K-10 students participate in at least 15 lessons (or 10 hours of instruction) of a social responsibility program.
2. 5% more students will achieve at least 90% attendance
3. 80% of parents participate in at least one of:
 - Community Education Planning days,
 - 3-Way Student-Parent-Teacher Conferences, and/or
 - Parent workshops (getting information or giving input)

Alignment to Departmental Goals and Priorities (ERI) including Indigenous Language and Education as well as Inclusive Schooling:

Our Community Education Planning structure, Regional approach in offering a common Cultural Orientation day, and the utilization of community resource people (Elders) all contribute to strengthening *School-Community relationships*.

Under the umbrella of *Student Wellness*, all schools have Safe School Plans that clarify their bullying responses and LGBTQ2S+ support. Promoting Social Responsibility is a Regional priority and our RISC and RILE both support our schools in meeting their inclusive schooling and indigenous language responsibilities.

In the area of *Educator Wellness*, new staff are paired with mentors, new and existing principals are supported through the Division Principal positions, and wellness is always a component of our Regional In-service.

Our Regional goals/targets and our comprehensive Literacy and Numeracy initiatives, in particular, support effective implementation of the K-12 curricula in all our schools. Our collaborative work to establish effective Professional Learning Communities (inc. the identification of essential learning outcomes and implementation of common assessments, and a focus on learning and results) directly supports our commitment to *Quality Education* in all schools, and our planned expansion of NDL further supports our smaller communities.

In the area of *assessment and accountability* we engage in systemic assessment (AAT's, CAT-4, Whole School Writes, Diploma Exams) and analysis, and regional and school administrators provide regular reporting and progress reports to their respective education governing bodies (SSDEC and DEAs).

Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division du Slave Sud (CSDSS) pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités du Conseil scolaire de division du Slave Sud pour la prochaine année scolaire.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

Priorités et objectifs pour la région :

Favoriser la réussite des élèves en littératie

Faire augmenter le pourcentage d'élèves qui répondent aux attentes en littératie ou les dépassent

Cibles :

1. Au moins 77 % des élèves démontreront des compétences de lecture correspondant à leur niveau, selon la grille des niveaux de lecture de Fountas et Pinnell
2. Au moins 20 % des élèves s'améliorent d'au moins une unité Stanine en lecture au *test de rendement canadien* (Canadian Achievement Test, norme CAT-4 pour l'Ouest et le Nord du Canada)
3. Au moins 65 % des élèves atteignent ou dépassent la moyenne canadienne en lecture
4. Au moins 80 % des membres du Conseil, du personnel et des élèves du CSDSS seront en mesure d'engager la conversation et de répondre aux salutations, d'exprimer leur reconnaissance et d'utiliser au moins trois expressions de salutation ou de remerciement de plus dans la ou les langues autochtones locales (huit expressions pour entamer la discussion ou répondre, sans aide-mémoire)
5. Au moins 90 % des parents disent avoir participé à un entretien sur les forces et les possibilités d'amélioration de leur enfant en lecture (taux de réponse minimal de 75 %)
6. Au moins 90 % des parents se disent satisfaits du développement de leur enfant en lecture (taux de réponse minimal de 75 %)

Favoriser la réussite des élèves en numératie

Faire augmenter le pourcentage d'élèves qui répondent aux attentes en numératie ou les dépassent

Cibles :

1. Au moins 20 % des élèves s'améliorent d'au moins une unité Stanine en mathématiques au *test de rendement canadien* (Canadian Achievement Test, norme CAT-4 pour l'Ouest et le Nord du Canada)
2. Au moins 72 % des élèves atteignent ou dépassent la moyenne canadienne en mathématiques
3. Au moins 90 % des parents disent avoir participé à un entretien sur les forces et les possibilités d'amélioration de leur enfant en mathématiques (taux de réponse minimal de 75 %)

4. Au moins 90 % des parents se disent satisfaits du développement de leur enfant en mathématiques (taux de réponse minimal de 75 %)

Favoriser la compréhension et le comportement socialement responsable chez l'ensemble des membres de la communauté scolaire

Accroître le pourcentage de membres du Conseil, de parents, de membres du personnel et d'élèves qui se comportent de façon responsable.

Cibles :

1. Au moins 80 % des élèves de la maternelle à la 10^e année participent à au moins quinze séances (ou 10 heures d'enseignement) d'un programme de responsabilité sociale
2. Quelque 5 % des élèves afficheront un taux de présence d'au moins 90 %
3. 80 % des parents participent à au moins :
 - une des journées de planification de l'éducation communautaire
 - une des rencontres à trois entre parents, élève et enseignant
 - un des ateliers de parents (pour obtenir de l'information ou formuler des commentaires)

Harmonisation avec les objectifs et priorités du ministère (pour le renouveau et l'innovation en éducation), notamment en matière de langue et d'éducation autochtone, ainsi qu'en intégration scolaire

Notre structure de planification de l'éducation communautaire, l'approche régionale visant à offrir régulièrement une journée communautaire d'orientation culturelle, et la participation des personnes-ressources dans la collectivité (Aînés) contribuent toutes à renforcer les relations entre l'école et la collectivité.

Pour atteindre l'objectif de *mieux-être des élèves*, toutes les écoles disposent de plans de sécurité qui encadrent leur réponse à l'intimidation et les mesures de soutien aux élèves LGBTQ2S+. La promotion de la responsabilité sociale constitue une priorité régionale. Le coordonnateur régional de l'intégration scolaire et le coordonnateur régional des langues autochtones, en accomplissant leurs responsabilités respectives, soutiennent tous deux nos écoles.

Pour atteindre l'objectif de *mieux-être des enseignants*, les nouveaux venus sont jumelés à des mentors, et les directeurs, nouveaux comme anciens, reçoivent le soutien des directeurs de division; le mieux-être est également une composante de nos services régionaux sur place.

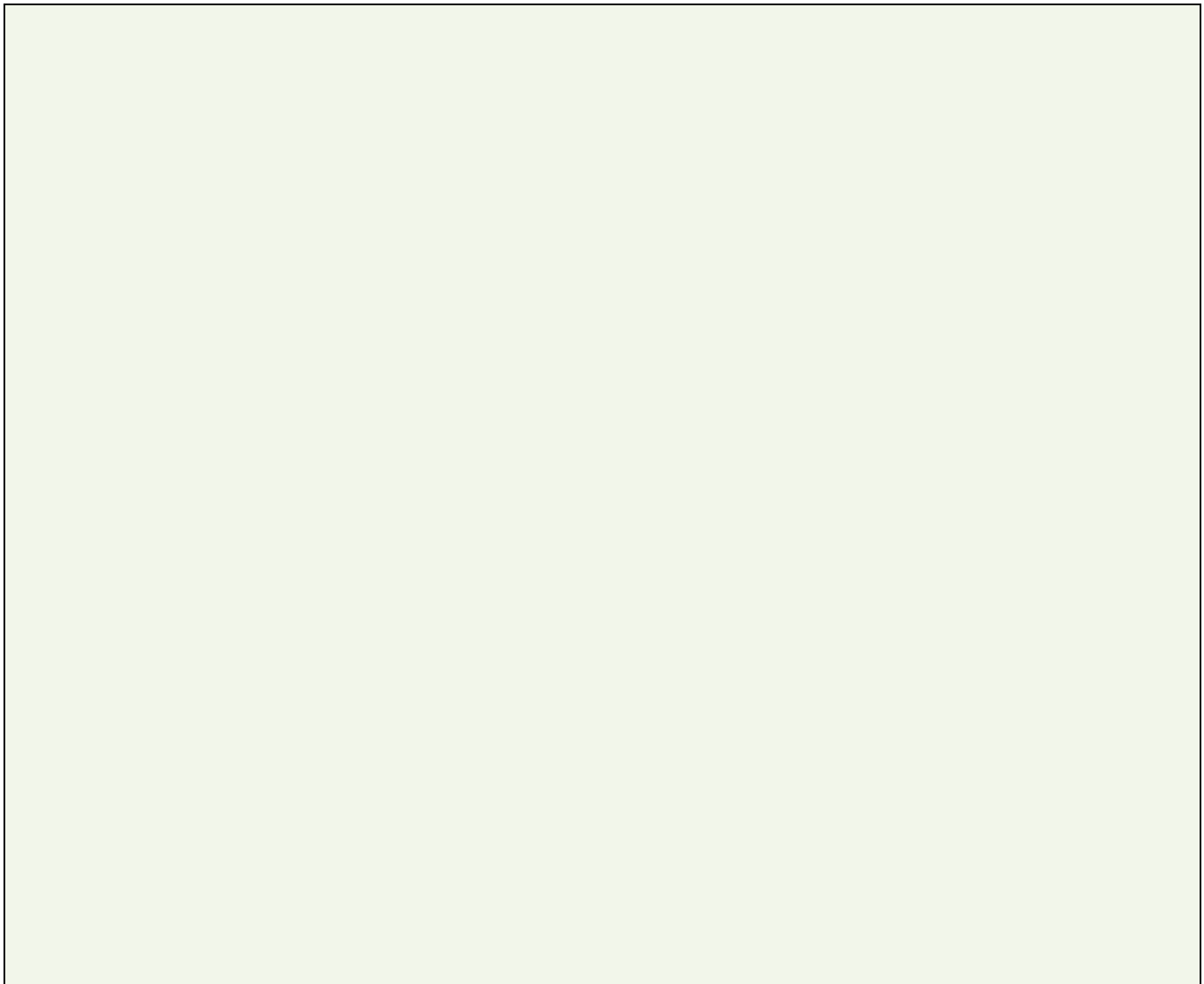
Nos cibles et objectifs régionaux, ainsi que nos initiatives globales en littératie et numératie tout particulièrement, permettent la mise en œuvre efficace des programmes de la maternelle à la 12^e année dans toutes nos écoles. En collaborant pour établir des communautés d'apprentissage professionnel efficaces (notamment en fixant les objectifs d'apprentissage de base, en adoptant des méthodes d'évaluation communes et en mettant l'accent sur l'apprentissage et les résultats), nous remplissons directement nos engagements pour la *qualité de l'éducation* dans toutes les écoles, et les petites collectivités profiteront également de l'expansion prévue du programme d'enseignement à distance.

Pour atteindre l'objectif *d'évaluation et de responsabilisation*, nous adoptons des pratiques d'analyse et d'évaluation systémique (tests de rendement de l'Alberta [AAT], tests de rendement canadiens [CAT-4], examens d'écriture à l'échelle de l'école [Whole School Writes], examens pour l'obtention du diplôme), et les administrateurs scolaires et régionaux font des rapports régulièrement et rendent compte de la progression à leurs organes directeurs respectifs (CSDSS et administration scolaire de district).

Annual Report - Executive Summary

The South Slave Divisional Education Council's Annual Report for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:



1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body’s:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

The following table details key aspects of the governance structure and processes, such as elections membership terms, and current membership:

<p>The SSDEC was established in 1991, with a current mandate to provide a quality JK-12 education to approximately 1,300 students in the communities of Fort Smith, Hay River, Fort Resolution, Kát’odeeche, and Łutsel K’e. The SSDEC is comprised of one representative from each of the five community-based District Education Authorities (DEAs). DEAs are elected or appointed at the community level, and each DEA chooses one of its members to represent them at the regional SSDEC meetings. The 2019-20 representatives are as follows:</p>		
Fort Smith	Ann Pischinger (Chairperson)	3-year term (Oct 2021)
Fort Resolution	Bess Ann McKay (Vice-Chairperson)	2-year term (Dec 2019)
Hay River	Pennie Pokiak	3-year term (Oct 2021)
Kát’odeeche	Roseann Tourangeau	3-year term (Jun 2021)
Łutsel K’e	Thomas Lafferty	3-year term (Jun 2020)
<p>Each member is elected by their respective DEA and the lengths of the member’s term on the SSDEC coincides with the length of their terms on their respective DEA’s as per the requirements of the Education Act and Regulations and the Local Authorities Elections Act. A member can be renewed on the SSDEC is if they are elected or appointed again to be on their respective DEA, and then their DEA chooses them again as their representative on the SSDEC.</p>		
<p>The SSDEC is a legislated corporate body responsible for developing direction for the Division in keeping with the requirements of government legislation. GNWT legislation defines what school boards must and may do.</p>		
<p>The SSDEC meets five times a year, with each of the five communities being the host for one of those meetings each year.</p>		
<p>Key senior management positions are:</p>		
<p>Superintendent – Dr. Curtis Brown</p>		

Division Principals (0.5) – Dorie Hanson, Al Karasiuk
Comptroller – James Watts, CMA

The superintendent is the chief executive officer (CEO) of the SSDEC and fulfills roles under GNWT legislation including that of “Deputy Head” for the public service.

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

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

A ‘*New Member Orientation*’ workshop is mandatory for all new DEA members and includes an overview of the function, foundational policies and key priorities of the SSDEC, and a clarification of DEA, member, and partner roles and responsibilities. The orientation takes place no more than two months after a DEA election or appointment process.

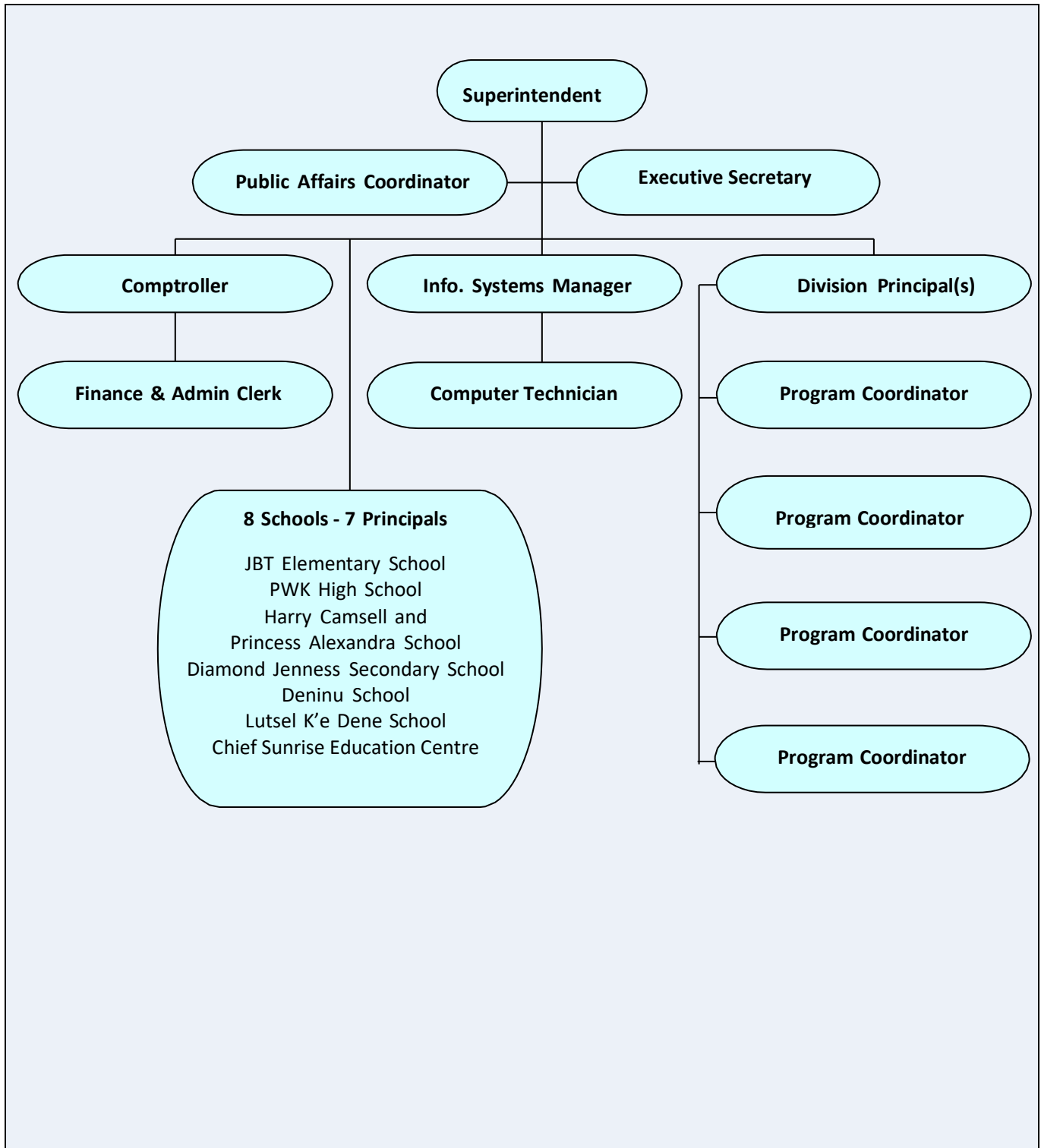
The *Formula Funding* and *Staffing* workshops are highly recommended for new DEA members. Other workshops include, but are not limited to: *Policy Development, Leadership for Literacy, Community Education Planning, Implications of the Education Act, Harassment Awareness Workshop, Fundraising, Partnerships,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

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

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

Functional Organizational Chart

The following table details the functional organization of the Education Body:



Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Type of Training	Audience Intended (DEC/DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
DEA Development	DEA	New Member roles and Responsibilities	Fort Resolution (within 2 months of Dec 2019 election)		
		Formula Funding	Upon request		
		Staffing			
		Policy Development			
		Leadership for Literacy			
		Community Education Planning			
		Education Act			
		Harassment Awareness			
		Fundraising			
		Partnerships			
		Supporting Teachers			
		Finance for Trustees			
		Successful Meetings			
		Lobbying			
School Calendar					

		Development			
		PR & Communications			
		Graduation Requirements			
		Local Programming			
		Code of Conduct			

Education Body 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”. The following table details the schedule of SSDEC’s five meetings as planned for the upcoming school year, with exact dates to be determined at the end of the meeting prior:

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
Sep	Kát’odeeche		
Nov/Dec	Hay River		
Jan/Feb	Fort Smith		
Mar/Apr	Fort Resolution		
May/Jun	Łutsel K’e		

School Profiles

The following table details the total number of schools in the Division, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community (District) the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Total Number of Schools in District	8	Total Anticipated Student Head Count	1250 (FTE)
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School Name	Community	Grades Offered	Programming Highlights
Chief Sunrise Education Center [CSEC]	Kátł'odeeche First Nation	JK-12	<ul style="list-style-type: none"> • Multi-grade classes • South Slavey
Diamond Jenness Secondary School [DJSS]	Hay River	8-12	<ul style="list-style-type: none"> • Single-grade, split-grade & multi-grade classes • South Slavey • Post-Intensive French (8-10)
Deninu School [DN]	Fort Resolution	JK-12	<ul style="list-style-type: none"> • Multi-grade classes • Chipewyan • Northern Distance Learning
Harry Camsell School [HC]	Hay River	JK-3	<ul style="list-style-type: none"> • Single-grade & split-grade classes • South Slavey • Core French
Joseph Burr Tyrell Elementary School [JBT]	Fort Smith	JK-6	<ul style="list-style-type: none"> • Single-grade, split-grade & multi-grade classes • Chipewyan • Cree • Core French • French Immersion
Łutselk'e Dene School [LKDS]	Łutselk'e	JK-12	<ul style="list-style-type: none"> • Multi-grade classes • Chipewyan • Northern Distance Learning
Princess Alexandra School [PA]	Hay River	4-7	<ul style="list-style-type: none"> • Single-grade & split-grade classes • South Slavey • Core French (4-5) • Intensive French (6)

			<ul style="list-style-type: none"> • Post-Intensive French (7)
Paul William Kaeser High School [PWK]	Fort Smith	7-12	<ul style="list-style-type: none"> • Single-grade & split-grade classes • Chipewyan • Cree • Core French • French Immersion (7-9) • Phoenix School Program (10-12) • Trailcross (group home) class

Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics.

The 5 communities of the South Slave encompass the following language groups:

- Chipewyan
- Cree
- South Slavey
- English
- French

Our Regional student ethnicity breakdown is (78% Indigenous):

- Dene 48%
- Metis 23%
- Inuit 7%
- Other 22%

Individual community demographics are as follows:

Fort Resolution (Chipewyan, English) (98% Indigenous)

- Dene 66%
- Metis 31%
- Inuit 1%
- Other 2%

Fort Smith (Chipewyan, Cree, English, French) (80% Indigenous)

- Dene 48%
- Metis 22%
- Inuit 10%
- Other 20%

Hay River (English, French, South Slavey) (68% Indigenous)

- Dene 35%
- Metis 27%
- Inuit 6%
- Other 32%

Kát'odeeche (English, South Slavey) (100% Indigenous)

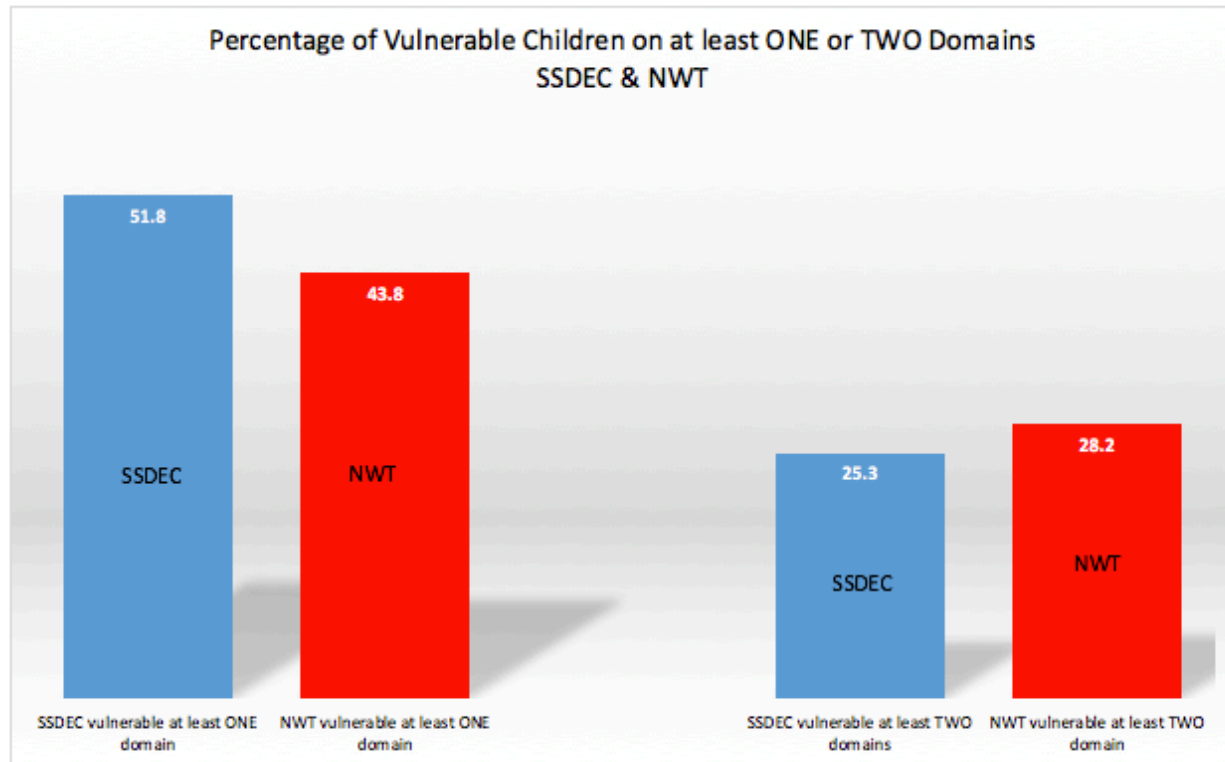
- Dene 94%
- Metis 6%

Lutselk'e (Chipewyan, English) (100% Indigenous)

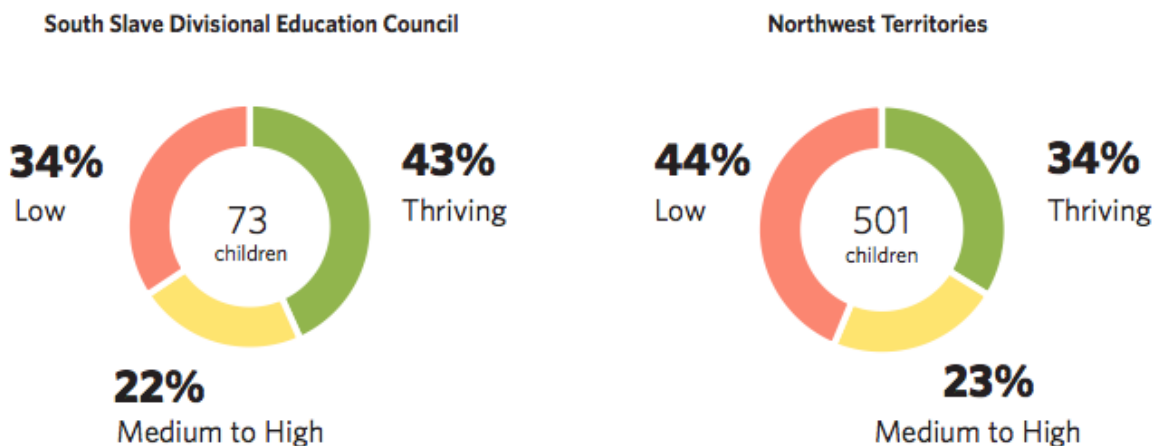
- Dene 100%

Based on previous data we anticipate that 35% of our students will be on Student Support Plans (20% accommodated, 15% modified) and 1% on Individual Education Plans.

Early Development Instrument (EDI) Results for SSDEC & NWT Percentage of Children (5 year olds) Vulnerable at least ONE or TWO domains (School Year 2017/18)

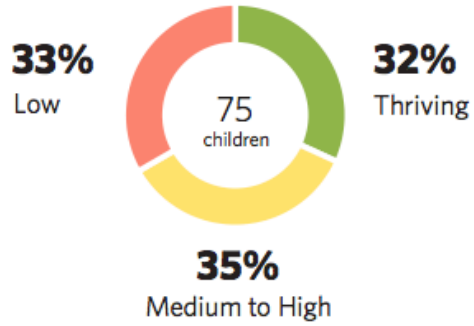


Middle Years Development Index (MDI) - Well-Being Index Results for Grade 4 Students in SSDEC and NWT (School Year 2017/18)

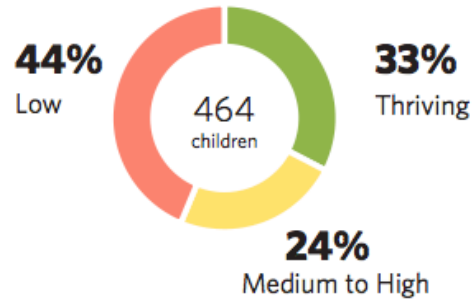


Middle Years Development Index (MDI) - Well-Being Index Results for Grade 7 Students in SSDEC and NWT (School Year 2017/18)

South Slave Divisional Education Council



Northwest Territories



Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with 10 or more years experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention.

The South Slave has a relatively stable teacher population, with many dedicated long-term teachers. Our approved PY staffing for 2019-20 is 111.75 FTE. The average length of employment in our region is 11.3 years. Although staffing is still ongoing, we anticipate 10+ first year teachers for 2019-20. As well, approximately 50% of our teachers have 12 or more years of experience, and the percentage of teachers from the NWT (born here, or having lived more than half their life here) will be approximately 38%.

Issues/concerns with teacher recruitment include a recent trend of receiving less applicants in general for all competitions. In addition, it is becoming increasingly difficult to find quality candidates in specialty areas such as Indigenous Languages, Sr. Math/Sciences and French Immersion. In addressing the difficulty of staffing ILE positions, our division has been proactive in pursuing and prioritizing funding for internship placements to train replacement instructors in the Indigenous Languages. We also anticipate a high number of retirements in the next 3-5 years – this will have a significant impact on transition planning for leadership positions.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

The following table details regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals:</p> <p>In addition to Council setting targets each year in relation to these goals, SSDEC Policy AE – <i>Key Priorities</i> solidifies literacy, including numeracy, as priorities for the foreseeable future.</p>	<p>To improve student success in <i>literacy</i> To increase the percentage of students meeting or exceeding expectations for literacy proficiency</p> <p>To improve student success in <i>numeracy</i> To increase the percentage of students meeting or exceeding expectations for numeracy proficiency</p> <p>To increase understanding and practice of <i>socially responsible behaviour</i> by all members of the school community To increase the percentage of trustees, parents, staff and students demonstrating responsible behaviour</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<i>Literacy</i>			
Percentage of students reading within grade according to the Fountas and Pinnell reading level chart	65%		
Percentage of students gaining at least one stanine increase in reading on the <i>Canadian Achievement Test</i> (CAT-4 Western and Northern Canada norm)	20%		
Percentage of students reading at or above the Canadian average on the <i>Canadian Achievement Test</i> (CAT-4 Western and Northern Canada norm)	65%		
Percentage of SSDEC trustees, staff, and students who will be able to engage and respond to greetings, express a word of appreciation, and use at least three more phrases of salutation/ thanks in the local Indigenous language(s) – [8 phrases in total]	80%		

Percentage of parents who say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in reading (with 75% or better survey response rate]	90%		
Percentage of parents who say they are satisfied with their child's growth as a reader (with 75% or better survey response rate]	90%		
Numeracy			
Percentage of students gaining at least one stanine increase in math on the <i>Canadian Achievement Test</i> (CAT-4 Western and Northern Canada norm)	20%		
Percentage of students at or above the Canadian average on the <i>Canadian Achievement Test</i> (CAT-4 Western and Northern Canada norm) in math	72%		
Percentage of parents who say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in math (with 75% or better survey response rate]	90%		
Percentage of parents who say they are satisfied with their child's growth in math (with 75% or better survey response rate]	90%		
Socially Responsible Behaviour			
Percentage of K-10 students participating in at least 15 lessons (or 10 hours of instruction) of a social responsibility program such as: <ul style="list-style-type: none"> • Incredible Flexible You (ages 4-7), • Zones of Regulation (K-3), • MindsUp (preK-8) • Second Step (K-9), • Mindful Schools (K-adolescent) • Superflex (3), • Fourth R (7-9), 	80%		

<ul style="list-style-type: none"> • Healthy Relationship Plus (7-11), or • Leadership and Resiliency Program (7-12) 			
<p>Percentage increase in students achieving at least 90% attendance</p> <p><i>Council recognizes that the achievement of this target is a shared responsibility with parents, students and DEA's</i></p>	5%		
<p>Percentage of parents who participate in at least one of:</p> <ul style="list-style-type: none"> • Community Education Planning days, • 3-Way Student-Parent-Teacher Conferences, and/or • Parent workshops (getting information or giving input) <p><i>Council recognizes that the achievement of this target is a shared responsibility with parents, students and DEA's</i></p>	80%		
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			
<p>Additional Comments for the region</p>			

School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measureable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following table details regional priorities and goals, and connections to Departmental priorities, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and departmental priorities, for the school year.</p>	<p>The South Slave Divisional Education Council believes the key to an effective school is an ongoing school improvement process which the school principal coordinates with the DEA, the school staff and students, and other school partners. This process involves the identification of priorities based on agreed program and operational strengths and needs. Updated annually, a Community School Education Plan includes goals, action items, responsibilities, timeline and expected outcomes.</p> <p>SSDEC Policy AEA – School Community Education Plans requires that schools plan two Community Education Planning (CEP) days per year (dates submitted to Board Office when calendars are developed). Students, parent/guardians, and community groups are encouraged to participate and provide feedback on current programming and to suggest future areas of focus. Agendas (including any survey instruments) are developed by the principal and approved by the Superintendent prior to the planning days.</p> <p>The resulting plans, along with the school’s <i>Focus & Alignment</i> document is updated and submitted to the Superintendent bi-annually. The latter summarizes each schools’ data in relation to regional goals and allows for the setting of school specific targets in relation to the regional targets.</p> <p>Our Community Education Planning structure and our Social Responsibility priority, contributes to the Departmental priorities, strengthening School-Community relationships and Student Wellness.</p> <p>Our Regional goals/targets and our comprehensive Literacy and Numeracy initiatives, in particular, support effective implementation of the K-12 curricula in all our schools. Our collaborative work to establish effective Professional Learning Communities directly supports our commitment to Quality Education and Educator Wellness.</p> <p>Our engagement in systemic assessment (AAT’s, CAT-4, Whole School Writes, Diploma Exams) and analysis, and providing regular reporting to our respective education governing bodies (SSDEC and DEAs) promotes our commitment to accountability.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of regional priorities and goals that align with ECE priorities and goals.	100%		
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic, and require schools to present the analysis and evaluations of learning outcomes to their Superintendent.

The following table details the region's approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Annual School Reviews.</p>	<p>The Superintendent, and at least one of the Division Principals, conducts two school visits per year, observing/meeting with each teacher and meeting with each school's Leadership Team. Instructional/Programming strengths and stretches are discussed and the school's progress on their Focus and Alignment/Community Education Plan (school improvement plan) is reviewed.</p> <p>In addition, after every systemic assessment (AAT's, CAT-4, and Diploma Exams), school teams are asked to analyse results, identify trends and propose instructional foci to address any issues: These analyses are submitted to the Superintendent as well. In the area of Literacy, teachers are asked to maintain monthly Classroom Assessment Records (CARS) and these are reviewed by School Leadership and submitted to the Board every two months.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Staff Evaluations

All education staff are required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following table details the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations.</p>	<p>The regional office tracks (for each school) those staff members who are up for evaluation each year. This list is confirmed with the principals at the beginning of the school year. All UNW and Excluded employees are evaluated using ePerformance every year, while NWTTA staff are evaluated per the required schedules. All staff also identify, in consult and with supervisor approval, annual improvement goals, whether or not they are undergoing formal evaluation that year. On occasion (staff leaving mid-way through the year, teachers retiring, etc.) the evaluation may be waived. Each principals’ mid-year and year-end checklists reference how many of the required evaluations are completed.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	43		
Number of principal and assistant principals formally evaluated in the school year.	2		
Number of School Support Consultants formally evaluated in the school year.	4		
Number of Superintendents and Assistant Superintendents (Division Principals) formally evaluated in the school year.	2		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following table details the region’s training and in-service plan, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>The SSDEC’s annual regional 2-day in-service gives educators a chance to gather and reflect on the past year’s success, confirm and reinforce evidence-based initiatives, and engage in professional learning activities to prepare for the upcoming school year.</p> <p>The theme of our 2019-20 in-service will be titled <i>Inspiring Collective Efficacy</i>. John Hattie and his team have presented ‘the collective belief of staff in their ability to positively affect students’ as the “<i>new number one</i>” influence related to student achievement. (2017)</p> <p>Dr. Jean Clinton will be starting us off by addressing the need for positive relations and holistic trauma-informed practices. We will also be continuing our work towards the identification of <i>Essential Learning Outcomes</i> and development of <i>Common Collaborative Assessments</i>. Our Support Assistants will also be included in the in-service and will receive targeted training in the area of inclusive schooling.</p> <p>Over the past ten years of the <i>Leadership for Literacy (L4L)</i> initiative, we have added many research-based practices that have benefited our students and staff in their learning. However, this has also slowly shifted our focus away from what we determined ten years ago as most important: literacy, numeracy, <i>in their belief</i> and social responsibility. We are endeavouring to refocus on deeper implementation of the cornerstones of our initiative, and make sure that we are not “a mile wide and an inch deep”.</p> <p>In light of funding reductions and plateauing results, Schmoker (Focus 2017) reminds us to do less but do it better (coherence). Utilizing the collaborative time, available through STIP, schools will be going deeper with PLCs to ensure teachers hone in on ELOs and know how to collaboratively assess and analyze results to inform instruction and interventions for improve results. We are also reinvigorating strategies</p>
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	<p>that brought forth the greatest impact on results earlier on in the award-winning L4L initiative, such as Balanced Literacy (inc. guided reading), SmartLearning (evidence-based instructional process that works in all grade levels), and Reading Apprenticeship.</p> <p>We are reminded of four key questions to help us all focus individually and in collaboration (professional learning communities):</p> <ol style="list-style-type: none"> 1) What do we want students to learn? 2) How will we know if students have learned it? 3) What will we do if students haven't learned it? 4) What will we do if they have already learned it? <p>Regional PD (to select groups) will primarily focus in the following areas:</p> <ul style="list-style-type: none"> • Collaborative Learning Teams (Common Assessments), • Literacy, • Numeracy, • Indigenous Languages, Indigenizing Education, • Trauma Sensitive Schools, • Program Support/Inclusive Schooling, • STEM (Science/Technology/Engineering/Math), and • Leadership <p>The 2.5 Administration Days are planned by the individual schools and generally focus on school start-up, semester transition, and year-end training and tasks.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on departmental priorities	100%		
% of administration days dedicated to training and in-service.	0%		
% of collaborative STIP time dedicated to regional priorities	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the role of the Literacy Coordinator, the relevance of the position to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional Literacy Coordinator role and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>The Regional Literacy Coordinator(s) roles will be to continue to mentor and support the in-school instructional/literacy coaches, and administrators, who provide ongoing job-embedded professional development and support to teachers learning and mastering the implementation of evidence-based instructional practices. They will provide intensive training to school coaches in how to instruct and assess reading achievement and how best to coach and support teachers in the classroom.</p> <p>School Principals set high expectations for staff to keep up with current research and to function with flexibility in their diverse environments. The Principals also receive training, from the Regional Literacy Coordinators, so that are aware of what they should be observing in classrooms and what their Coaches should be doing.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	1.5		
Regional Literacy Action Plan in place for the school year.	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following table details the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>The SSDEC recognizes that nutrition plays an integral role in supporting student learning. On a routine basis our schools offer a combination of programs (see individual school details below) that offer sugar-free, unprocessed food most of the time. Schools also offer one-off/special activities where this may not always be the case, like hot dog days and other celebratory activities. It also depends on the availability of food in the community that meet these criteria.</p> <p>Snack programs tend to be universal (available to all students), while breakfast and lunch programs are smaller in nature (open to all but offered before school and during lunch break so there is less participation).</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	n/a		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Planning	Achieved Results	Explanation for variance
Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i>	CSEC	Breakfast Snack		
	DJSS	Breakfast Snack Lunch Care Package Open Cupboard After School		
	DN	Breakfast Snack		
	HC	Breakfast Snack Lunch		
	JBT	Snack		
	LKDS	Breakfast Snack		
	PA	Breakfast Snack Lunch		
	PWK	Breakfast Lunch Snack/Open Cupboard		
Total number of days and months program is offered in each school.	CSEC	Daily (all year)		
	DJSS	Breakfast - daily Snack - daily Lunch - 3/week Care Package - as required Open Cupboard - daily After School - 3/week		
	DN	Daily (all year)		
	HC	Daily (all year)		
	JBT	Daily (8/10 months)		
	LKDS	Daily (all year)		
	PA	Daily (all year)		

	PWK	Daily (all year)		
Approximate Total Number of children and youth served each day.	CSEC	Breakfast - 45 Snack - 45		
	DJSS	Breakfast - 35 Snack - 60 Lunch - 50 Care Package - 2/3 Open Cupboard - 5 After School - 5		
	DN	Breakfast - 15 Snack - 70		
	HC	Breakfast - 10 Snack - 160 Lunch - 20		
	JBT	Snack - 270		
	LKDS	Breakfast - 25 Snack - 45		
	PA	Breakfast - 10 Snack - 160 Lunch - 20		
	PWK	Breakfast - 60 Lunch - 20 Snack - 40		
Criteria for participation per school. (Low income, fee, etc.)	CSEC	Open to all students		
	DJSS	Donations accepted		
	DN	Open to all students		
	HC	Breakfast (on demand) Lunch (on demand)		
	JBT	Open to all students		
	LKDS	Open to all students		
	PA	Breakfast (on demand) Lunch (on demand)		
	PWK	Hot Lunch \$2		

Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following table details the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

SSI Project Proposal Summary	The SSDEC SSI proposal continues to be based on the Council priorities of literacy, numeracy, and social responsibility. Each school has been provided opportunity to submit an action research proposal, that promises to bring about improved outcomes, for matching portion of the available SSI funds, that are further topped up with reallocation of regional SSDEC funding. We continue to measure the improvement in reading and numeracy proficiency of students, as well as the perceptions of parental satisfaction with their children's growth in reading and numeracy. The implementation process, involves regional and school PLC Collaborative Learning Teams, setting and reflecting on measurable improvement goals and SMART targets, collecting and using performance data to determine appropriate and timely interventions and/or enrichment, and professional learning aligned with current research. All SSDEC stakeholders (Council, Superintendent, Principals, Coordinators, school-based Program Support Teachers and Instructional Coaches, teachers, support assistants, parents and students are expected to be involved in the project.
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region that participate in SSI PD activities.	100%		
% of support staff from across the region that participate in SSI PD activities.	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the Department to ensure that the Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following table details the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to integration of evidence-based healthy relationship programming.	As part of Council’s targets in Social Responsibility, all schools are required to provide a minimum of 15 lessons (or 10 hours). The majority of schools integrate this programming into Health and CALM classes.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK–3 students.	1		
Number of schools offering LEADS to grade 4-6 students.	0		
Number of schools offering the Fourth R to grade 7-9 students.	7		
Number of schools offering HRPP to grade 10/11 students.	4		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used.	CSEC	MindUp: JK-12 Zones of Regulation: JK-12 4 th R: 7-12		
	DJSS	4 th R: 8-9 HRPP: 10 LRP: 8-9		
	DN	JK-3: MindUp 4-6: Zones of Regulation WITS: JK-3 LEADS: 4-6 4 th R: 7-9 HRPP: 10-12		
	HC	WITS: JK-3 We Thinkers: JK-K Zones of Regulation: 1-3		
	JBT	Second Step: JK-6		
	LKDS	We Thinkers: JK-2 Second Step: JK-5 Think Social: 3-6 4 th R: 7-9 HRPP: 10-12		
	PA	LEADS: 4-6 Second Step: 4-6 Zones of Regulation: 4-6 4 th R: 7		
	PWK	4 th R:7-9 HRPP: 10-12		

Second Language Education

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.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

School Name	Language of SL Instruction	Type of SL Instruction (core, immersion, intensive)	Grades of SL Instruction	Frequency of SL Instruction (min/week)	Actual Frequency of SL Instruction (min/week)	Explanation for difference (if applicable)
CSEC	South Slavey	Core	JK-12	180		
DJSS	South Slavey	Core	8-12	Jr: 336 Sr: 398		
	French	Post-Intensive	8-10	Jr: 336 Sr: 398		
DN	Chipewyan	Core	JK-12	JK/K: 100 1-9: 150 10-12: 300		
HC	South Slavey	Core	JK-3	150		
	French	Core	K-3	120		
JBT	Chipewyan	Core	K-6	150		
	Cree	Core	K-6	150		
	French	Core	K-6	150		
	French	Immersion	K-6	1125		
LKDS	Chipewyan	Core	JK-12	225		
PA	South Slavey	Core	4-7	120		
	French	Core	4-5	90		
	French	Intensive	6	1440 – Sem. I 390 – Sem. II		
	French	Post-Intensive	7	225		
PWK	Chipewyan	Core	7-12	200		
	Cree	Core	7-12	200		
	French	Core	7-12	200		
	French	Immersion	7-9	700		

* One row per Language/per school – add as necessary

(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̄chǫ)

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	1.00			

Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
CSEC	1.00	1.00			
DJSS	1.74	2.00			
DN	1.00	1.30			
HC	1.27	1.00	0.27 funding added to SA support		
JBT	2.22	2.00	0.22 funding added to SA support		
LKDS	1.00	1.00			
PA	1.37	1.00	0.37 funding added to SA support		
PWK	2.08	2.00	0.08 funding added to SA support		
TOTAL	11.68	11.30	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.		

Wellness Counsellors

Wellness counsellors are trained and licensed professionals who provide mental health, behavioural or emotional assistance to individuals in need.

The following table details the number of allocated, budgeted and actual Wellness Counsellors in place to provide mental health, behavioural or emotional assistance to individuals in need, and the explanation for any variance between each.

Community	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
Kátł'odeeche	0.25	0.00	K'atlodeeche First Nation funds a full time student counsellor		
Hay River - HCS	0.25	0.00			
Hay River - PA		0.00			
Hay River - DJSS		0.00			
Fort Resolution	0.25	0.00			
Fort Smith - JBT	0.25	0.00			
Fort Smith - PWK		0.00	Combined with Healing/Counselling funds to hire a student counsellor (social worker)		
Łutselk'e	0.25	0.00			
TOTAL	1.25	0.00	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.		

* Please note that the following regions do not receive this funding as they receive services from the CYCC Initiative and thus do not have to report in this section: BDEC, DDEC, SDEC and TCSA.

Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Community	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
Kát'odeeche	0.54	1.80			
Hay River - HCS	8.11	2.50			
Hay River - PA		3.20			
Hay River - DJSS		3.40			
Fort Resolution	1.32	1.30			
Fort Smith - JBT	7.98	4.00			
Fort Smith - PWK		4.70			
Łutselk'e	0.94	2.15			
TOTAL	18.88	24.05	<p>Student needs are greater than funding allocated to each school.</p> <p>Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.</p> <p>Note also that most SA's are hired as part-time 0.8 (6 hrs/day or less) enabling more support positions in the classrooms during the instructional day</p>		

Magnet Facilities

Trail Cross Treatment Centre (Shift) in Fort Smith provide services to students with very challenging needs. This facility is deemed a ‘magnet facility’ and has been identified as requiring additional supports.

The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

Positions	Allocated (PY)	Budgeted (PY)	Explanation for variance (if applicable)	Actual (PY)	Explanation for variance (if applicable)
Teachers	1.8	1.0			
Support Assistants		0.8	0.8 SA ≈ 0.5 Teacher		
TOTAL	1.8	1.8	Remaining 0.3 Teacher funding allocated to main campus as students at Trail Cross transition to regular classes as part of their educational plans		

The following table details the total amount of allocated, budgeted and actual funding spent on O&M for Magnet Facilities, and the explanation for any variance between each.

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
\$10,000	\$9,721	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.		

Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$115,607	\$110,752	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.		

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training	Audience Intended (PSTs / Educators / Support Assistants / Principals)	Planned Topic(s)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Annual In-service	SA's	SA Handbook, Growth Planning	Aug 27-28 Hay River		
Small group, community, or school-level in-services	PST's, SA's, Teachers	NVCI	Upon request		
		Behaviour Management			
		Self-Regulation			
		Reading Interventions			
		SCERTS			
		Understanding by Design			
		Assistive			

		Technology			
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The following table details the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and departmental priorities, for the school year.</p>	<p>The Regional in-service at the beginning of the year reviews and celebrates our initiatives and has targets set for the upcoming school year. In-servicing and job-embedded PD is available throughout the school year in particular to PSTs and SAs, and at times parents. The RISC and the PSTs are continuing to develop a 5-year work plan for our Region’s priorities and training requirements.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of educators that have been trained on developing and implementing IEPs this year.	100%		
% of educators that have been trained on developing and implementing SSPs this year.	100%		
% of educators that have been trained on the use of flexible strategies this year.	100%		
% of educators that have been trained on the School-based Support Team process this year.	100%		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%		
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%		
% of educators that have been trained on Assistive Technology this year.	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments/Requests for Support for the region	
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The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)

Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	Total Over / Under Allocation (\$)
\$103,921			

Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

Community	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
Kátł'odeeche	\$13,156	\$0			
Hay River - HCS	\$43,323	\$0			
Hay River - PA		\$0			
Hay River - DJSS		\$0			
Fort Resolution	\$17,649	\$0			
Fort Smith - JBT	\$44,418	\$0			
Fort Smith - PWK		\$101,800	Combined with Wellness PY funds to hire a student counsellor (social worker)		
Łutselk'e	\$17,038	\$0			
TOTAL	\$146,884	\$101,800	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.		

Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following table details the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.	The RISC, in collaboration with the PSTs, review all SSPs and IEPs to ensure supports are aligned with the stated goals. The Board office and schools consult and work with outside agencies such as SLP, OT and Ed Psych to ensure recommendations are being written into SSPs and IEPs.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
Number of students not able to participate in the Common Learning Environment in their home community.	0		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%		
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	6		
Number of times per month that the RISC meets with PSTs via video/phone conference?	1 every 2 months		
Number of times per year that the RISC meet with the PSTs in person	3		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.	Principals ensure the staffing and supervision of a Program Support Teacher and an Instructional/Literacy Coach in their schools. Principals also conduct regular classroom walk-throughs in order to reinforce and celebrate teacher use of evidence-based instructional practices, namely small group, differentiated guided instruction/reading that have been required of them and supported by the Coach and the PST through the year. Principals also sit on and/or chair SBST meetings. Most Principals delegate the scheduling, meeting and conducting of class reviews to PST’s.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of principals who ensure that a student’s instruction is primarily provided by the classroom teacher within the common learning environment.	100%		
% of classroom teachers who will meet with the PST at least once a month.	100%		
% of support assistants who will meet with PST at least once a month.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following table details the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.	Our RISC reviews expectations with Principals and PST’s (individually and at team meetings) and PST’s notify the RISC if services/resources are required. The RISC attends SBST meetings upon request.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100%		
% of teachers who know how to access the SBST	100%		
% of schools that are using a referral process to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	CSEC	2/Week (45 min.)		
	DJSS	Weekly (30-45 min.)		
	DN	Weekly (60 min.)		
	HC	Weekly (30 min.)		
	JBT	2/Month (30 min.)		
	LKDS	Weekly (30 min.)		
	PA	Weekly (30 min.)		
	PWK	Weekly (30 min.)		

Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following table details the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.	The RISC reviews all SSPs and IEPs to ensure they have been reviewed, updated and finalized every term (3 or 4 times/year depending on the school). The regional office and schools consult and work with outside agencies such as SLP, OT and Ed Psych to ensure recommendations are being written into SSPs and IEPs and that they are reviewed at least 2 times/year.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for students requiring them in consultation with parents.	100%		
% of teachers completing IEPs for students requiring them in consultation with parents.	100%		
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	100%		
% of parents participating in developing IEPs for those students requiring them.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to **teacher support activities**
- no more than 25% of the PST’s time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	At every RISC/PST regional meeting, the topic is discussed and any concerns are addressed. The expectation is discussed during at least one regional Principal meetings each year as well as individually with each principal in the process of developing their staffing plans (January/February) for the coming school year.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the no more than 25% of their time benchmark directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide centralized leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
1.00	0.50	Remaining 0.50 funding allocated for contracting services (Brent Kaulback)		

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, and the explanation for any difference between each.

Community	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
Kátł'odeeche	0.75	0.8			
Hay River - HCS	3.39	1.0			
Hay River - PA		1.8	1.0 Instructor 0.8 IL Trainee		
Hay River - DJSS		1.0			
Fort Resolution	1.06	1.8	1.0 Instructor 0.8 IL Trainee		
Fort Smith - JBT	3.94	2.0			
Fort Smith - PWK		2.0			
Łutselk'e	1.00	1.8	1.0 Instructor 0.8 IL Trainee		
TOTAL	10.14	12.0	2 more Indigenous Language Instructors / Trainees hired with freed up Indigenous Education and Community Support funding (see p 53 & p 75)		

Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
Kátł'odeeche	\$27,250	\$26,489			
Hay River - HCS	\$94,500	\$30,621			
Hay River - PA		\$30,621			
Hay River - DJSS		\$30,621			
Fort Resolution	\$35,100	\$34,120			
Fort Smith - JBT	\$76,300	\$37,085			
Fort Smith - PWK		\$37,085			
Łutselk'e	\$31,250	\$30,378			
TOTAL	\$264,400	\$257,020	Funding reallocated within ILE to offset under-funding of positions. Indigenous Education funding supplements hiring of 2 more Indigenous Language Instructors / Trainees than funded (see page 52)		

Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. It is important for school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools.</p>	<p>Council Policy AEA – <i>School Community Education Plans</i> requires that two days be set aside each year in each community for education planning that should include a process of consultation and discussion with the DEA, the staff and students and other school partners. This process may include questionnaires, meetings, open houses, radio shows, written submissions, home visits, class teas, or any other strategies determined by the DEA and the school principal to encourage input and develop public support.</p> <p>Council has a regional target of 90% of families attending at least one parent engagement event each year (3-way parent-teacher-student conference, school assembly, literacy evening, etc., monitored school-by-school and student-by-student).</p> <p>Council also has four annual targets for the percentage of parents who have a discussion with their child’s teacher and understand their child’s strengths and stretches in reading and math, and are satisfied with their child’s growth in reading and math.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	100%		
% of schools with Elders in Schools programming	100%		
% of schools hosting community gatherings rooted in local cultures	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school (i.e. part-time/full-time/project or event specific)	CSEC	Part-time (weekly), event specific		
	DJSS	Part-time (in Dene Yatie & NST), project/event specific		
	DN	Project/event specific		
	HC	Project/event specific (weekly)		
	JBT	Part-time (2 aft/week), project/event specific		
	LKDS	Part-Time (bi-weekly) & project specific		
	PA	Project/event specific (weekly)		
	PWK	Project/event specific (monthly)		
Type of activities provided through Elders in Schools (description/grades)	CSEC	JK-12: Speaking the language, sharing stories, skills, talents, use of Elders/community members when planning units/lessons		
	DJSS	8-9: drumming, art, language support, LRP field trips 10-12: NST/SST support 8-12: trapping camps, language assessment, ceremonies, assemblies		
	DN	K-9: Dene Laws K-12: Peacekeeping Circles, Traditional Games, Culture		

		Week, Feeding the Fire Ceremonies 10-12: Traditional skills		
	HC	JK-3: traditional music, jigging, storytelling, language support, crafts, survival skills, cooking, Dene games		
	JBT	JK-6: language support, jigging, camp storytellers		
	LKDS	JK-6: in-class visits on tradition and culture/ nature walks (local plants and animals) JK-12: specific projects (sewing, drymeat/dryfish making, fish nets, culture camps)		
	PA	4-7: traditional music, jigging, storytelling, language support, crafts, survival skills, cooking, Dene games		
	PWK	7-12: camp elders, storytelling, cooking, beading, drumming, crafts, language support, hand games, language assessment		
Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	CSEC	School Opening, Christmas Feast, Year-end Celebration		
	DJSS	Feeding the Fire ceremonies, Elder's Tea, Elder's Feast, Hand Games, Cultural performances		
	DN	Literacy Day, Family Day, Traditional Games, Hand Games, Assemblies, Sleepovers, Math Family Challenge, Heritage Fair, BBQ's, CEP Open House, Christmas Concert, Oratories, Awards Assembly		
	HC	Assemblies, Dene Games day, cultural days, Christmas celebration,		

		Drop-the-pop celebration, literacy celebration, meet-the-teacher evening (8-10 times/year)		
	JBT	Literacy/Numeracy/Social Responsibility nights, Winter Concert, community BBQ's on portfolio nights, parent info night		
	LKDS	Literacy/numeracy/cultural nights (monthly) Feasts (twice a year) Christmas Concert High School Graduation Kindergarten Graduation Awards Ceremony Assemblies (monthly) Meet-the-Teacher Night Fire Ceremony (beginning and end of year) Culture Camp Activities (weekly) Fall/Spring Hunt		
	PA	Assemblies, Dene Games day, cultural days, Christmas celebration, Drop-the-pop celebration, literacy celebration, meet-the-teacher evening (8-10 times/year)		
	PWK	Feeding the fire Ceremonies, Meet-the-Teacher Night & Feast, Christmas lunch & hockey, 3-Way conferences With feasts, Literacy read & feed, Heritage fair, Graduation, CEP days, Fine Arts showcases		

Strengthening Training for Northern Educators

Strengthening training for Northern educators is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following table details the region’s approach to Strengthen Training for Northern Educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthen training for Northern Educators, including the % of current teachers who have received Residential Schools Awareness Training.</p>	<p>The SSDEC hosts a two-day regional In-service each year (end of August) in Hay River, inclusive of an orientation session for new teachers as part of our offerings. We actively participate in the Mentor program, where new teachers or teachers new to the north are matched with experienced local teachers.</p> <p>This coming year, the two day inservice will be accompanied by a regional Cultural Orientation day all staff will be involved with ILE handbook review, unit planning (Indigenizing Education), and keynote speakers on the Indigenous perspective/approach.</p> <p>Each school in the South Slave has a Literacy/Instructional Coach whose role is to provide ongoing, classroom-embedded professional development to teachers, and Regional Coordinators and Contractors visit schools at least three times per year (each) to support northern educators directly.</p> <p>The SSDEC also has a <i>Leadership Capacity Building Fund</i> to supplement access to Regional NWTTA PD funding if a teacher is presenting at a conference.</p> <p>The percentage of current South Slave teachers who have received residential schools awareness training is 98%, either through participation in the ECE provided orientation for teachers new to the north, and/or through regional or community-based cultural orientation sessions with the blanket exercise or other similar activities as part of a cultural orientation day.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)	<p>1 Regional Cultural Orientation Day (65%)</p> <p>1-2 School led Cultural Orientation Day(s) (100%)</p>		

	Regional ILE meetings (4 days) (5%)		
% of schools holding Teacher Cultural Orientation Days	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participants	<p>Regional CO Day for 6 of 8 schools featuring Indigenous perspectives on:</p> <ul style="list-style-type: none"> • Becoming a Capable Person • Why Must We Indigenize • Creating a Welcoming Environment • Strengthening Indigenous Language Practice (whole school approach) • Why is my identity important to me (student perspective) <p>Remaining 2 schools will host similar Community-Based CO day</p> <p>100%</p>		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	CSEC	Fishing, local medicine, hand games 100%		
	DJSS	Indigenizing Education, ILE handbook review, Local Residential School history, community cultural activities 100%		
	DN	Elders – history of area, local residential school, on-the-land activities, local beliefs, basic language 100%		
	HC	Feeding the Fire Ceremonies, Traditional food preparation, storytelling (Elders), crafts (beading, driftwood painting, drum making), traditional games, Fishing 100%		
	JBT	On-the-land (river) activities led by Chipewyan & Cree Elders 100%		
	LKDS	Fire ceremony, dry meat making, dry fish making, beading, fish scale art, fishing, community feast		

		100%		
	PA	Feeding the Fire Ceremonies, Traditional food preparation, storytelling (Elders), crafts (beading, driftwood painting, drum making), traditional games, Fishing		
		100%		
	PWK	Local history, local government, on-the-land safety, drum making, traditional food preparation, Dene Kede (Indigenizing Education)		
		100%		
Number of local resource people involved in planning and delivering Cultural Orientation Days.	CSEC	5/day		
	DJSS	3-5/day		
	DN	5/day		
	HC	5/day		
	JBT	4-6/day		
	LKDS	3-4/day		
	PA	5/day		
	PWK	3-5/day		

Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following table details the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)</p>	<p>The SSDEC has a regional target that At least 80% of SSDEC trustees, staff and students will be able to engage and respond to greetings (How are you?, I’m fine, You?), express a word of appreciation (well done/that’s good), say thank you, and use at least three more phrases of salutation / thanks in the local Indigenous language(s) (8 phrases to engage/respond without reminder)</p> <p>The regional Cultural Orientation day has a Ted Talk / Plenary planned for this topic (August 29, 2019).</p> <p>Our RILE and Indigenous language instructor team are tasked with helping establish and/or support ILE committees in each school as well as sharing best practices.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Initiatives in place to promote a Whole School Approach to Language Use.	CSEC	ILE in-service Morning & afternoon greetings Common classroom requests Monthly newsletters		
	DJSS	Daily announcements Basic classroom requests by all staff Staff meeting use School assemblies Traditional Land acknowledgement		
	DN	Daily announcements Phrase of the week Reinforcement & practice of using the language in the halls 100% ILE class participation Use of language at all cultural activities Dene Kede in all classes		
	HC	Indigenous Language Intern Dene Yati taught JK-3 Culture classes for all students On-the-land experiences Greetings and common phrases taught to all students/staff Morning announcements in South Slavey Assemblies opened with South Slavey Greetings along with recognition of traditional lands Sharing Circles Dene Laws Awards for Dene Yati incorporating country food		

	<p>JBT</p>	<p>Daily announcements Language use at assemblies and in newsletters/calendars IL month Staff practice at meetings and during STIP time Culture camps Weekly cultural activities Taking learning outside – school cultural area</p>		
	<p>LKDS</p>	<p>Weekly cultural activities Use of language in all classrooms/ hallways Elder visits Using Dene Laws as basis for PBIS Drumming/ prayer songs Weekly/monthly language challenges Maintaining ties with Elders, traditional ceremonies Invite Elder’s and traditional knowledge holders to visit classes Create connections between student’s life experiences and learning Incorporate traditional knowledge in all classes not just Chipewyan class</p>		
	<p>PA</p>	<p>Indigenous Language Intern Dene Yati taught 4-7 Culture classes for all students On-the-land experiences Greetings and common phrases taught to all students/staff</p>		

		<p>Morning announcements in South Slavey Assemblies opened with South Slavey Greetings along with recognition of traditional lands Sharing Circles Dene Laws Awards for Dene Yati</p>		
	<p>PWK</p>	<p>Signage in all languages Announcements/O Canada Weekly Staff language lessons and practice in the halls IE committee as part of our PLC Announcements, assemblies, feasts, celebrations, Dene Laws, Sharing Circles, Unit planning, Elder/community member visits,</p>		

Indigenizing Teaching & Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)	The SSDEC’s Elevating the Essentials document, that is reviewed at least two times yearly with each teacher, expects teachers to: “I integrate Indigenous language, culture and perspectives in learning (Aboriginal greetings, Dene Kede, Dene Laws...). Indigenizing Teaching & Learning Practices will continue to be a focus of our Regional In-Service and Cultural Orientation Day at the beginning of the year. Each school has indicated that they have (or will have) an ILE committee to help with this task in their own schools.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.	Regional Cultural Orientation Day (Aug 2019) focussed on Indigenizing Education School Leadership Teams (Admin/Coach) in-serviced on Indigenizing teaching expectations and what to look for during observations		
% of schools planning to implement Indigenous Teaching and Learning Practices.	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Indigenizing teaching and learning practices focussed on in each school (spiral, holistic, experiential and relational).	CSEC	Inquiry, Smart Learning, Fisher & Frey		
	DJSS	Discipline Literacy, Fisher & Frey		
	DN	Inquiry, Smart Learning, Fisher & Frey		
	HC	Inquiry, Smart Learning, Balanced Literacy		
	JBT	Inquiry, Smart Learning, Balanced Literacy		
	LKDS	Inquiry, Balanced Literacy, Discipline Literacy		
	PA	Inquiry, Smart Learning, Balanced Literacy		
	PWK	Inquiry, Discipline Literacy, Smart Learning, Fisher & Frey		
	SSDEC	each South Slave teacher is required to become expert, and implement regularly and with fidelity, at least one of the above-listed evidence-based instructional approaches... and in 2019-20 will be required to ensure they incorporate Indigenous worldviews and ways of knowing, doing, being and believing... and then write up and post/share at least one of those on our electronic bulletin board (using the provided procedures and templates for reporting; visible to all other South Slave teachers)		

Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming (required 2021)</p>	<p>Dene Kede, the 7 Sacred Teachings, and the Dene Laws are foundational curriculum and programming resources that are expected to be utilized and reinforced in South Slave schools.</p> <p>Indigenizing Education will be a focus of our regional In-Service and Cultural Orientation Days at the beginning of the year. During the Cultural Orientation day in particular, collaborative learning teams will be given time later in the day to develop of a unit of study that honours indigeneity.</p> <p>Each teacher is required to design, deliver and post (on our FirstClass™ bulletin board system) at least one Balanced Literacy, SmartLearning, Disciplinary Literacy, or Inquiry-Based Learning project, and teachers are asked to include a cultural component.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.	<p>School leadership team review of Long-Range Plans/Unit Plans</p> <p>60% of teachers include a cultural component in their electronic bulletin board posts</p>		
% of schools focused on Indigenizing content for curricula and programming.	100%		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively indigenizing content (curricula and programming).	CSEC	100%		
	DJSS	100%		
	DN	100%		
	HC	100%		
	JBT	100%		
	LKDS	100%		
	PA	100%		
	PWK	100%		

Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offer key cultural experiences</p>	<p>All schools are encouraged to incorporate age-relevant key cultural experiences on a frequent basis, through regular programming in both ILE and non-ILE classes. Schools are also encouraged to build cultural camps right on the school grounds, so that authentic on-the-land experiences can occur almost daily. More significant on-the-land experiences will be offered at every grade level at some point in the year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100%		
% of schools with Key Cultural Experiences that include full staff participation.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)	CSEC	JK-12: monthly		
	DJSS	8-9: weekly 10-12: seasonally		
	DN	JK-10: daily		
	HC	JK-3: weekly		
	JBT	JK-6: weekly		
	LKDS	JK-6: monthly/seasonally 7-12: weekly/seasonally		
	PA	4-7: weekly		
	PWK	7-12: weekly/seasonally		
Type of Key Cultural Experiences provided	CSEC	Sandy Creek Culture Camp (fishing, trapping, snowshoeing ...), authentic language use, storytelling		
	DJSS	Drumming project, sewing, beading, food preparation, hand games, ice fishing, trapping camps, medicine harvesting, jigging, snowshoeing, Elder’s Tea, art, moccasin/mukluk/mitt making, feeding the fire ceremonies		
	DN	Language use, mushing, oratories, traditional games. Drumming, fish camp, sewing, cooking, drumming, elders in the school		
	HC	Traditional stories, crafts, jigging, music, games, performances, feasts, on-the-land skills, On-the-land experiences Weekly culture camp/Elder’s visits		

	JBT	Storytelling, snowshoeing, jigging, traditional crafts and food, on-the-land skills		
	LKDS	Trips to culture camp (weekly/monthly) Hide tanning camp Community hunts (fall/spring) Elder visits (weekly)		
	PA	Traditional stories, crafts, jigging, music, games, performances, feasts, on-the-land skills, Jigging Hand Games Crafts at Lunch country food On-the-land experiences Weekly culture camp/Elder's visits Art and writing		
	PWK	Drum making, clothes making, drumming, hand games, Dene games, on-the-land: overnight hikes, canoe trips, winter camp, traditional food preparation, Elder visits		
% of schools that involve community members, who are not regular members of school staff, in Key Cultural Experiences.	CSEC	100%		
	DJSS	100%		
	DN	100%		
	HC	100%		
	JBT	100%		
	LKDS	100%		
	PA	100%		
	PWK	100%		

Teaching and Learning Centres (TLCs)

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum through the TLC, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to support the delivery of the <i>Our Languages</i> curriculum through the TLC.	As the SSDEC is comprised of 3 Indigenous Language groups along with their associated community dialects, a one-size-fits-all TLC model does not readily meet our Region’s needs. Our RILE, ILE’s and contracted individuals have been very effective in developing and publishing a huge range of support materials.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	<ul style="list-style-type: none"> • Winning IL Storywriter Contest published • Three Feathers movie finalized • Special Projects (KFN dictionary, translation of songs) • Family Bags • 2-3 units of study complete with resources & assessment tools • School language awards • Promotional language items 		
Number of staff receiving training and support for development of Indigenous language resources.	13 (ILIs and Trainees)		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Kátł'odeeche	\$12,028	\$11,994		\$		
Hay River	\$26,912	\$25,808		\$		
Fort Resolution	\$14,675	\$14,265		\$		
Fort Smith	\$27,659	\$26,887		\$		
Łutselk'e	\$14,769	\$14,357		\$		
TOTAL	\$96,042	\$93,311	Funding reallocated within ILE to offset under-funding of positions. Community Support funding supplementing hiring of 2 more Indigenous Language Instructors / Trainees than funded (see page 52)	\$		

Appendix B: Operating Plan - Operating Budget

South Slave Divisional Education Council Statement of Revenues and Expenditures Annual Budget

	2019/20 Budget	2018/19 Approved Budget	2018/19 Projected Actual
<u>Revenues</u>			
Government of the NWT			
Regular Contribution	\$23,611,029	\$24,795,017	\$25,410,128
French Language Contribution	\$288,000	\$288,000	\$346,800
Indigenous Language and Education	\$105,000		\$132,000
Other Contributions (includes NDL)	\$290,000	383,000	\$304,399
Total GNWT	\$24,294,029	\$25,466,017	\$26,193,327
Other GNWT Contributions	\$15,000		
Total GNWT	\$24,309,029	\$25,466,017	\$26,193,327
Federal Government – Jordan’s Principle	\$0	\$0	\$87,800
Federal Government - Other	\$0	\$0	\$0
Council Generated Funds			
Investment Income	\$150,000	\$80,000	\$135,526
Non-GNWT Contributions	70,000		
Other			65,000
Total Council Generated Funds	\$220,000	\$80,000	\$200,526
Total Revenues	\$24,529,029	\$25,546,017	\$26,481,653
<u>Expenditures</u>			
Administration	\$2,307,570	\$2,338,979	\$2,443,393
School Operations	16,053,932	16,308,892	17,516,838
Inclusive Schooling	4,867,067	5,373,155	5,464,831
Indigenous Languages & Education	2,151,411	1,977,705	2,218,262
Total Expenditures	\$25,379,980	\$25,998,731	\$27,643,324
Surplus/(Deficit)	(\$850,951)	(\$452,714)	(\$1,161,671)
Accumulated Surplus/(Deficit)-Opening	\$2,182,659	\$3,344,330	\$3,344,330
Accumulated Surplus/(Deficit)-Closing	\$1,331,708	\$2,891,616	\$2,182,659

**South Slave Divisional Education Council
Details of Expenditures - Consolidated
Annual Budget**

Administration	School Programs	Inclusive Schooling	Aboriginal Languages and Education	Total
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Salaries

Teachers Salaries	\$12,709,417	\$1,833,551	\$1,250,341	\$15,793,309
Instruction Assistants		\$2,248,842	\$306,182	\$2,555,024
Regional Coordinators	\$417,428	\$166,971	\$83,486	\$667,885
Counsellors		\$101,799		\$101,799
Non-Instructional Staff	\$1,380,000	\$1,419,782		\$2,799,782
Board Trustee Honoraria	\$10,000			\$10,000

Employee Benefits

Benefits/Allowances	\$300,000			\$300,000
Leave/Termination Benefits				\$0

Staff Development

		\$125,000		\$125,000
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Acquired Services

Professional/Technical	\$40,000	\$25,000	\$25,000	\$30,000	\$120,000
Postage/Communications	\$30,000				\$30,000
Utilities					\$0
Employee Travel	\$80,000	\$100,000		\$20,000	\$200,000
Student Travel					\$0
Student Transportation (bussing)		\$312,853	\$10,000		\$322,853
Advertising/Printing/Publish.	\$10,000	\$20,000	\$5,000	\$250,000	\$285,000
Maintenance/Repair	\$20,000				\$20,000
Rentals/Leases	\$180,201	\$15,000	\$10,000	\$15,000	\$220,201
Other					\$0
Contracted Services	\$25,000	\$150,000	\$85,000	\$35,000	\$295,000

Materials/Supplies/Freight

Assistive Technology			\$113,000		\$113,000
Materials	\$230,369	\$864,452	\$140,904	\$158,402	\$1,394,127
Freight	\$2,000	\$20,000	\$2,000	\$3,000	\$27,000

Total

	\$2,307,570	\$16,053,932	\$4,867,067	\$2,151,411	\$25,379,980
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**South Slave Divisional Education Council
Details of Inclusive Schooling Expenditures
Annual Budget**

	General	Magnet Facilities	Total
<u>Salaries</u>			
Regional Coordinator	\$166,971		\$166,971
Program Support Teachers	\$1,706,846	\$126,705	\$1,833,551
Support Assistants	\$2,177,070	\$71,772	\$2,248,842
Counsellors	\$101,799		\$101,799
<u>Employee Benefits</u>			
Benefits/Allowances			\$0
<u>Staff Development</u>			
	\$125,000		\$125,000
<u>Purchased/Contracted Services</u>			
Professional/Technical	\$25,000		\$25,000
Travel			\$0
Student Transportation (bussing)	\$10,000		\$10,000
Other Contracted Services	\$100,000		\$100,000
<u>Materials/Supplies/Freight</u>			
Assistive Technology	\$113,000		\$113,000
Materials	\$140,904		\$140,904
Freight	\$2,000		\$2,000
Total	\$4,668,590	\$198,477	\$4,867,067

**South Slave Divisional Education Council
Details of Indigenous Languages and Education Expenditures
Annual Budget**

Indigenous Education	Teaching and Learning Centres	Community Support	Total
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Salaries/Honoraria

Regional Coordinator		\$83,486	\$83,486
Language Instruction	\$1,250,341		\$1,250,341
Classroom Assistants/ALS	\$306,182		\$306,182
Elders in the School		\$15,000	\$15,000

Employee Benefits

Benefits/Allowances			\$0
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Purchased/Contracted Services

Professional/Technical	\$30,000		\$30,000
Travel		\$20,000	\$20,000
Student Transportation (bussing)			\$0
Advertising/Printing/Publishing	\$200,000	\$50,000	\$250,000
Rentals/Leases	\$15,000		\$15,000
Other Contracted Services	\$10,000	\$25,000	\$35,000

Materials/Supplies/Freight

Materials	\$51,924	\$12,815	\$78,663	\$143,402
Freight	\$2,000	\$1,000		\$3,000

Total

\$1,865,543	\$192,301	\$93,663	\$2,151,411
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Regional Coordinator	Indigenous Language Instruction	General	Teaching and Learning Centre	Community Support	Total
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Breakdown

Regional Office	\$83,463		\$66,000	\$108,838	\$258,301
Joseph Burr Tyrrell		\$310,096	\$37,085	\$13,443	\$360,624
Paul William Kaeser		\$238,324	\$37,085	\$13,444	\$288,853
Harry Camsell		\$119,162	\$30,621	\$8,720	\$158,503
Princess Alexandra		\$210,028	\$30,621	\$8,720	\$249,369
Diamond Jenness		\$119,162	\$30,621	\$8,720	\$158,503
Chief Sunrise		\$95,330	\$26,489	\$11,994	\$133,813
Deninu		\$219,864	\$34,120	\$14,265	\$268,249
Lutsel K'e		\$244,557	\$30,378	\$14,357	\$289,292

Total

\$83,463	\$1,556,523	\$323,020	\$108,838	\$93,663	\$2,165,507
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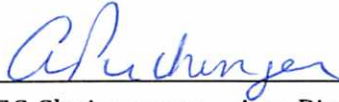
**South Slave Divisional Education Council
Schedule of Approved Person Years
Annual Budget**

	<u><i>PY's</i></u>
<i>Administration Staff</i>	9.00
<i>Territorial Schools</i>	
Teachers	84.50
Secretaries	6.20
Custodians	9.95
School Community Counsellors	1.00
Consultants	2.50
<i>Inclusive Schooling</i>	
Consultants	1.00
Support Assistants	23.05
Magnet Facilities	1.80
Program Support Teachers	13.80
<i>Aboriginal Languages</i>	
Teachers	8.45
Classroom Assistants/ALS	3.40
Regional Consultant	0.50
<i>Total Person Years</i>	<u><u>165.15</u></u>

Appendix C: Annual Report - Audited Financial Statements

Approvals

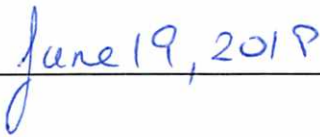
Operating Plan



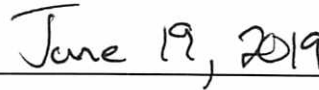
SSDEC Chairperson – Ann Pischinger



Superintendent – Curtis Brown



Date



Date

Annual Report

SSDEC Chairperson – Ann Pischinger

Superintendent – Curtis Brown

Date

Date

Education Accountability Framework

Tłıchq Community Services Agency

Operating Plan

for the 2019-20 School Year



Cadre de responsabilisation en éducation

Agence de services communautaires tłichq

Plan de fonctionnement

Année scolaire 2019-2020



Operating Plan - Executive Summary

The Tłchq Community Services Agency's Operating Plan for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Tłchq Community Services Agency's (TCSA) priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

The TCSA consists of 5 schools that house approximately 930 students. Our schools serve students from JK-12 and our programs include Tłchq Immersion, regular programs, and Northern Distance Learning. "Strong Like Two People" is the mission of the agency, each school, and the intent of all educational programming.

In response to the TCSA strategic plan, education has set the following goals and priorities for 2018-22.

1. Literacy: Supporting high quality instruction, interventions, and training for oral language, reading, and numeracy.
2. Wellness and Student Support: Ensure all students have equal opportunity to succeed.
3. Lifelong Learning: Developing capable lifelong learners.
4. Culturally responsive programs and services: Indigenizing education in the support of developing capable Tłchq people.

In response to regional literacy data the TCSA has developed a comprehensive plan to improve oral language, and literacy that includes:

- A Literacy Coordinator to strengthen instruction, analyse student achievement data; and
- Student Success Initiative (SSI) proposal to provide support for Professional Learning Communities (PLC) through onsite coaching to build capacity in our educators.

Due to the significant number of students with support plans, and in response to the results of the Early Development Instrument (EDI), and Middle Years Development Instrument (MDI), the TCSA will focus on:

- Creating a healthy environment for our students through a variety of Healthy food programs;
- All schools within the TCSA adhere to Safe Schools Plans that are reviewed annually to ensure the safety of our students;
- Review and audit SSPs and IEPs to be responsive in creating differentiated instruction;
- Supporting the CYCCs and the NCTS in providing healing and counselling services to our students;
- All schools in the Tłchq region have School-Based Support Teams (SBST) that meet biweekly; and
- Continue to support our student population which includes a significant number of students with complex needs such as speech and language with response to intervention.

To prepare students and support staff to be lifelong learners, the TCSA will:

- Foster lifelong learning through purposeful coaching and in-servicing for educators specifically in the areas of reading and numeracy; and
- Support quality career path programming for students in grades 7-12 (such as CPP, myBlueprint, and working with Career Education Advisors (CEA)).

As language and culture is such a vital part of the identity of our agency, staff, and community, the TCSA strives to be innovators and leaders in the area of Tłıchǫ language, culture, and way of life. As such the TCSA will continue to and expand on several key initiatives:

- All schools in the TCSA region offer Tłıchǫ as a second language, and one school offers Tłıchǫ immersion in K-2;
- The Elders in Schools Program and Indigenous Health and Wellness Elder pilot provides activities such as storytelling, on-the-land camps, celebration days, and heritage fair, and most importantly create Tłıchǫ identity within the schools;
- TCSA schools plan events using the strengths of the educators, educational assistants, students, and community members to promote a positive relationship between community and school. These include culture orientation days which are held throughout the year at each school;
- The Tłıchǫ region has a long and rich history of offering innovate and unique language programming and intends on continuing that practice by developing age appropriate resources (songs and books);
- The TCSA will continue to support indigenizing education through regionally developed resources including CBIP, Tłıchǫ History, and numerous Tłıchǫ language books.

The TCSA has embraced Chief Jimmy Bruneau's vision: "a school to be built... on my land... and that school will be run by my people, and my people will work at that school and our children will learn both ways, our way and the white man's way". To our future we look to Elizabeth Mackenzie's belief that the old Chief Jimmy Bruneau looked far ahead for us, so that our children will be 'strong like two people'.

Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Agence de services communautaires t̄ich̄q pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités de l'Agence de services communautaires t̄ich̄q (ASCT) pour la prochaine année scolaire.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

L'ASCT regroupe 5 écoles accueillant environ 930 élèves. Nos écoles desservent des élèves de la prématernelle à la 12^e année et nos programmes comprennent l'immersion en t̄ich̄q, les programmes réguliers et le programme d'apprentissage à distance du Nord. Le slogan de l'ASCT, la mission de chaque école de même que l'énoncé d'intention de tout le programme éducatif est « la force de deux peuples ».

En réponse au plan stratégique de l'ASCT, les priorités et buts suivants en éducation ont été retenus pour 2018-2022 :

1. Littératie : Favoriser une éducation, des interventions et de la formation de grande qualité en langue orale, en lecture et en numératie
2. Mieux-être et soutien aux élèves : Veiller à ce que tous les élèves aient la même chance de réussir
3. Apprentissage permanent : Former des élèves qui seront capables d'apprendre toute leur vie
4. Des programmes et services respectueux de la culture : Intégrer la culture autochtone à l'éducation pour accroître les compétences des T̄ich̄q

En réponse aux données régionales sur la littératie, l'ASCT a élaboré un plan exhaustif pour améliorer les compétences en langue orale et en littératie qui prévoit :

- L'embauche d'un coordonnateur de l'alphabétisation pour appuyer l'enseignement et analyser les données sur la réussite
- La proposition d'une initiative pour la réussite scolaire pour soutenir les communautés d'apprentissage professionnel par du mentorat sur place afin d'accroître la capacité de nos éducateurs

Vu le nombre important d'élèves faisant l'objet d'un plan de soutien et en s'appuyant sur les données de l'Instrument de mesure du développement de la petite enfance (IMDPE) et de l'Instrument de mesure du développement durant les années intermédiaires (IMDAI), l'ASCT se concentrera sur les éléments suivants :

- Créer un environnement sain pour nos élèves grâce à une variété de programmes d'alimentation saine
- Toutes les écoles de l'ASCT adhèrent aux plans de sécurité dans les écoles, qui sont révisés annuellement pour assurer la sécurité de nos élèves
- Revoir et évaluer les plans de soutien à l'élève et les plans d'enseignement individualisé pour arriver à créer un enseignement adapté et personnalisé
- Soutenir les conseillers en soins à l'enfance et à la jeunesse et les services diagnostiques et thérapeutiques dans les écoles des petites collectivités pour offrir des services de santé et de counseling à nos élèves
- Constituer, dans toutes les écoles de la région t̄ich̄q, des équipes de soutien scolaire qui se rencontrent toutes les deux semaines
- Continuer de soutenir les nombreux élèves de nos écoles ayant des besoins complexes dans le développement de la parole et du langage et d'adapter les interventions

Pour préparer les élèves et le personnel de soutien à apprendre toute leur vie, l'ASCT va :

- Favoriser l'apprentissage permanent par un encadrement ciblé et par l'offre de services sur place pour les éducateurs, tout spécialement dans les domaines de la lecture et de la numératie
- Appuyer la création de programmes de cheminement professionnel de qualité pour les élèves de la 7^e à la 12^e année (comme le plan de programme et de carrière, document MyBlueprint et le travail avec des conseillers en orientation et en éducation)

Comme la langue et la culture sont une part essentielle de l'identité de notre agence, de notre personnel et de la collectivité, l'ASCT s'efforce de faire preuve d'innovation et de leadership dans les domaines de la langue, de la culture et du mode de vie t̓łch̓q. Par conséquent, l'ASCT poursuivra et étendra plusieurs initiatives clés :

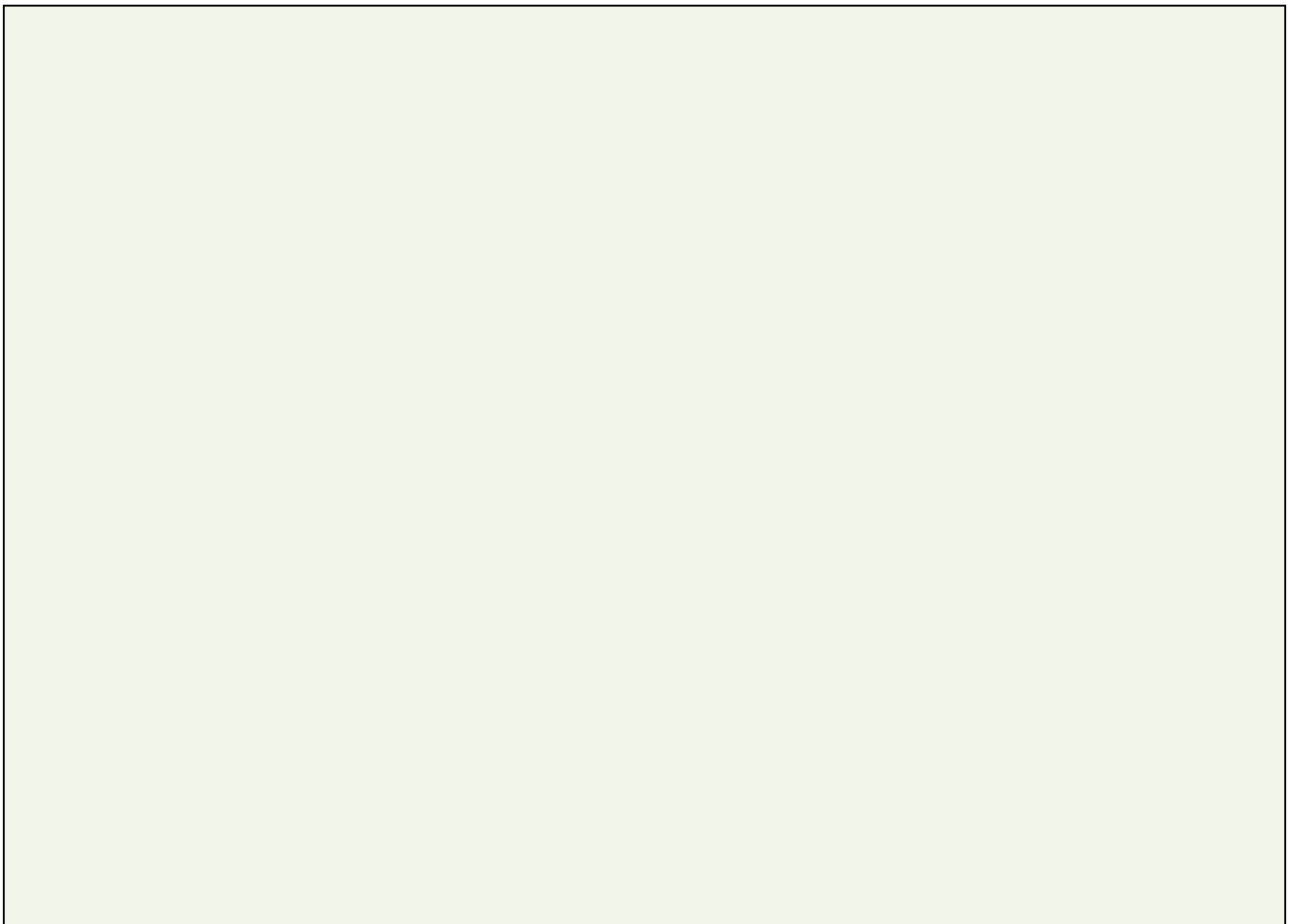
- Toutes les écoles de la région de l'ASCT offrent des cours de t̓łch̓q langue seconde, et une école offre de l'immersion en t̓łch̓q de la maternelle à la deuxième année
- Le programme Les Aînés à l'école et le projet pilote de santé et de mieux-être des Aînés autochtones proposent des activités comme des séances de contes, des campements sur les terres ancestrales, des journées de célébration, des Fêtes du patrimoine, et plus important encore, ils font entrer l'identité t̓łch̓q dans les écoles
- Pour planifier leurs activités, les écoles de l'ASCT font appel aux forces de leurs éducateurs, de leurs aides-enseignants, de leurs élèves et des membres de la collectivité, ce qui encourage l'établissement d'une relation positive entre la communauté et l'école
- La région t̓łch̓q offre depuis très longtemps déjà des programmes linguistiques riches et originaux; nous voulons maintenir cette pratique en créant des ressources appropriées pour différents groupes d'âge (chansons et livres)
- L'ASCT continuera de soutenir l'intégration de la culture et de la langue autochtone en éducation par l'intermédiaire de ressources élaborées dans la région, notamment le programme culturel intégré, l'histoire t̓łch̓q et de nombreux livres en langue t̓łch̓q

L'ASCT a adopté la vision du chef Jimmy Bruneau : « Une école sera construite... sur mes terres... et cette école sera dirigée par mon peuple; ce sont les miens qui travailleront dans cette école et nos enfants apprendront les deux cultures, la nôtre et celle de l'homme blanc. » Pour préparer notre avenir, nous faisons confiance aux mots d'Elizabeth Mackenzie, qui est d'avis que l'ancien chef Jimmy Bruneau nous a ouvert la voie de l'avenir pour que nos enfants acquièrent « la force de deux peuples ».

Annual Report - Executive Summary

The Tłıchq Community Services Agency's Annual Report for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:



1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

The following table details key aspects of the governance structure and processes, such as elections membership terms, current membership:

The TCSA was established under the Tłıchǫ Agreement effective August 4, 2005. It is a unique organization in the Northwest Territories in two significant ways. Firstly, it is a Government of the Northwest Territories Agency, while incorporating the values and principles of the Tłıchǫ people and having the longer term objective of transforming itself into an agency of the Tłıchǫ Government. Secondly, the Agency is the only one in the Northwest Territories to deliver health and social services as well as education programs under one entity as defined under the *Tłıchǫ Community Services Agency Act*. A copy of this legislation is available in the GNWT website at <http://www.justice.gov.nt.ca/>.

As a result of the Agency delivering the health and social services as well as education programs, it is accountable to the Government of the Northwest Territories Department of Health and Social Services and the Department of Education, Culture and Employment. The deliveries for both health and education programs operate under two different year ends: March 31 and June 30, respectively. The Agency prepares annual audited financial statements for the combined health and education programs as at March 31 for the Government of the Northwest Territories fiscal year end, as well as audited statements solely for the education program year ending June 30.

The Agency, unlike other Education and Health & Social Services authorities in the NWT, has three dimensions, as outlined in Figure 1.

Figure 1: Three Dimensions of the Tł̨ch̨q

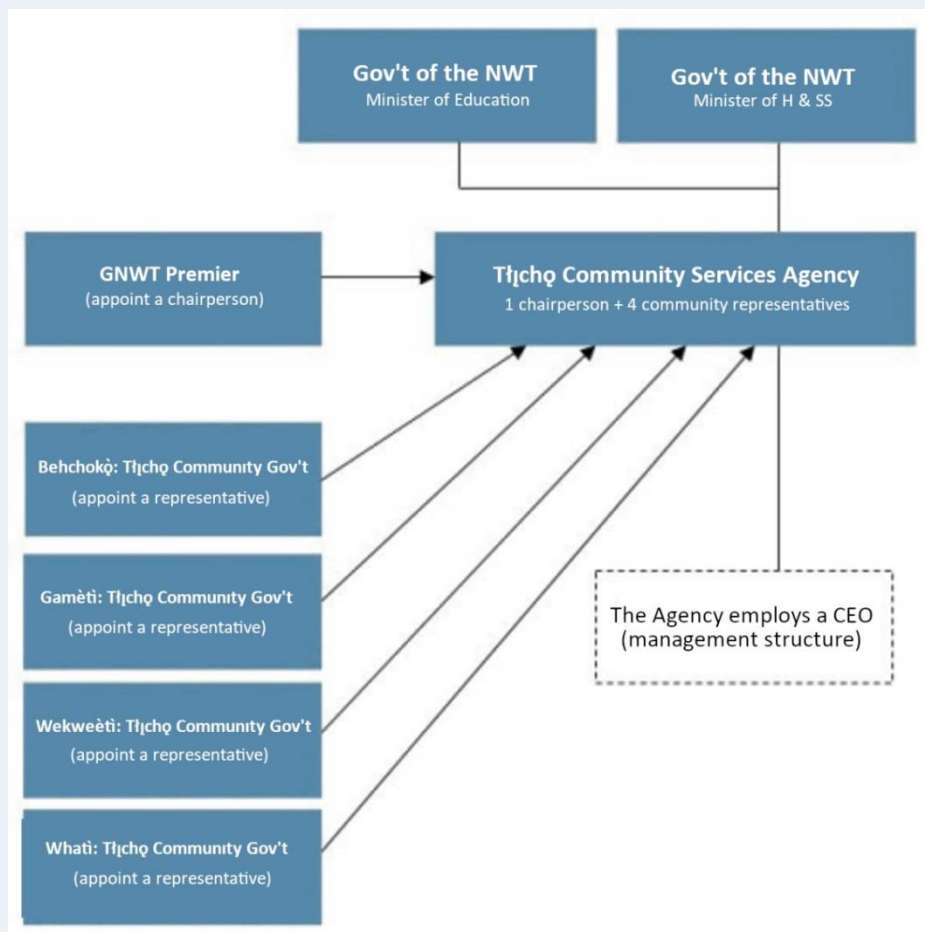


The Agency is governed by a Board made up of four members and a chairperson. The Tł̨ch̨q Community Governments (Behchokò, Gamètì, Wekweètì and Whatì) each appoint one member to represent their community on the Agency Board. The GNWT Minister of Aboriginal Affairs appoints the chairperson after consultation with the Agency appointees and the Tł̨ch̨q Government. The term for Agency Board members is determined by the entity appointing them and may not exceed four years. Members may be reappointed for consecutive terms. The TCSA Board meets quarterly throughout the year: additional meetings are scheduled as/when the need arises. The current TCSA Board members include:

- Chairperson – Ted Blondin
- Behchokò Representative – Janita Estemba
- Whatì Representative – Alex Nitsiza
- Gamètì Representative – Henry Gon
- Wekweètì Representative – Noella Kodzin

The term for the current Chairperson is in the process of being extended through the GNWT Premier's office. We have not yet been notified of the new end date. The terms for each of the current TCSA Board members end in October 2020.

Figure 2: Governance Structure of the Tłıchǫ Community Services Agency



The TCSA is an intergovernmental services agency and delivers programs in the areas of Education, and Health and Social Services. Thus, the administrative structure is different than that of other education authorities. The Agency employs a Chief Executive Officer who is responsible to direct the work of a management team consisting of a Director of Education, a Director of Health and Social Services, and a Director of Corporate Services as outlined below:

- Chief Executive Officer – Shannon Barnett-Aikman
- Director of Education – Linsey Hope
- Director of Health and Social Services – Sara Nash
- Director of Finance and Corporate Services – Johan Glaudemans
- Director of Finance and Corporate Services – Rose Jiang

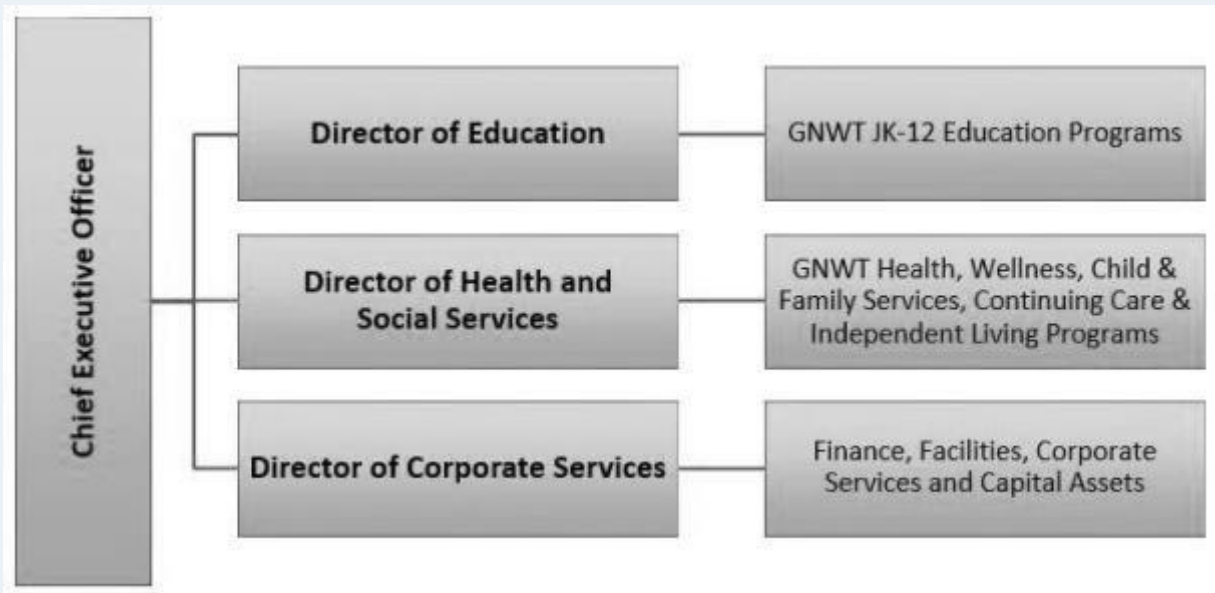
The CEO fulfills legislated roles under GNWT legislation including that of “Deputy Head” for the public service, and “Superintendent” under the Education Act. The Early Childhood and First Nations Social Programs, initially transferred to the TCSA by the Tłıchǫ Government, were returned to the Tłıchǫ Government in 2012 as a step towards self-government.

Functional Organizational Chart

The following table details the functional organization of the Education Body:

Tẖcẖ Community Services Agency Functional Organizational Chart

Figure 3: Management and Program Function Structure of the Tẖcẖ Community Services Agency



All senior management positions of the TCSA are indeterminate. Each senior manager undergoes a performance evaluation annually.

Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Type of Training	Audience Intended (DEC/DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Board Meeting	TCSA Board	Governance	September 2019 Yellowknife, NT		
Board Meeting	TCSA Board	Governance	December 2019 Yellowknife, NT		
Board Meeting	TCSA Board	Governance	March 2020 Yellowknife, NT		
Board Meeting	TCSA Board	Governance	June 2020 Yellowknife, NT		

Education Body 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". The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
September 2019	Yellowknife, NT		
December 2019	Yellowknife, NT		
March 2020	Yellowknife, NT		
June 2020	Yellowknife, NT		

School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Total Number of Schools in District	5	Total Anticipated Student Head Count	934
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School Name	Community	Grades Offered	Programming Highlights
Alexis Arrowmaker School (AAS)	Wekweètì	JK – 10	<ul style="list-style-type: none"> - Culturally responsive programming - T̩̀ch̩̀ language whole school approach - Multi-grade programming
Chief Jimmy Bruneau School (CJBS)	Behchok̩̀ (Edzo)	JK – 12	<ul style="list-style-type: none"> - Culturally responsive programming - Trauma Informed Practices - NDL School - T̩̀ch̩̀ language whole school approach - Multi-, and split-grade programming - APPLE School
Elizabeth Mackenzie Elementary School (EMES)	Behchok̩̀	JK – 6	<ul style="list-style-type: none"> - T̩̀ch̩̀ Immersion (K-2) - Oral language and literacy focus - Culturally responsive programming - T̩̀ch̩̀ language whole school approach - Split-grade programming
Jean Wetrade Gamètì School (JWGS)	Gamètì	JK – 12	<ul style="list-style-type: none"> - Culturally responsive programming - Literacy and reading foundations - T̩̀ch̩̀ language whole school approach - Multi- and split- grade programming
Mezi Community School (MCS)	Whatì	JK – 12	<ul style="list-style-type: none"> - Culturally responsive programming - Literacy and reading foundations - NDL School (2019-20) - T̩̀ch̩̀ language whole school approach - Multi- and split-grade programming

Student Profiles

The following table details general characteristics of the region’s student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics.

The Tłıchq Community Services Agency (TCSA) consists of 5 schools with approximately 930 students for the 2019-2020 school year. Our schools house students from JK – 12 and include Tłıchq Immersion, and English programs. The student population is 99% Tłıchq; the remaining students are non-Indigenous, or Inuit. The students strive to be “Strong Like Two People”, which is taken from Chief Jimmy Bruneau’s vision statement. “Strong Like Two People” is the mission of the agency, each school, and the intent of all educational programming.

The Tłıchq region of the Northwest Territories is located between Great Bear Lake and Great Slave Lake, of which only two of five communities (Behchokò and Edzo) are located on a year-round road. All other Tłıchq communities are geographically isolated, fly in communities with limited access by ice road in winter.

Table 1: Enrolment (FTE) by school and by grade as of September 30, 2018.

School	Grades													
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
TCSA Total	49	51	47	53	60	62	57	61	42	54	57	63	67	209

Table 2: Student Supports for Grade 1-9 as of November 2018

Program Type	# of Students
Regular Program	56
Regular Program with Accommodations for Difficulty	67
Modified Program	353
Individual Education Plan	15
Total	491

We are a Professional Learning Community (PLC) region, with a focus on increasing our student’s oral language and reading levels with the intention to support more students to work in regular programming.

Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention.

There are 74 NWTTA positions staffed within the TCSA including 5 principals (2 teaching principals), 2 vice principals, 6 Indigenous language instructors, 8 program support teachers (1 teaching PST), 48 classroom teachers (including 2 Tłıchǵ immersion teachers), and 5 regional consultants, in addition to UNW support assistants, and cultural instructors. The average length of employment is approximately 6 years. The turnover rate at the TCSA has been approximately 6-10 teachers (8-14%) each year, with fly-in communities having the most turnover. Due to various reasons (turnover, leaves, and transfers) in 2018-19 there were 20 new teachers to our region with 12 of them being first year teachers. The TCSA boasts a large population of Indigenous educators (22% or 16 of 74), which has strengthened the cultural and language programming throughout the region.

The TCSA is planning for the succession of Tłıchǵ language instructors. Many of our current language instructors will retire in the next 3-5 years, an effort is underway to recruit young Tłıchǵ teachers who may need mentoring to develop their Tłıchǵ language skills. We are looking to secure funding to provide for these mentorship opportunities.

Like most regions across Canada the Tłıchǵ is anticipating a teacher shortage. There has been a decrease in applications for classroom positions over the last 5 years. In addition to recruiting challenges, there is an increasing awareness of retention concerns. Specifically, housing has been cited as one of the main reasons for teachers leaving the region. Securing safe, maintained, and available housing remains difficult in all five Tłıchǵ communities.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

The following table details regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals:</p>	<p>The governance structures of the Tłıchǫ Community Services Agency (TCSA) are established in the Tłıchǫ Intergovernmental Services Agreement and in GNWT legislation, the Tłıchǫ Community Services Agency Act and associated regulations. The GNWT passed the Tłıchǫ Community Services Agency Act in 2005. This Act established the TCSA to perform functions related to the delivery of public education, health and social services in the Tłıchǫ communities and on Tłıchǫ lands.</p> <p>The guiding principles and values of the TCSA strategic plan acknowledge Elders as keepers of the living memory, and value the cooperation and self-sufficiency which comes from knowledge of our history, culture, and language. The foundational principles include the development of strong, capable, healthy Tłıchǫ communities, providing quality integrated programs and services in an effective, efficient, and timely manner, and enabling people to take responsibility for their own health, education, and well-being.</p> <p>The over-arching Strategic Plan for the TCSA is currently under development. The following information is based on the current draft which we anticipate being finalized in Summer 2019.</p> <p>Strategic Plan Priorities:</p> <ol style="list-style-type: none"> 1. Responsive quality programs and services 2. Supporting Tłıchǫ Language, Culture and Way of Life 3. Strengthening partnerships 4. Implementing Operational Sustainability 5. Ensuring integrated accessible standards and services for all <p>In response to the strategic plan, education has set the following goals and priorities for 2018-22:</p> <ol style="list-style-type: none"> 1. Culturally responsive programs and services: Indigenizing education in the support of developing capable Tłıchǫ people. 2. Literacy: Supporting high quality instruction, interventions, and training for oral language, reading, and numeracy. 3. Wellness and Student Support: Ensure all students have equal opportunity to succeed. 4. Lifelong Learning: Developing capable lifelong learners.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>Culturally responsive programs and services:</p> <ol style="list-style-type: none"> 1. Oral Language Proficiency assessment 2. Development of Tłıchʔ Language Resources 	<ol style="list-style-type: none"> 1. Creating baseline data from Oral Language Proficiency Assessment Tool 2. a) Create 3 easy reading Tłıchʔ Language books. b) Create 3 Tłıchʔ songs at the early childhood, primary, and elementary levels. 		
<p>Reading and Literacy:</p> <ol style="list-style-type: none"> 1. Oral Language (TROLL) 2. Reading (Fountas and Pinnell) 	<ol style="list-style-type: none"> 1. TROLL: by Spring 2020, 50% of Kindergarten students at or above the 25th percentile 2. F&P Close the Gap: by Spring 2020, 50% of students will close their reading gap by improving more than one grade level. 		
<p>Wellness and Student Support</p> <ol style="list-style-type: none"> 1. Access to Counselling (CYCC) 2. Regular review of SSPs and IEPs 3. Active SBST 	<ol style="list-style-type: none"> 1. Continue participation in the territorial CYCC and NCTS pilot. 2. The RISC will review all of the IEPs and audit the SSPs. 3. All SBSTs will meet biweekly. 		
<p>Lifelong Learning:</p> <ol style="list-style-type: none"> 1. Purposeful coaching and in-servicing for teachers. 2. Quality career path support for students in grades 7-12 	<ol style="list-style-type: none"> 1. Ensure every teacher receives onsite coaching throughout the year. 		

	2. To participate in the territorial career education advisory pilot project.		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following table details regional priorities and goals, and connections to Departmental priorities, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to School Improvement Planning and relevance to regional and departmental priorities, for the school year.	All TCSA schools review and adapt their School Improvement Plans annually, under consultation with community, and staff. Each year schools consider previous year’s growth, challenges, regional and territorial priorities to create responsive plans. The SIP reflects the regional strategic priorities, which align with territorial initiatives such as Our Languages Curriculum, Indigenizing Education, and Inclusive schooling. Specifically, schools target reading/oral language, Tłıchǫ culture and language, and student wellness.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with ECE priorities and goals.	100%		
% of schools in the region for which School Improvement Plans are	100%		

developed in consultation with the community.			
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic, and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following table details the region’s approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to the completion of Annual School Reviews .	The Annual School Review is based on the Strategic Plan, Operating Plan, and School Improvement Plans. Each school reviews their progress against the regional and school targets. In addition, each year the region selects one area on which to focus (ex: Inclusive Schooling, Indigenous Language and Culture, student achievement, etc). The region will work with ECE to develop and formalize this process for the upcoming 2019-2020 year with a particular focus on Inclusive Schooling.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%		

% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following table details the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to the completion of Staff Evaluations .	The TCSA encourages a rotational schedule, whereby staff evaluations are provided for: 1) new staff in their first and second year, 2) returning staff every 5 years, and 3) upon request of the teacher or principal. The TCSA follows the process outlined in the <i>Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)</i> and <i>Direction on Principal Growth and Evaluation in the Northwest Territories (2012)</i> in conducting the evaluations.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	21		
Number of principal and assistant principals formally evaluated in the school year.	4		
Number of Education Body School Support Consultants formally evaluated in the school year.	2		

Number of Superintendents and Assistant Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following table details the region’s training and in-service plan, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.	The TCSA dedicates a considerable amount of resources to providing training and in-servicing to our educators. For 2019-20 this includes: a regional conference, senior high in-service, two language instructor in-services, two school based culture days, and collaborative STIP time (varies from school to school). In addition to these offsite training activities, the TCSA also offers extensive onsite coaching in PLCs, literacy, numeracy, and Indigenizing education.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on departmental priorities	100%		
% of administration days dedicated to training and in-service.	0%		
% of collaborative STIP time dedicated to regional priorities	100%		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the region’s role of their Literacy Coordinator, the relevance of the position to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional Literacy Coordinator role and relevance to regional and departmental priorities, for the upcoming school year.	<p>The Literacy position is directly related to our reading and oral language regional priorities and goals which are stated as “Literacy: Supporting high quality instruction, interventions, and training.”</p> <p>This position will support oral language development in JK-2 classrooms in response to baseline data from the EDI, SLP screening, and early language assessments.</p> <p>This year the TCSA will support teachers with onsite coaching for reading intervention and reading behaviours (grades K-9), as well as, strengthening instruction through Reading in the Disciplines (grades 7-12).</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	1		
Regional Literacy Action Plan in place for the school year.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following table details the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>The Tłıchq Community Services Agency offers Healthy Food programming in all of our schools. Currently, the programs we offer are:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #4F81BD; color: white;">Program Name</th> <th style="background-color: #4F81BD; color: white;">Schools Involved</th> </tr> </thead> <tbody> <tr> <td>Breakfast programs</td> <td>All Schools</td> </tr> <tr> <td>Drop the Pop</td> <td>All Schools</td> </tr> <tr> <td>Apple Schools</td> <td>CJBS</td> </tr> <tr> <td>Lunch Program</td> <td>CJBS</td> </tr> <tr> <td>Traditional Food Day</td> <td>All Schools</td> </tr> </tbody> </table> <p>The TCSA will continue to explore opportunities to provide healthy foods to our student population. During the 2018-19 school year a healthy food for learning policy was drafted and the focus for 2019-20 will be to adjust programs and purchasing to reflect the new policy.</p>	Program Name	Schools Involved	Breakfast programs	All Schools	Drop the Pop	All Schools	Apple Schools	CJBS	Lunch Program	CJBS	Traditional Food Day	All Schools
Program Name	Schools Involved												
Breakfast programs	All Schools												
Drop the Pop	All Schools												
Apple Schools	CJBS												
Lunch Program	CJBS												
Traditional Food Day	All Schools												

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, <i>if applicable</i> .	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region	

School Specific Performance Indicators	School	School Planning	Achieved Results	Explanation for variance
Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i>	AAS	Breakfast Program Traditional Food Day Drop the Pop Food Basket (Open Snack)		
	CJBS	Breakfast Program Traditional Food Day Drop the Pop Apple Schools Lunch Program Food Basket (Open Snack)		
	EMES	Breakfast Program Traditional Food Day Drop the Pop Food Basket (Open Snack)		
	JWGS	Breakfast Program Traditional Food Day Drop the Pop Food Basket (Open Snack)		
	MCS	Breakfast Program Traditional Food Day Drop the Pop Food Basket (Open Snack)		
Total number of days and months program is offered in each school.	AAS	Everyday		
	CJBS	Everyday		

	EMES	Everyday		
	JWGS	Everyday		
	MCS	Everyday		
Approximate Total Number of children and youth served each day.	AAS	100%		
	CJBS	100%		
	EMES	100%		
	JWGS	100%		
	MCS	100%		
Criteria for participation per school. (Low income, fee, etc.)	AAS	Open to all		
	CJBS	Open to all		
	EMES	Open to all		
	JWGS	Open to all		
	MCS	Open to all		

Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following table details the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

SSI Project Proposal Summary	Through our contracted services with Solution Tree Canada we will train a "guiding coalition" (our regional leadership team), and then have these administrators and teacher-leaders lead the rest of the staff. We will continue with onsite embedded coaching whereby the Solution Tree consultant will continue to coach school staff to build
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	capacity to continue the implementation of Professional Learning Communities to sustain and advance their work in common assessments to improve oral language, reading, and literacy.
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region that participate in SSI PD activities.	100%		
% of support staff from across the region that participate in SSI PD activities.	0%		
Areas of Strength			
Areas for Development			
Additional Comments			

Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following table details the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based healthy relationship programming.</p>	<p>As part of the TCSA strategic goal to improve student health and wellness, each school in the region has developed a unique plan to incorporate healthy relationship curricula that is responsive to the needs of their students. Examples are: Fourth R, Tribes, WITS, Leads, HRPP, Second Step and Social Thinking. In addition to these programs the TCSA has embraced the philosophy of trauma-informed practices, has increased access to counselling services (CYCC and NCTS), and implementing</p>
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	self-regulation strategies.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK-3 students.	1		
Number of schools offering LEADS to grade 4-6 students.	1		
Number of schools offering the Fourth R to grade 7-9 students.	4		
Number of schools offering HRPP to grade 10/11 students.	4		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used	AAS	4 th R Tribes K-10		
	CJBS	WITS 4 th R HRPP+ Second Step		
	EMES	Second Steps K-6		
	JWGS	4 th R HRPP+ Second Steps K-6		
	MCS	WITS 4 th R HRPP+ Second Step K-8 Social Thinking K-12		

Second Language Education

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.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

School Name	Language of SL Instruction <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłıchǫ)</i>	Type of SL Instruction <i>(core, immersion, intensive)</i>	Grades of SL Instruction	Frequency of SL Instruction <i>(min/week)</i>	Actual Frequency of SL Instruction <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
AAS	Tłıchǫ	Core	JK-10	35 mins/day Integrated language lessons 175 min/week		
CJBS	Tłıchǫ	Core	JK-12	30 mins/4 days a week 120 mins/week		
EMES	Tłıchǫ	Core	JK-6	40 mins/3 times a week 120 mins/week		
EMES	Tłıchǫ	Immersion	K-2	Full day (ELA is 40 mins/3 times a week) 120 mins/week		
JWGS	Tłıchǫ	Core	JK-12	35 mins/day 175 min/week		
MCS	Tłıchǫ	Core	JK-12	40 mins/day 200 min/week		

* One row per Language/per school

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.0	1.0	-		

Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
AAS	0.50	0.50	-		
CJBS	3.25	3.50	-		
EMES	1.92	2.00	-		
JWGS	1.00	1.00	-		
MCS	1.24	1.00	-		
TOTAL	7.91	8.00	-		

Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Community	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
Whatì	2.29	2.61	-		
Behchokò (Edzo)	6.50	6.07	-		
Behchokò (Rae)	3.56	6.96	Complex Needs		
Gamètì	0.90	1.74	Complex Needs		
Wekweètì	0.22	0.87	-		
TOTAL	13.47	18.25	Complex Needs		

Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$85,743	\$85,743	-		

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training	Audience Intended (PSTs / Educators / Support Assistants / Principals)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Onsite coaching	PSTs / Educators	Leveled Literacy Intervention (LLI) and Reading Behaviours	3 sessions planned (fall, winter, spring) Date: TBD Location: CJBS and EMES		
Workshop	PSTs / Educators	SSP writing IEP writing	Date: Oct 21, 2019 Feb 17, 2020 Location: YK		
Workshop	PSTs	Transition Planning	Date: Oct 21, 2019 Feb 17, 2020 Location: YK		
Video conferencing	Support Assistants	SLP Training	2 Thursdays a month. Date will depend on SLP availability		
Onsite / video conferencing	Support Assistants / PSTs / Educator	Assistive Technology	As needed		
Video conferencing	PSTs / Educators	Equals Math	6 times in the 2019-20 school year. Date: TBD		

The following table details the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and departmental priorities, for the school year.</p>	<p>As part of our strategic goals, the TCSA has set a priority to ensure all students have equal opportunity to succeed. This will be achieved through regular reviews and audits of SSPs and IEPs by the Regional Inclusive Schooling Coordinator (RISC), Program Support Teachers (PST), teachers, parents, and students. To support this priority, the RISC along with a contractor will provide training to PSTs in the development, review, and implementation of SSPs and IEPs. PSTs will then train educators at the school level.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of educators that have been trained on developing and implementing IEPs this year.	100%		
% of educators that have been trained on developing and implementing SSPs this year.	100%		
% of educators that have been trained on the use of flexible strategies this year.	100%		
% of educators that have been trained on the School-based Support Team process this year.	100%		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%		
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%		
% of educators that have been trained on Assistive Technology this year.	As Needed		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments/Requests for Support for the region	
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The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)

Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	Total Over / Under Allocation (\$)
\$81,073			

Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

Community	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
TCSA	\$ 115,877	\$ 115,877			

Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following table details the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.	As part of our strategic goals, the TCSA has set a priority to ensure all students have equal opportunity to succeed. This will be achieved through regular reviews and audits of SSPs and IEPs by the Regional Inclusive Schooling Coordinator (RISC), Program Support Teachers (PST), teachers, parents, and students. Through regular reviews and revisions the SSPs and IEPs, teachers will be responsive in creating differentiated instruction.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		

Number of students not able to participate in the Common Learning Environment in their home community.	9		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	50%		
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	2		
Number of times per month that the RISC meets with PSTs via video/phone conference?	1		
Number of times per year that the RISC meet with the PSTs in person	4		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.	As part of our regional strategic goals the TCSA has set a priority to foster lifelong learning through purposeful coaching and in-servicing for teachers, and quality career path supports for students in grades 7-12. This ensures that principals create conditions in the use of flexible instructional strategies and to develop learning environments that foster oral language, reading, and literacy.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100%		

% of support assistants who receive support through adequate scheduled time with PST.	50%		
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100%		
% of classroom teachers who will meet with the PST at least once a month.	50%		
% of support assistants who will meet with PST at least once a month.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students' needs and to reduce barriers to students' success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following table details the region's approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.	As part of our strategic goals, the TCSA has set a priority to ensure all students have equal opportunity to succeed. This will be achieved in part by providing wrap-around services for students that are developed in effective SBST meetings. SBSTs have been established in every school, and are now working to refine processes that ensure students' needs are met.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100%		
% of teachers who know how to access the SBST	100%		
% of schools that are using a referral process to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	AAS	Biweekly for 1 hour		
	CJBS	Biweekly for 1 hour		
	EMES	Biweekly for 1 hour		
	JWGS	Biweekly for 1 hour		
	MCS	Biweekly for 1 hour		

Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student's parent or guardian, typically recognized by a signature on the IEP.

The following table details the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.</p>	<p>As part of our strategic goals, the TCSA has set a priority to ensure all students have equal opportunity to succeed. This will be achieved through regular reviews and audits of SSPs and IEPs by the Regional Inclusive Schooling Coordinator (RISC), Program Support Teachers (PST), teachers, parents, and students. Through regular reviews and revisions the SSPs and IEPs, teachers will be responsible for creating responsive and appropriate support for students. The TCSA has identified the need to improve communication on the distinction and interpretation of program types (SSPs and IEPs) with parents/guardians.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for student requiring them in consultation with parents.	100%		
% of teachers completing IEPs for student requiring them in consultation with parents.	100%		
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	100%		
% of parents participating in developing IEPs for those students requiring them.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to ***teacher support activities***
- no more than 25% of the PST’s time should be spend working ***directly with students*** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for ***other*** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	Based on data from the Early Development Instrument (EDI), Middle Year Development Instrument (MDI), speech and language assessments, reading and oral language assessments, and the high number of students on SSPs and IEPs, the demands on the PSTs are extremely high. The complex needs of our students make it difficult to comply with the priority use guidelines. This is due to a large administrative load to develop SSPs and IEPs for 89% of our population, and coordinate additional student support activities (speech, OT, educational and psychological assessments). The PSTs are also an integral part of the tier 2 and 3 intervention blocks that support student achievement in reading and literacy. As a result, the PSTs are working directly with students more than the recommended 25%.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	50%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	20%		
% of PSTs spending no more than 15% of their time on planning and organizational duties	20%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide centralized leadership at the regional level, and the explanation for any difference between each.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
1.00	1.0	-		

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
AAS	0.50	1.0	-		
CJBS	4.03	2.87	-		
EMES	2.32	3.87	Offers an immersion program which		

			requires additional staffing that results in lower staffing in other schools in the region		
JWGS	1.00	0.87	-		
MCS	1.63	1.0	-		
TOTAL	9.48	9.61	-		

Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
AAS	\$33,500	\$33,500	-		
CJBS	\$42,000	\$42,000	-		
EMES	\$31,500	\$31,500	-		
JWGS	\$31,250	\$31,250	-		
MCS	\$36,300	\$36,300	-		
TOTAL	\$174,550	\$174,450	-		

Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. It is important for school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools.</p>	<p>As part of our strategic goals, the TCSA has set a priority to promote Tłchq language, culture, and way of life by contributing to revitalization, maintenance, and promotion of Tłchq culture and language through active involvement of community members in seasonal cultural activities including camps (fish camps, winter camps, and rites of passage), in-school supports, and advisory committees.</p> <p>The TCSA has a history of promoting the family to school relationship through home visits for report card delivery, family literacy nights, school name-day feasts, school hosted events (career fair, guest speakers, heritage fairs), and participation in community events such as hand games and drum dances. This also includes partnering with community organizations to participate in Tłchq Aquatic Environmental Monitoring Program (TAEMP) camps, and Ìmbe Program.</p> <p>CJBS and EMES have designated Elders’ rooms. These rooms and the larger school facility are often the location for community events like Tłchq Government meetings at CJBS and the annual Tłchq Gathering was held at MCS. Tłchq Government Youth Council gathering are also hosted in the schools.</p> <p>In 2018-19, the TCSA piloted a full time Elder in each school; we hope to continue this pilot pending funding.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	100%		

% of schools with Elders in Schools programming	100%		
% of schools hosting community gatherings rooted in local cultures	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school <i>(i.e. Part-time/full-time/project or event specific)</i>	AAS	Project or event specific		
	CJBS	Project or event specific		
	EMES	Project or event specific		
	JWGS	Project or event specific		
	MCS	Project or event specific		
Type of activities provided through Elders in Schools <i>(description/grades)</i>	AAS	JK-10: Storytelling, on-the-land camps, celebration days, heritage fair		
	CJBS	JK-12: Storytelling, on-the-land camps, celebration days, heritage fair		
	EMES	JK-6: Storytelling, on-the-land camps, celebration days, heritage fair		
	JWGS	JK-12: Storytelling, on-the-land camps, celebration days, heritage fair		
	MCS	JK-12: Storytelling, on-the-land camps,		

		celebration days, heritage fair		
Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	AAS	Authentic Tłıchǫ seasonal activities and celebration (Alexis Arrowmaker Day) Annual Tłıchǫ Yati Celebrations		
	CJBS	Authentic Tłıchǫ seasonal activities and celebration (Chief Jimmy Bruneau Day) Annual Tłıchǫ Yati Celebrations		
	EMES	Authentic Tłıchǫ seasonal activities and celebration (Elizabeth Mackenzie day) Annual Tłıchǫ Yati Celebrations		
	JWGS	Authentic Tłıchǫ seasonal activities and celebration (Jean Wetrade Day) Annual Tłıchǫ Yati Celebrations		
	MCS	Authentic Tłıchǫ seasonal activities and celebration (Name sake day) Annual Tłıchǫ Yati Celebrations		

Strengthening Training for Northern Educators

Strengthening training for Northern educators is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following table details the region’s approach to Strengthen Training for Northern Educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthen training for Northern Educators, including % of current teachers who have received Residential Schools Awareness training.</p>	<p>The TCSA wishes to contribute to revitalization, maintenance and promotion of Tłıchǰ Culture and Language through authentic Tłıchǰ philosophy and worldview, and our vision statement “Strong Like Two People”. Current TCSA schools and staff actively participate in regional and territorial training opportunities (N2NEC, August regional conference). In addition, TCSA schools plan events using the strengths of the educators, educational assistants, students, and community members to promote a positive relationship between community and school through on-site coaching and some in-servicing. 100% of teachers have received Residential Schools Awareness training in 2018-19; the TCSA offers this training every other year. All new TCSA teachers also receive this training at the New to the North Conference.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)</p>	<p>Regional Orientation (all staff -100%) Twice a year in-services (all language instructors, culture instructors, and immersion EAs)</p>		
<p>% of schools holding Teacher Cultural Orientation Days</p>	<p>100%</p>		
<p>Type of Residential School Awareness Training provided and # of teachers/staff participants</p>	<p>All staff participate in training (alternating years: 2018-19 Blanket Exercise)</p>		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	AAS	Seasonal traditional Tłchq activities and events. 100% (regional and school based events) Fall Harvest Camp: Tłchq immersion camp, spiritual connection to the land, and fishing. Winter Camp: trapping for wolves, fox, snaring rabbits and winter survival		
	CJBS	Seasonal traditional Tłchq activities and events. 100%(regional and school based events) Fall Camp: fish, trapping, snaring, boating, and canoeing. Winter Camp: fishing, different traps and snare, safety, fire, Dene skills. Spring Camp: rites of passage, Dene skills, water, canoeing, fishing,		

		big animals, and muskrats.		
	EMES	Seasonal traditional Tłchq activities and events. 100%(regional and school based events) Fall Harvest Camp: Medicine, berries, plants, trees, and fire. Winter Camp: camping skills, ice fishing, and cultural expectations on the land. Spring Camp: boat safety, overnight camps, muskrat push-ups, and connected to classroom lessons.		
	JWGS	Seasonal traditional Tłchq activities and events. 100%(regional and school based events) Fall Camp: camping, Dene skills, water (kayaking), fish, and hides Winter/Spring Camp: camping, survival, clothing, ori, traveling on land, fire, dry fish and other food, and Dene Games.		
	MCS	Seasonal traditional Tłchq activities and events. 100%(regional and school based events) Fall Camp: fish, medicine, offerings, and visiting local sites of importance		

		Winter Camp: Dene skills, survival, and camp skills Spring: safety and importance of water, boating, and welcoming back animals/sun.		
Number of local resource people involved in planning and delivering Cultural Orientation Days (regional and school based).	AAS	Elders, camp helpers, youth, and leaders ~8-10		
	CJBS	Elders, camp helpers, youth, and leaders ~8-10		
	EMES	Elders, camp helpers, youth, and leaders ~8-10		
	JWGS	Elders, camp helpers, youth, and leaders ~8-10		
	MCS	Elders, camp helpers, youth, and leaders ~8-10		

Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following table details the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)	The Tłıchǰ region has a long and rich history of offering innovative and unique language programming including the Tłıchǰ immersion, cultural programming, barren land hunts, Tłıchǰ family language supports, numerous resources (Tłıchǰ books, songs, posters, videos, alphabet charts, chants), and development of extensive kits to support families and schools. In the strategic plan, the TCSA has prioritized continuing to contribute to revitalization, maintenance and promotion of Tłıchǰ culture and language through whole school approaches to
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	<p>Tłchq Yati. This includes daily morning greetings, O' Canada and prayers in Tłchq, songs, and Tłchq words/phrases throughout school routines. This whole school approach to language supports reconciliation and honours the valuable gifts of language and culture.</p> <p>Tłchq customs are also promoted by including “Feeding of the Fire” at the beginning of the school year and at other important events. All teachers are supported to understand and promote these customs through initiatives like Culture Based Integrated Planning (CBIP), Tłchq History Project, and Dene Kede.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Initiatives in place to promote a Whole School	TCSA	Move all Tłchq Language books into circulation at		

Approach to Language Use.		community libraries		
	AAS	All staff participate in Tłıchǫ language lessons Immersion Camp Pictures of Elders Handmade crafts displayed Bilingual signage		
	CJBS	Use 'phrase of the month' to promote key greetings in Tłıchǫ at staff meetings and announcements Pictures of Elders Handmade crafts displayed (ex: canoes, art) Bilingual signage		
	EMES	Use 'phrase of the month' to promote key greetings in Tłıchǫ at staff meetings and announcements Pictures of Elders Handmade crafts displayed Culturally responsive posters Bilingual signage		
	JWGS	100% of school participate in Tłıchǫ morning prayers and O'Canada Pictures of Elders Handmade crafts displayed (ex: wolverine, canoe)		

		Bilingual signage		
	MCS	100% of school participate in Tłıchǫ morning prayers and O'Canada Pictures of Elders Handmade crafts displayed Signage		

Indigenizing Teaching & Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)</p>	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłıchǫ Culture and Language through the Tłıchǫ History project, seasonal camps, language revitalization projects, Tłıchǫ dictionary, and TRC initiatives. These support Tłıchǫ world view, ways of knowing, doing, being, and believing. The Dene Kede remains the foundational document that teachers, and administrators use to plan for lessons, camps, and other events. On-going professional development for teachers to authentically implement cultural responsive programming will be continued by regional staff, principals, and PSTs.</p> <p>We pride ourselves in the Tłıchǫ region on delivering expert Indigenized education. We have a long history of supporting indigenized approaches that embrace the holistic, spiral, relational, and experiential nature of education. As the Indigenous approach asks us to embrace all of these practices we do not prioritize one over the other. We encourage every staff to</p>
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	<p>build their own knowledge using developed resources, experts from the community, and collaborative approaches to develop their learning practices.</p> <p>TCSA schools embrace an authentic way of teaching and learning for both students and school staff. As such, there is no differentiation in the targets or expectations for each school. All staff are expected to provide to the best of their abilities:</p> <ul style="list-style-type: none"> - Experiential opportunities that integrate the land, the people, the traditional knowledge and language; - Holistic approaches founded in the Dene Kede teachings (relationship with the land, with others, the spiritual world and with one's self); - spiral teaching and learning practices that give students the opportunity to revisit curriculum and material; and - founded in relationships between all school staff, community members, elders, and students. <p>To support new staff collaboratively designed initiatives such as Culture Based Integrated Planning (CBIP), Tłıchǫ History Project, Indigenous Health and Wellness Elders, and numerous resources dedicated to camps and Tlıcho language development offer a foundation on which to build their capacity to deliver Indigenized approaches to educations.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.	Continue to provide onsite support for regional projects (Tłıchǫ History, CBIP)		
% of schools planning to implement Indigenous Teaching and Learning Practices.	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Indigenous teaching and learning practices being focused on in each school (spiral, holistic, experiential and/or relational).	TCSA Schools	Spiral, holistic, experiential and relational practices through: whole school approach to language, CBIP, Tłıchǫ History Project, IHWE, culture camps, Namesake day, greetings and reflections, unit plans reflect Dene Kede.		

Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming (Required 2021)</p>	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłıchǫ Culture and Language through “Strong Like Two People” as a way of life and vision statement for TCSA schools. The mission is integrated into all subjects and grades, including a graduation designation that honours students who demonstrate through course work a dedication to becoming “Strong Like Two People”. This content is founded in the Dene Kede curriculum and the Our Languages Curriculum, and supported by regionally developed resources including CBIP, Tłıchǫ History, and numerous Tłıchǫ language books.</p> <p>As previously indicated the TCSA already takes an Indigenizing approach to Indigenizing content for curricula and programming. There are no school level targets as all schools aim to work towards spiral, holistic, relational, and experiential approaches. While this looks different for new verses veteran teachers, high school verses elementary teachers, or Indigenous verses non-Indigenous teachers, we expect all teachers to actively Indigenize their practice.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.	Regional workshops, holistic indigenizing practices, Tłıchǫ History (stories) and cultural activities.		
% of schools focused on Indigenizing content for curricula and programming.	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively Indigenizing content for curricula and programming.	TCSA	100% teachers are expected to integrate DK into their lessons as a component of their long range plan, by including not just outcomes from DK but the Philosophy and Rationale, Tlicho language, strong culture camp connections, and by working collaboratively with school and community. Grade K-9 are required to participate in heritage fair project that often link to DK (and are spiral, holistic, experiential, and relational in nature).		

Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offer key cultural experiences</p>	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłıchǫ Culture and Language through authentic application of cultural and language values and traditions. Examples of key cultural experiences are feasts, feeding of the fire, traditional food preparation, puberty camps, and traditional arts and crafts. Each year the TCSA hosts a regional conference that orients all staff to the Tłıchǫ region. Past cultural orientation days have included authentic activities such as canoeing tours, traditional craft demonstrations, tours of sites of local importance, traditional food and medicine, Dene games, introduction to local artist and writers, and dancing.</p> <p>Students are given multiple opportunities to learn on the land; at least 3 seasonal camps per school (some overnight), exchange programs, rites of passage camps, camps provided by community partners (TAEMP, and ǀmbe), and activities for culture based programming.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100%		
% of schools with Key Cultural Experiences that include full staff participation.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)	AAS	daily		
	CJBS	daily		
	EMES	daily		
	JWGS	daily		
	MCS	daily		
Type of Key Cultural Experiences provided	AAS	Seasonal camps, celebrations, CBIP activities		
	CJBS	Seasonal camps, celebrations, CBIP activities		
	EMES	Seasonal camps, celebrations, CBIP activities		
	JWGS	Seasonal camps, celebrations, CBIP activities		
	MCS	Seasonal camps, celebrations, CBIP activities		
% of schools that involve community members who are not a part of regular school staff in Key Cultural Experiences.	AAS	100%		
	CJBS	100%		
	EMES	100%		
	JWGS	100%		
	MCS	100%		

Teaching and Learning Centres (TLCs)

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum through the TLC, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to support the delivery of the <i>Our Languages</i> curriculum through the TLC.	<p>As part of the TCSA strategic plan, the TCSA will contribute to revitalization, maintenance and promotion of Tłchq Culture and Language through language instruction, heritage fairs, and culturally integrated classrooms.</p> <p>TLC houses extensive resources that support Tłchq language instruction, heritage fairs, and culturally integrated classrooms. Other resources include books, posters, artifacts, culture kits created to support Dene Kede units. These resources are being digitized and moved into libraries.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	Culture kits, anchor charts, songs and books		
Number of staff receiving training and support for development of Indigenous language resources.	12		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Wekweètì	\$13,963	\$13,963	-			
Behchokò – Edzo	\$23,651	\$23,651	-			
Behchokò – Rae	\$17,714	\$17,714	-			
Gamètì	\$14,675	\$14,675	-			
Whatì	\$17,436	\$17,436	-			
TOTAL	\$87,439	\$87,439	-			

Appendix B: Operating Plan - Operating Budget

Annual Budget – Consolidated

	2019-2020 Budget	2018-2019 Approved Budget	2018-2019 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	17,109,542	16,293,580	16,293,580
Indigenous Languages Contributions	-		101,000
French Language Contributions	-		-
ECE Other Contributions	147,000	140,000	133,665
Sub-Total ECE	17,256,542	16,433,580	16,528,245
GNWT Other Contributions	131,500	116,600	110,848
Total GNWT	17,388,042	16,550,180	16,639,093
Federal Government Jordan's Principle	1,819,850	-	430,200
Federal Government Other			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	30,000	25,000	61,513
Donations			6,200
Other	203,000	55,000	400,163
Total Generated Funds	233,000	80,000	467,876
TOTAL REVENUES	19,440,892	16,630,180	17,537,169
EXPENSES			
Administration (see Schedule 2)	1,389,922	1,341,348	1,342,759
School Programs (see Schedule 2)	13,071,665	10,984,005	11,864,514
Operations and maintenance (see Schedule 2)			
Inclusive Schooling (see Schedules 2&3)	3,366,341	3,452,674	3,278,085
Indigenous Languages and Education (see Schedules 2 & 4)	2,056,598	1,928,628	2,033,471
Student/Staff Accommodations (see Schedule 2)			
Debt Service			
Other			
Sub-Total Expenses Before Amortization	19,884,526	17,706,655	18,518,829
Amortization (see Schedule 6)	40,000		
TOTAL EXPENSES	19,924,526	17,706,655	18,518,829
ANNUAL OPERATING SURPLUS (DEFICIT)	(483,634)	(1,076,475)	(981,660)
ACCUMULATED SURPLUS (DEFICIT) OPEN *	1,215,677	2,197,337	2,197,337
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	732,043	1,120,862	1,215,677

Annual Budget - DEC Details of Expenses

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/Cultural Programs	Student/Staff Accommodation	Total
SALARIES							
Teachers' Salaries		7,203,623					7,203,623
Regional Coordinators (RISC/RILE)				167,027	358,878		525,905
Program Support Teachers				1,197,125			1,197,125
Wellness Counsellors							-
Support Assistants		1,247,967		1,533,289	411,652		3,192,908
Indigenous Language Instruction					907,832		907,832
Cultural Resource Staff							-
Elders in Schools							-
Non Instructional Staff	1,047,922	2,024,327					3,072,249
Board/Trustee Honoraria	40,000						40,000
EMPLOYEE BENEFITS							
Employee Benefits/Allowances		150,000					150,000
Leave And Termination Benefits							-
STAFF DEVELOPMENT (Including Travel)							
	25,500	35,000		176,400	40,000		276,900
SERVICES PURCHASED/CONTRACTED							
Professional/Technical Services	40,000						40,000
Postage/Communication	57,200	85,096			1,000		143,296
Utilities							-
Heating							-
Electricity							-
Water/Sewage							-
Travel (Duty Travel)	74,000	9,500		27,000	25,000		135,500
Student Transportation (Busing)		590,864					590,864
Advertising/Printing/Publishing							-
Maintenance/Repair	2,500	72,200			6,000		80,700
Rentals/Leases	6,000	45,350			4,000		55,350
Other Contracted Services	23,500	687,350		180,000	93,000		983,850
MATERIALS/SUPPLIES/FREIGHT							
Assistive Technology							-
Materials	71,500	891,288		84,000	208,736		1,255,524
Freight	1,800	29,100		1,500	500		32,900
DEBT SERVICE							
							-
OTHER							
							-
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,389,922	13,071,665	-	3,366,341	2,056,598	-	19,884,526
AMORTIZATION							
		40,000					40,000
TOTAL	1,389,922	13,111,665	-	3,366,341	2,056,598	-	19,924,526

Annual Report – Inclusive Schooling

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	167,027		167,027
Program Support Teachers	1,197,124		1,197,124
Wellness Counsellors			-
Support Assistants	1,533,290		1,533,290
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances			-
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	203,400		203,400
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services			-
Student Transportation (Busing)*			-
Other Contracted Services	180,000		180,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology			-
Materials	84,000		84,000
Freight	1,500		1,500
TOTAL			
	3,366,341	-	3,366,341

Annual Report - Indigenous Languages

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<u>SALARIES</u>				
Regional ILE Coordinators			358,878	358,878
Indigenous Language Instruction	1,319,484			1,319,484
Cultural Resource Staff				-
Elders in Schools				-
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances			40,000	40,000
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services				-
Travel			25,000	25,000
Student Transportation (Busing)*				-
Advertising/Printing/Publishing				-
Rentals/Leases	4,000			4,000
Other Contracted Services	67,000	25,000	7,000	99,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	103,550	91,247	14,939	209,736
Freight			500	500
TOTAL	1,494,034	116,247	446,317	2,056,598

Annual Budget - PYs

	<u>Person Years</u>
Administration Staff	7.00
Territorial Schools:	
Teachers	52.00
Consultants	3.00
Classroom Assistants	
Secretaries	4.54
Custodians	8.13
School Community Counsellors	1.00
Other - Specify	
Bus Driver, Cook	5.00
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	8.00
Wellness Counsellors	
Support Assistants	16.51
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	2.00
Indigenous Languages Instruction Staff	11.35
Other - Specify	
Total Person Years	<u><u>119.53</u></u>

Annual Budget – Accumulated Surplus


INPUT	YK1
CALCULATED	YCS
FORMAT	BOTH

		2019-2020 Budget	
	TOTAL ACCUMULATED SURPLUS OPEN	1,215,677	1,215,677
	Opening Balance Investment in Tangible Capital Assets	400,000	
	Less : Amortization (enter negative)	(40,000)	
	Plus : Capital acquisitions	-	
	Plus : Debenture principal repayment	-	
	Closing Balance Investment in Tangible Capital Assets	360,000	
	Opening Balance LED Reserve	-	
	Transfer from (to) operating fund surplus	-	
	Closing Balance LED Reserve	-	
	TOTAL ACCUMULATED SURPLUS CLOSING		732,043
	ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	372,043	372,043
REPRESENTED BY:			
	Opening Balance Operating Surplus	815,677	
	Plus : Annual Surplus (enter positive) or	-	
	Less : Annual Deficit (enter negative)	(483,634)	
	Amortization	40,000	
	Capital acquisitions	-	
	Debenture principal repayment	-	
	Plus : Transfer from Investment In Capital Assets	40,000	
	Plus : Transfer from (to) Decentralized Accumulated Surplus	-	
	Plus : Transfer from (to) Capital Fund Reserve	-	
	Plus : Transfer from (to) LED Reserve	-	
	Closing Balance Operating Surplus	372,043	372,043
	Opening Balance Decentralized Surplus	-	
	Transfer from (to) operating fund surplus	-	
	Closing Balance Decentralized Surplus	-	-
	Opening Balance Capital Fund Reserve	-	
	Transfer from (to) operating fund surplus	-	
	Closing Balance Capital Fund Reserve	-	-


Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan



Education Body Chair



Superintendent

June 28, 2019

Date

June 28, 2019

Date

Annual Report

Education Body Chair

Superintendent

Date

Date

Education Accountability Framework

Yellowknife Catholic Schools

Operating Plan

For the 2019-20 School Year

Yellowknife Catholic Schools



*Where Learning Lights the Spirit
Où l'apprentissage reflète l'Esprit
Yedàì Nezj T'à Hoghàgoetq*

Cadre de responsabilisation en éducation

Écoles catholiques de Yellowknife

Plan de fonctionnement

Année scolaire 2019-2020



Operating Plan - Executive Summary

The Yellowknife Catholic Schools' Operating Plan for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Yellowknife Catholic Schools' priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

Yellowknife Catholic Schools (YCS) Goals and Objectives for 2019-2020

YCS will have a new Superintendent in place for the 2019-2020 school year, as the present Superintendent is retiring. Given the change in Senior Administration the Board will begin the process of developing a new three-year strategic plan during the 2019-2020 school year.

Our goals for next year will continue to be to:

- Foster inquiry and collaboration through the integration of technology and the development of 21st century classrooms.
- Provide rich literacy and numeracy instruction through collaborative and supportive programming.
- Develop spiritually and culturally-rich global citizens with a sense of social justice and community awareness.

Targets:

- Increase the number of staff and student developing a leadership capacity in the use of technology as a teaching and learning tool.
- Continue to support staff in development of literacy and numeracy strategies and instruction
- Staff will participate in a curriculum compacting exercise at the high school level through the identification of essential skills.
- Continue to work with staff in the permeation of faith throughout curricular areas as appropriate
- Work towards full compliance of the new Indigenous language and culture directive.

- Provide Indigenous Language and Culture support staff at all three schools

Plan de fonctionnement – Sommaire

Le plan de fonctionnement des Écoles catholiques de Yellowknife pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités des Écoles catholiques de Yellowknife pour la prochaine année scolaire.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

Buts et objectifs des Écoles catholiques de Yellowknife (ECY) pour 2019-2020

Comme le surintendant actuel prend sa retraite, les Écoles catholiques de Yellowknife auront un nouveau surintendant en poste pour l'année scolaire 2019-2020. La haute direction changera également; la commission scolaire entreprendra donc au cours de l'année scolaire 2019-2020 l'élaboration d'un nouveau plan stratégique triennal.

Nos objectifs pour la prochaine année demeurent les suivants :

- Favoriser le questionnement et la collaboration au moyen de l'intégration d'outils techniques et de la création de salles de classe du 21^e siècle
- Fournir des cours de littératie et numératie dans le cadre de programmes axés sur la collaboration et l'aide
- Développer des citoyens riches sur le plan spirituel et culturel, qui montrent un sens de la justice sociale et une conscience communautaire

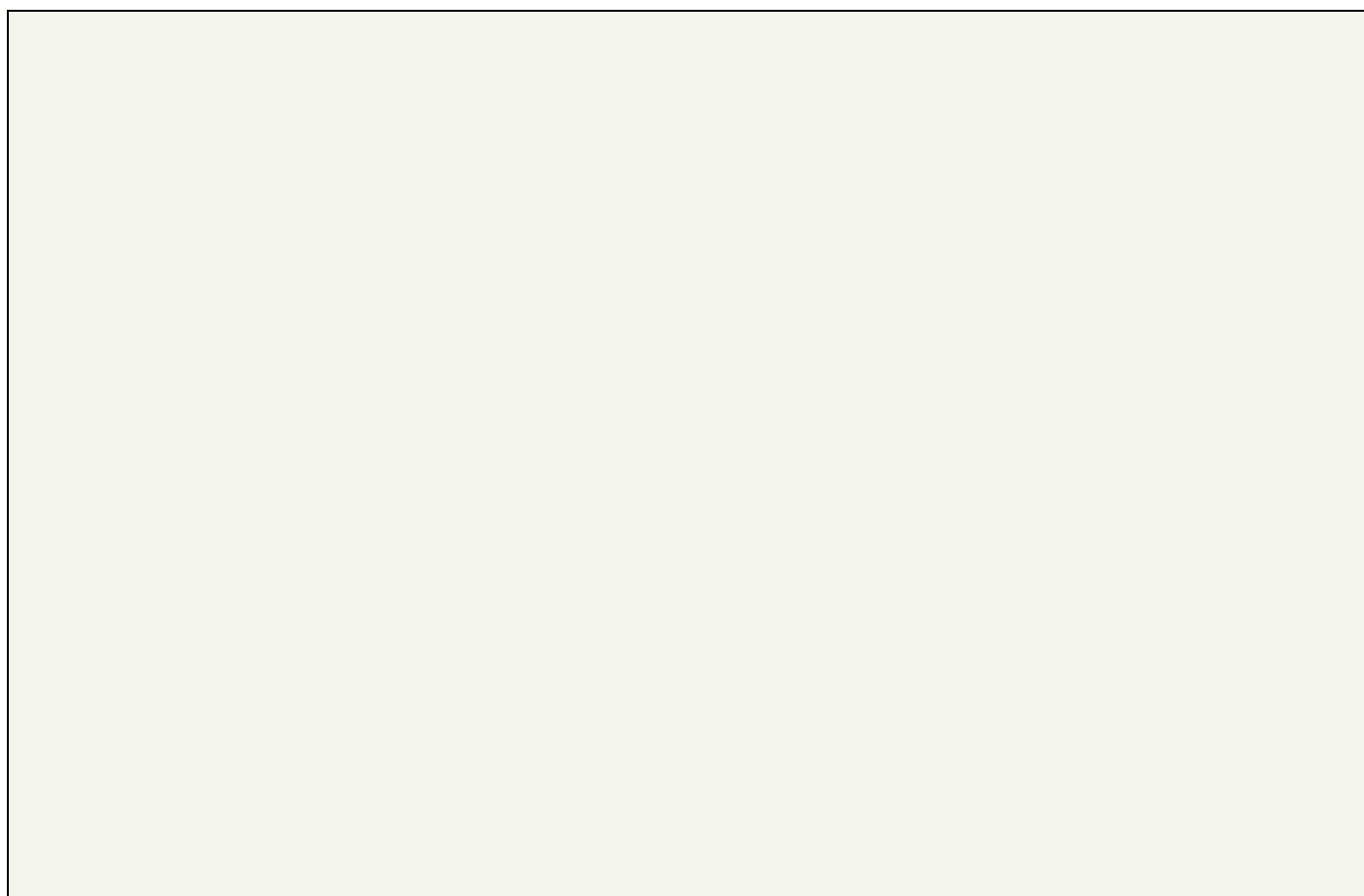
Cibles :

- Augmenter le nombre de membres du personnel et d'élèves capables de leadership dans l'utilisation des technologiques comme outils d'apprentissage et d'enseignement
- Continuer de soutenir le personnel dans l'élaboration de stratégies d'enseignement et d'acquisition de la littératie et de la numératie
- Inviter le personnel à participer à un exercice de condensation de la matière au niveau secondaire grâce à l'identification de compétences essentielles
- Continuer de travailler avec le personnel pour intégrer les pratiques spirituelles aux différents volets du programme le cas échéant
- Se mettre totalement au diapason de la nouvelle directive sur les langues et cultures autochtones
- Proposer aux trois écoles l'aide du personnel de soutien en langues et cultures autochtones

Annual Report - Executive Summary

The Yellowknife Catholic Schools' Annual Report for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:



1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

The following table details key aspects of the governance structure and processes, such as elections membership terms, current membership:

Yellowknife Catholic Schools is governed by a District Education Authority of seven trustees, who were elected in October 2018. This is a three-year term with the next election scheduled in October 2021. DEA members may choose to run in elections as many times as they wish. There is no limit to the number of years an individual can serve as a School Board Trustee. The current DEA is made up of the following individuals:

Miles Welsh – Chair

Erin Currie – Vice Chair

Revi Lau-a, Lori MacMillan-Gallant, Candace Meadus, Tina Schauerte, Steven Voytilla

The Superintendent is the only YCS employee under the Board's direction.

The DEA meets once a month for the regular scheduled public meeting that takes place the third Wednesday of the month in the evening, except for the March meeting that takes place at noon. The DEA also has monthly lunchtime committee meetings. The committees are for Finance, Facilities, Communications and Committee of the Whole. Other meetings take place on an as needed basis.

Functional Organizational Chart

The following table details the functional organization of the Education Body:

Waiting for hiring of Superintendent in order to complete the updated organizational chart.

Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Type of Training	Audience Intended (DEC/DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Strategic Planning	DEA/Superintendent	Exploration of processes for development of a strategic plan	September Central Services		
Alberta Catholic School Trustees Convention	DEA/Superintendent	TBD	November in Alberta		
Alberta School Board Association Convention	DEA/Superintendent		November in Alberta		
Board Orientation	DEA/Superintendent	Governance & Policy Development	January 2020		

Education Body 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”. The following table details the schedule of Education Body meetings planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
September 9 – Facilities Committee	Central Services		

Operating Plan

10 – Finance Committee 11- Committee of the Whole 18 – Regular Board Meeting			
October 7 – Facilities Committee 8 – Finance Committee 9- Committee of the Whole 16 – Regular Board Meeting	Central Services		
November 12 – Facilities Committee 13 – Finance Committee 14- Committee of the Whole 20 – Regular Board Meeting	Central Services		
December 9 – Facilities Committee 10 – Finance Committee 11- Committee of the Whole 18 – Regular Board Meeting	Central Services		
January 15 – Regular Board Meeting	Central Services		
February 10 – Facilities Committee 11 – Finance Committee 12- Committee of the Whole 19 – Regular Board Meeting	Central Services		
March 18	Central Services		
April 6 – Facilities Committee 7 – Finance Committee 8- Committee of the Whole 15 – Regular Board Meeting	Central Services		
May 11 – Facilities Committee 12 – Finance Committee 13- Committee of the Whole	Central Services		

Operating Plan

20 - Regular Board Meeting			
June 8 - Facilities Committee 9- Finance Committee 10- Committee of the Whole 17 - Regular Board Meeting	Central Services		

School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Total Number of Schools in District	Three	Total Anticipated Student Head Count	YCS – 1372 ESJS – 549 WCS – 315 ESPHS - 509
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School Name	Community	Grades Offered	Programming Highlights
Ecole St. Joseph (ESJS)	Yellowknife	JK-7	Early French Immersion, Learning Through the Arts; MakerSpace, Bilingual JK Program, Exploratories, Combined classes
Ecole St. Patrick (ESPHS)	Yellowknife	8-12	Trades, Flex Block, MakerSpace, Alternative Learning Centre, French Immersion
Weledeh Catholic (WCS)	Yellowknife	JK-7	Late French Immersion, Bilingual JK(French/English), Willedeh Yahti language instruction, Genius Hour, Combined Classes

Student Profiles

The following table details general characteristics of the region’s student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics.

Our schools are all very multi-cultural, with families from all over the world. YCS will have a estimated Indigenous population of 34.5% next year.

Based on our present student profiles, our Indigenous population per school is predicted to be as

follows:

Ecole St. Joseph School 24%

Ecole St. Patrick School 35.2%

Weledeh Catholic School 52%

We continue to have a high number of students on IEPs and Student Support plans. Again based on this year's student profiles we will have 24 students on IEPs, 73 students on Modified Programs and 387 students on Regular programs with Accommodations. We are also seeing an increase in students with English as a Second Language and children with Speech and Language delay.

Our concern is about school capacity in the area of student needs. We have parents of several students, with challenges, requesting transfer to our system.

Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention.

Our teacher retention continues to be strong, but we do have a slight increase next year of teachers leaving. We have six teacher resignations for next year and three teachers retiring. Based on this we will have ten new teachers next year, as one is a newly added position. Our French Immersion numbers continue to increase and English numbers decrease.

Teacher recruitment is getting more difficult for specialty areas at the high school and French Immersion as there are jobs available all across Canada. We have several teachers who are getting close to their year of retirement over the next couple of years.

Number of teachers new to the North expected: 5

Number of teachers with full experience: $67/108 = 62.03\%$

Number of teachers from the NWT new to YCS: 4

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

The following table details regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional priorities and goals:	<p>Goals:</p> <ul style="list-style-type: none"> • Foster inquiry and collaboration through the integration of technology and the development of 21st century classrooms. • Provide rich literacy and numeracy instruction through collaborative and supportive programming. • Develop spiritually and culturally rich global citizens with a sense of social justice and community awareness. <p>The 2019/2020 school year will see an alignment of PD, Collaborative Team time, Early Dismissal and SSI projects to streamline common focus on Regional priorities which will allow for increased time for learning and collaborating on specific areas of instruction.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teachers involved in professional development and collaboration in technology integration and 21 st century learning models	100% of WCS 100% of ESJS 100% of ESPHS		
% of all classroom teachers involved in professional development and collaboration in literacy and numeracy learning	100% of all classroom teachers at WCS and ESJS 40% of ESPHS		
% of teachers involved in spiritual and cultural experiences and opportunities for learning	100% of YCS teachers		
% of teachers involved in Student Wellness professional development and collaboration	100% of YCS teachers		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following table details regional priorities and goals, and connections to Departmental priorities, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and departmental priorities, for the school year.</p>	<p>School Improvement Plans will be aligned with regional priorities and departmental priorities. The approach that will be used is as follows:</p> <ul style="list-style-type: none"> • Regional priorities will be set • School leadership teams in conjunction with their School Instructional Leadership Teams will develop a draft SIP • Draft will be shared with school staff for feedback • Draft will be presented at a Parent Advisory Committee meeting for feedback • Plan adjusted according to input from staff and parents • Final plan submitted to Superintendent by November 1st
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with ECE priorities and goals.	100%		
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic, and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following table details the region's approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Annual School Reviews.</p>	<p>YCS will establish a process in place for annual school reviews. One school will be reviewed each year. Areas of focus for the review will include both district and departmental mandates and learning outcomes.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which Annual Reviews are completed.	33% (1/3 schools)		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012).

The following table details the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations.</p>	<p>Teaching and administrative staff are evaluated every five years, as per the collective agreement. Teachers are evaluated by school administration. A new performance tool was piloted this year based on the direction of the district and with a more collaborative approach. Staff are required to identify where they are on the continuum and what actions they will take to help them move forward. Throughout the process discussions take place between the teacher and evaluator. At the end of the process the teacher presents their evidence of growth. Completed performance tools are provided to the Superintendent for review and filing.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	26		
Number of principal and assistant principals formally evaluated in the school year.	1		
Number of Education Body School Support Consultants formally evaluated in the school year.	2		
Number of Superintendents and Assistant Superintendents formally evaluated in the school year.	2		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following table details the region’s training and in-service plan, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>Two days on Formative and Summative Assessment</p> <p>For Building Collaborative Student Agency Teams and Building Collaborative Student Wellness Teams we are aligning Collaborative Teams time with those SSI Projects next year so that staff will be able to take what they have learned through the SSI projects and work collaboratively on the development of resources for their classrooms during STIP time. Additional focus for SSI projects will be: Numeracy Essentials; Deep Dive into Math Daily 3; Compacting the Curriculum for Essential Learnings; Empowering Courageous Leadership</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on departmental priorities	100%		
% of administration days dedicated to training and in-service.	0%		
% of collaborative STIP time dedicated to regional priorities	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the region’s role of their Literacy Coordinator, the relevance of the position to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional Literacy Coordinator role and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>Yellowknife Catholic Schools does not have a Literacy Coordinator. Our Assistant Superintendent –Learning is responsible for this area. At the school level we have put in place Literacy Teachers. The Literacy Coordinator funding is being used to support .5 of the two teaching positions. Two positions at ESJS (one English, one French), one position at WCS.</p> <p>The purpose of the Literacy Teacher is two fold – To work with small groups of students on literacy intervention strategies and to assist teachers in putting strategies in place in their classroom with the goal of increasing literacy development for all students.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	0		
Regional Literacy Action Plan in place for the school year.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following table details the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>YCS recognizes the negative impact on a student’s learning if they are not provided regular nutritious meals. For this reason all three schools have put provisions in place to ensure that no student goes hungry. Although the program is aimed at students who are not being provided meals at home, we never turn a student away if they identify they are hungry at any particular time or day. YCS has a healthy food policy which refers to providing food that meets the standards of Canada’s Food Guide.</p> <p>Parents are also provided information regarding healthy food alternatives for snacks and lunches.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, <i>if applicable</i> .	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Planning	Achieved Results	Explanation for variance
Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i>	ESJS	Breakfast, lunch and snack program as well family support when needed		
	ESPHS	Breakfast and lunch program. Open cupboard snack program		
	WCS	Breakfast program; Snacks for all classrooms; Lunch program; YK Cares which provides families with food for the weekend,		
Total number of days and months program is offered in each school.	ESJS	All sessional days. Family support is for the evenings or weekend.		
	ESPHS	All sessional days		
	WCS	All sessional days; Family support for the weekend.		
Approximate Total Number of children and youth served each day.	ESJS	40-60 regularly		
	ESPHS	85 students		
	WCS	75 students (breakfast and lunch combined)		
Criteria for participation per school. <i>(Low income, fee, etc.)</i>	ESJS	Low income; as the need arises		
	ESPHS	Low income; any student in need. Students provided with food card for cafeteria		
	WCS	Low income; self-identified need		

Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following table details the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

SSI Project Proposal Summary	<p>SSI Projects for YCS will include a focus on:</p> <ul style="list-style-type: none"> - Building Collaborative Student Agency Teams (18 teachers) - Building Collaborative Student Wellness Teams (16 teachers) - Numeracy Essentials (6 teachers) - Deep Dive into Math Daily 3 (all grade 1-7 teachers) - Compacting the Curriculum for Essential Learning (8 teachers) - Empowering Courageous Leadership (14 teachers)

SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of teaching staff from across the region that participate in SSI PD activities.	75%		
% of support staff from across the region that participate in SSI PD activities.	0%		
Areas of Strength			
Areas for Development			
Additional Comments			

Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following table details the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based healthy relationship programming.</p>	<p>Each of our schools are mandated to provide healthy relationship programming. This is done through our Religion program, Health program and other specific research based programs. ESJS is presently exploring new program alternatives for this area.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK–3 students.	1		
Number of schools offering LEADS to grade 4-6 students.	1		
Number of schools offering the Fourth R to grade 7-9 students.	3		
Number of schools offering HRPP to grade 10/11 students.	0		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, other than WITS, LEADS, 4 th R, and HRPP, and the grades they are being used (if applicable).	ESJS	Presently using WITS & LEADS. Currently researching program options (Whole School)		
	ESPHS	4 th R, HRPP, TAMI, Jack Chapter, L.I.F.E (Lived Inclusion for Everyone)		
	WCS	Restorative Practices (Whole school)		

Second Language Education

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.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

School Name	Language of SL Instruction <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)</i>	Type of SL Instruction <i>(core, immersion, intensive)</i>	Grades of SL Instruction	Frequency of SL Instruction <i>(min/week)</i>	Actual Frequency of SL Instruction <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
ESJS	French	Core	Core 1-7	120 minutes per week		
	French	Immersion	JK-7	50% for JK 100% for Grade ½, 87% Grade 3-7		
ESPHS	French	Core	8-12	180 minutes per week for one semester		
	French	Immersion	8-12	75%		
	Wiiliideh Yati	Core	8/9	180 minutes per week for one semester		
WCS	Wiiliideh Yati	Core	1-7	105 minutes per week		
	French	Core	1-7	105 minutes per week		
	French	Late Immersion Bilingual JK	7	87% 50%		

* One row per Language/per school

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	1.0			

Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
ESJS	3.25	4.0	Based on student enrolment and needs in the school. Also rounded positions off to a full time or .5 position. Impossible and not effective to have a .25 PST.		
ESPHS	3.25	3.5	Same as above		
WCS	2.95	2.5	Same as above		

TOTAL	9.45	10.0	Extra funding		
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Wellness Counsellors

Wellness counsellors are trained and licensed professionals who provide mental health, behavioural or emotional assistance to individuals in need.

The following table details the number of allocated, budgeted and actual Wellness Counsellors in place to provide mental health, behavioural or emotional assistance to individuals in need, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
ESJS	0.25	1.0	Counselor position at each school		
ESPHS		0.8	Same		
WCS		1.0	Same		
TOTAL	0.25	2.8	Same		

* Please note that the following regions do not receive this funding as they receive services from the CYCC Initiative and thus do not have to report in this section: BDEC, DDEC, SDEC and TCSA.

Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
ESJS	21.67	10			
ESPHS		4			
WCS		8			
TOTAL	21.67	22.0	Rounded off to full position using Operating funds		

Magnet Facilities

The Territorial Treatment Centre provide services to students with very challenging needs. This facility is deemed a ‘magnet facilities’ and has been identified as requiring additional supports.

The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

Positions	Allocated (PY)	Budgeted (PY)	Explanation for variance (if applicable)	Actual (PY)	Explanation for variance (if applicable)
Teachers	1.0	1.0			
Support Assistants	0.5	1.0			
TOTAL		2.0			

The following table details the total amount of allocated, budgeted and actual funding spent on O&M for Magnet Facilities, and the explanation for any variance between each.

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
\$16,000	\$4000.00	Coverage of salaries Additional expenses covered by Weledeh Catholic School		

Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$80,807	\$80,807			

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training	Audience Intended (PSTs / Educators / Support Assistants / Principals)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Consultants (Dominique Corr and Robyn Combres) providing PD, Collaborative team work, coaching	All staff	Autism and Behaviour Intervention	September - June		
Small group meetings, training, PD with Merrill Dean (Education Psychologists)	PSTs, Admin, select staff	How to use Ed Psych Assessments	October-April		
Collaborative Teams, PD	PSTs/ Grade		August-May		

sessions led by Leyton Schnellert	8&9 teachers and select teachers from K-7				
PST specific training and whole district PD day with Shelley Moore	All Staff	Teacher Skill Development			
Sessions with Terri Duncan	Parent and teachers of Weledeh with Autistic children	Autism	November/February		

The following table details the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to Inclusive Schooling Professional Development and relevance to regional and departmental priorities, for the school year.	<p>Staff will be provided a number of training opportunities throughout the year in a variety of approaches:</p> <ul style="list-style-type: none"> • District wide PD day • PST/Teacher Collaborative teams facilitated by Consultants • PST training by our RISC and outside Consultants • Small group training based on identified specific needs • Training provided by PSTs on a regular basis • Support to attend conferences outside of Yellowknife • PST training offered at ECE level
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of educators that have been trained on developing and implementing IEPs this year.	100% of teachers with IEP students		

% of educators that have been trained on developing and implementing SSPs this year.	100% of teachers with students on SSPs		
% of educators that have been trained on the use of flexible strategies this year.	100%		
% of educators that have been trained on the School-based Support Team process this year.	100%		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%		
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%		
% of educators that have been trained on Assistive Technology this year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments/Requests for Support for the region			

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)

Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	Total Over / Under Allocation (\$)
\$79,472			

Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
ESJS	\$75,605	\$75,605	Allocated total across the district to be spent according to needs		
ESPHS					
WCS					
TOTAL	\$75,605				

Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following table details the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.</p>	<p>Relationships are strengthened between teachers and PSTs by having instructional mentors and guided work time to plan, design effective IEPs, SSPs and UDL support.</p> <p>YCS transition processes are well established at each school to ensure SSPs/IEPs are understood and carried forward. RISCs/PSTs work with Principals to pilot a stronger “team approach with parents” on transitioning from middle school to high school. (Grade 7-8, 9-10, 11-12, 12-PS)</p> <p>PSTs use effective IS processes with teachers that assists students in accessing curriculum. (RWG, UDL)</p> <p>Specialists are coordinated throughout the year to support staff with instructional strategies and special need techniques for effective IEP/SSP programming and UDL planning.</p> <p>The following practices are in place to review and align resource allocation to students:</p> <ul style="list-style-type: none"> • PSTs allocated to schools based on student enrolment, number and severity of needs at each school • Classroom Assistants are allocated to classrooms based on severity of student needs • Class reviews • Review of progress reports by school administration • Team meeting
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	98%		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%		

Operating Plan

<p>% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.</p>	<p>80%</p>		
<p>Number of students not able to participate in the Common Learning Environment in their home community.</p>	<p>4 students have a customized day for safety reasons</p>		
<p>% of teachers using Class Profiles (Class Reviews) in their lesson planning.</p>	<p>100%</p>		
<p>% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.</p>	<p>95%</p>		
<p>Number of students in temporary residency situations or homebound for whom education programs are provided.</p>	<p>0</p>		
<p>Number of times per month that the RISC meets with PSTs via video/phone conference?</p>	<p>Phone calls take place when needed but the majority of meetings take place face to face</p>		
<p>Number of times per year that the RISC meet with the PSTs in person</p>	<p>Regular monthly meeting of all PSTs plus daily meetings as deemed necessary</p>		
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			
<p>Additional Comments for the region</p>			

Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.</p>	<p>School staff have an understanding of UDL by participating in PD opportunities and guided planning time: Literacy Daily 5, Math Daily 3, RWG, IBL which is coordinated by principals and district staff.</p> <p>Principals lead schools with an IS lens and are supported by accessing IS resources, PD opportunities for staff and allocated IS funds.</p> <p>Assistive technology in the classrooms is understood and realized for all learners.</p> <p>Classroom Assistants are provided training relevant to meeting the needs of the students they work with.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of principals who ensure that a student’s instruction is primarily provided by the classroom teacher within the common learning environment.	100%		
% of classroom teachers who will meet with the PST at least once a month.	100%		
% of support assistants who will meet with PST at least once a month.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities.	100%		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following table details the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.</p>	<ul style="list-style-type: none"> • Principals set up specific team times in the school timetables. • Ensure staff refers students to team. • Principals meet with PSTs on a regular basis to move programming forward. • Superintendent ensures Principals are committed to SBST time • Principals work with PSTs to ensure team referrals, minutes and follow through are completed in a timely fashion. • RISC provides supports to SBST for required expertise and/or support services to ensure goals and objectives are achieved.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100%		
% of teachers who know how to access the SBST	100%		
% of schools that are using referral processes to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
Areas of Strength for the region			

Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	ESJS	Once in a six day cycle for 45 mins		
	ESPHS	Once a week		
	WCS	28 meetings planned at 70 mins each – On average three meetings per month		

Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following table details the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.	<ul style="list-style-type: none"> • YCS IEP/SP processes are standardized across the district. • Specific transitional years and protocols are established and ensure smooth transitions. • Parents experience support and input when they are included in assessment meetings, IEP/SSP program planning, review periods and decision-making. • Comprehensive Person Centre Planning, transition mapping will happen 4-5 times over the course of schooling with SBST members, RISC and other caregivers.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for student requiring them in consultation with parents.	100%		
% of teachers completing IEPs for student requiring them in consultation with parents.	100%		
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	100%		
% of parents participating in developing IEPs for those students requiring them.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to ***teacher support activities***
- no more than 25% of the PST’s time should be spend working ***directly with students*** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for ***other*** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	<ul style="list-style-type: none"> • The RISC and PSTs meet regularly to review time management, designs ways to problem solve and work with principals to ensure effectiveness. • The RISC assists PSTs to design checklists and tools that will streamline and align the different duties and expectations. • The PSTs share their experiences as a collaborative team of how to best use their ability to maintain the priority use targets.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide centralized leadership at the regional level, and the explanation for any difference between each.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
1.00	1.0			

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
ESJS	4.65	1.06			
ESPHS		1.39			
WCS		2.2			
TOTAL	4.65	4.65			

Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
ESJS	\$96,982	\$27,073			
ESPHS		\$35,721			
WCS		\$34,188			
TOTAL	\$96,982	\$96,982			

Building the School-Community Relationship

Building the School-Community Relationship depends on schools' recognition that communities have many assets and much to offer the education system. It is important for school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment.

The following table details the region's approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools.</p>	<p>To build relationships with our Indigenous families and community we organize many cultural activities at the school level for families to attend. We do land acknowledgement in school and throughout the district to give respect to the land and the local Indigenous peoples. We have initiated small group evening activities that involve Indigenous parents and their children as well as district staff. These learning nights include various Indigenous arts such as: jigging, mitt making, fish scale art, birch bark biting and beading.</p> <p>Our goal is to communicate and develop authentic cultural experiences in innovative environments. Some of these larger community cultural experiences include a family feast and drum dance, Regional Youth Handgames and Traditional games tournament. These impact not only our district, but also the community and the region.</p> <p>In our schools, we are able to provide Indigenous relationship building opportunities by including Indigenous local and national speakers during professional development to staff on Cultural Awareness days. We also welcome Indigenous speakers or presenters to our high school students in Northern Studies and Flex block (which is a chosen option where student self select programs such as Indigenous leadership, drumming or mitt making, to name a few). In the elementary schools we have chosen to do tea and bannock afternoons, where classes have invited family members in to share a treat and their class activities that correspond to Dene Kede.</p> <p>Our schools also present or perform for various community events or government department, for example: NWT Parks & Recreation Territorial Mtg. (jigging), NSMA Indigenous Peoples Day (fiddling, jigging), YCS PD; Creating a Connected Culture (drumming & throat singing), ECE conference (prayer song), NWT tourism (jigging) & students led prayer songs at YCS liturgies, concerts and graduation.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	100%		
% of schools with Elders in Schools programming	100%		
% of schools hosting community gatherings rooted in local cultures	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school <i>(i.e. Part-time/full-time/project or event specific)</i>	ESJS	Part-time / Event Specific		
	ESPHS	Part-time /Event Specific		
	WCS	Part-time 3 days per week		
Type of activities provided through Elders in Schools <i>(description/grades)</i>	ESJS	<ul style="list-style-type: none"> • Afterschool Culture Club • Co-teaching • Options (student self select Indigenous program) drumming, beading, traditional 		

		<p>games, etc</p>		
	<p>ESPHS</p>	<ul style="list-style-type: none"> • Guest Speakers • Co-teaching • Flex Block (student self selects Indigenous program) drumming, handgames, sewing, leadership, mentorship, etc. 		
	<p>WCS</p>	<ul style="list-style-type: none"> • Language classes (3x/week) • Co-teaching • Genius Hour (student creates inquiry led project) drum making, sewing, Inuit tapestry, etc 		
<p>Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships</p>	<p>ESJS</p>	<ul style="list-style-type: none"> • Land acknowledgement • Literacy Night (3x/year) • Arts Night (1x/year) • Jigging night (1x/year) • Handgames and Traditional Games Tournament • Family Indigenous Arts night (6 week, 4x/year) 		

	<p>ESPHS</p>	<ul style="list-style-type: none"> • Land acknowledgement • Handgames and Traditional Games Tournament • Lights On (Friday night making positive healthy choices) (4x/year) • Family Indigenous Arts night (6 week, 4x/year) 		
	<p>WCS</p>	<ul style="list-style-type: none"> • Land acknowledgement • Community Feast 7 drum dance (1x/year) • Handgames and Traditional Games Tournament • Tea & Bannock (1x/class/yr) • Family Indigenous Arts night (6 week, 4x/year) • Christmas concert (jigging, fiddling, throat singing) 		

Strengthening Training for Northern Educators

Strengthening training for Northern educators is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following table details the region’s approach to Strengthen Training for Northern Educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthen training for Northern Educators including the % of teachers who have received residential schools awareness training.</p>	<p>To enhance educators knowledge of Indigenous people and history on local, regional and national level.</p> <p>To begin exploring the history and impact of colonization, with an intention to bring an informed and critical perspective in contemporary society.</p> <p>Our approach is to have teachers attend small group/grade level training that is specific to their classroom programming, rather than a district-wide approach. We have found this to be more effective in regards to the teacher learning being transferred to the students in the classroom and through on the land activities.</p> <p>Residential Schooling training - is offered through New 2the North for incoming staff. We have also provided Blanket project to all district staff and have done supplementary offerings to any staff that had missed the initial opportunity.</p> <p>During our professional development days we had local and national Indigenous speakers present to the staff on residential schools. As well as during speakers series (where local Indigenous people come to staff meetings to share knowledge and answer staff led questions) we have begun to bridge the gap in understanding and move towards reconciliation.</p> <p>As a district, we have committed to taking part in Orange shirt day. We provide numerous resources, and have pre-teaching and post-teaching lessons available for staff and students.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
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Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)	100% (Cultural Orientation, professional development, staff meeting in-services, blanket project)		
% of schools holding Teacher Cultural Orientation Days	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participants	<ul style="list-style-type: none"> • Blanket project for new staff (30 staff) • Co-teaching – “push in” model PD (based on identified needs and opportunities) • “Speaker Series” on Indigenous topics (30) 		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school	ESJS	100% <ul style="list-style-type: none"> • Connected Culture PD 		

organized Cultural Orientation Days.		<ul style="list-style-type: none"> Individual grade level PD 		
	ESPHS	100% <ul style="list-style-type: none"> Guest “Speaker Series” (Local Indigenous people come to staff meetings to answer staff led questions) Co-teaching – push-in model PD 		
	WCS	100% <ul style="list-style-type: none"> Connected Culture PD Individual grade level PD 		
Number of local resource people involved in planning and delivering Cultural Orientation Days.	ESJS	Approximately 30-40		
	ESPHS	Approximately 30-40		
	WCS	Approximately 30-40		

Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following table details the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)</p>	<p>Each of the schools uses 8 conversational phrases that can be introduced to all students in the school. This is done in a variety of ways – through school announcements, staff meeting (introduction of vocabulary to staff), the cultural PD activities, weekly memos to staff, and school displays. These conversational phrases or words change as they are integrated into regular school culture.</p> <p>Indigenous language students are leading or becoming the champion of language by aiding staff and creating school based change through QR-coding of words and signage. They also lead through announcements, prayer and liturgical celebrations.</p> <p>Our goals are to:</p> <ul style="list-style-type: none"> • Infuse language throughout the whole school, thereby, increasing exposure • Ensure all school staff have a role in the revitalization of language as well as becoming champions of the language
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools offering Indigenous language training and support to all staff members.	100% of all classroom teachers		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Initiatives in place to promote a Whole School Approach to Language Use.	ESJS	<ul style="list-style-type: none"> • Signage • Greeting/Phrases • Morning Announcements/Assemblies/Liturgies • Project/event specific 		
	ESPHS	<ul style="list-style-type: none"> • Signage • Morning Announcements/Assemblies/Liturgies • Greetings/phrases 		
	WCS	<ul style="list-style-type: none"> • Signage • Greeting/Phrases - Staff • Morning Announcements daily /Assemblies • Project/event specific 		

Indigenizing Teaching & Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)	<p>Staff are exposed to a variety of learning opportunities to provide them the tools to engage in meaningful experiences with elders and respect traditional knowledge.</p> <p>Schools are using restorative practices. This works with traditional cultural teachings as everyone is engaged in making choices, having voice, accountability, having personal control and investment in their experiences. The Dene Laws are aligned and included to give validity and directly apply to conversations in circle. Building, maintaining and restoring relationships is key in restorative practices. During restorative practices families and community are encouraged to also be included and there is a movement towards including elders. This is based on</p>
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	<p>traditional teachings, as community is key. Cultural objects such as spruce boughs, grandfather rock, sage, and rat root are used as a focal point and to ground the restorative circle.</p> <p>Incorporating a holistic pedagogy is important in finding a way of being. This includes combining Catholicism with Indigenous spirituality. Liturgical celebrations at the school include youth drummers leading prayer and students learning prayers in Wiliideh yati. These prayers are also led by students in the classrooms. At culture camps, students are taught by elders the importance of feeding the fire and offering thanks to ancestors and Creator. It has been important for the youth drummers to also work with elders in understanding prayer song and the connections and power of the drum to not only Creator but to the land, animals and our community.</p> <p>Spiral learning is essential in Indigenous education and we have worked with elders to choose themes from Dene Ked that are age appropriate. Each grade level works with one main theme from Dene Kede during culture camps. Each year the students use prior knowledge and build their skill sets by repeating tasks but at increasing levels of challenge. We have gone from elders teaching the students, to students doing the tasks independently, to our older students working as leads at camp to teach younger students.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.</p>	<ul style="list-style-type: none"> • Building Relationships PD • Restorative Circle Practices • Guest Speaker Series • PD based on dene kede themes that can be incorporated and built into camps and classroom 		

	culture		
% of schools planning to implement Indigenous Teaching and Learning Practices.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Indigenous teaching and learning practices being focused on I each school (spiral, holistic, experiential, and/or relational)	ESJS	<ul style="list-style-type: none"> Land based spiral learning – building on prior understanding each year to increase skills Collaborative Teaching – using Dene Kede and elders teachings, with culture support staff to incorporate in classroom culture & other curriculum areas Incorporating Wiliideh language or drumming into liturgies and prayer 		

	ESPHS	<ul style="list-style-type: none"> • Land based spiral learning (as above) • Collaborative Teaching (curriculum) (as above) • Incorporating Wiliideh language or drumming into liturgies and prayer 		
	WCS	<ul style="list-style-type: none"> • Restorative Practices • Land based spiral learning (as above) • Collaborative Teaching (as above) • Incorporating Wiliideh language or drumming into liturgies and prayer 		

Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming (Required 2021)</p>	<p>To use project and inquiry-based learning to allow students to define their own learning experiences through Indigenous themes. This includes using and developing students projects for other students to access. (ie: student created colouring books of legends used by younger students).</p> <p>We work to Indigenize all curriculum through cultural enhancing activities. These projects done in the classroom are then added to a collective culture website where teachers can access ideas to use in various curriculum.</p> <p>Each of our schools will have a cultural support staff member provided to work with teachers at strengthening curriculum connections and Indigenous language and culture. They will be part of a “push-in model” or “Co-teaching”, where they can suggest, help develop resources and work with teachers and students to guide the permeation of Indigenous culture in all aspects of the curriculum and school culture.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.</p>	<ul style="list-style-type: none"> Accountability of teachers to share student or teacher work on Indigenous cultural district website with other educators. (for example stories, legends, art work, video guest speakers and lessons etc. that can be used with other grade levels to support indigenization of curriculum) Provide Cultural Support staff to increase use of Dene Kede and find natural curriculum ties 		

% of schools focused on Indigenizing content for curricula and programming.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively Indigenizing content for curricula and programming.	ESJS	100%		
	ESPHS	100%		
	WCS	100%		

Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offer key cultural experiences</p>	<p>We work to promote a respect for the land and recognize its value to culture. We work to provide a variety of opportunities for Indigenous students to develop skills and attitudes needed to achieve success through mentorship both on the land and in the school.</p> <p>This includes working with elders and knowledgeable resource people to create a connection to the land, animals, Creator and the community. We have worked on trying to not only drum but work to understanding power of the drum and how this connects the young men to the culture.</p> <p>Students are taken on the land each year to learn new skills based on Dene Kede themes. These themes have been worked on with local elders on how they are age appropriate. At each cultural camp they are given challenges but also work on building on prior experiences and knowledge. Students are given opportunities to find their gifts in many ways on the land and then build on these. Our high school students are recognized by elders for the skills they have. The older students are then asked to come as cultural leads at camps with younger students.</p> <p>At each school there is a program developed that allows students the opportunity each week to self select Indigenous programming that interests them and is key in their individual interest and development. This may include activities such as sewing, jigging,, drumming, handgames, traditional games, beading, leadership skills etc.</p> <p>Taking high school students on overnight cultural experiences to participate in a true land based camp is a priority in the district. Students learn skills such as taking canoe training and safety, wilderness first aid, forest fire protection or snowmobile maintenance while learning traditional hunting and trapping skills allows the students to be recognized with high school credits. The locally developed courses recognize traditional teachings without losing time or credits from other regular curriculum.</p>
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	Each school is also creating a cultural space on site that incorporates being in the city with land-based education. Wall tents are built for all classes to access. The teaching of elders, and land-based education is combined into regular everyday teaching practices.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100%		
% of schools with Key Cultural Experiences that include full staff participation.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)	ESJS	JK-7 Weekly		
	ESPHS	8-12 Weekly		
	WCS	JK-7 Weekly		

Type of Key Cultural Experiences provided	ESJS	<ul style="list-style-type: none"> • Options Program – where students self select Indigenous activities based on their interests • Culture Camps • Guest speakers • Use of on site Culture space using land based teachings 		
	ESPHS	<ul style="list-style-type: none"> • Flex block - where students self select Indigenous activities based on their interests • Culture Camps • Class Guest Speakers • Use of on site Culture space using land based teachings 		
	WCS	<ul style="list-style-type: none"> • Genius Hour - where students self select Indigenous 		

		<p>activities based on their interests</p> <ul style="list-style-type: none"> • Culture camps • Elder in the classroom • Use of on site Culture space using land based teachings 		
% of schools that involve community members who are not a part of regular school staff in key cultural experiences	ESJS	100%		
	ESPHS	100%		
	WCS	100%		

Teaching and Learning Centres (TLCs)

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum through the TLC, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of the <i>Our Languages</i> curriculum through the TLC.</p>	<p>To extend Wiliideh Yati language programming as it is a central part of culture and identity, through resource and professional development to deliver the <i>Our Languages</i> curriculum.</p> <p>We have worked on translating resources to make books and activities for our district and region in Wiliideh yati.</p> <p>Culture support staff, Indigenous language teacher and RILE have all been apart of ECE professional development opportunities to increase and expand the <i>Our Languages</i> curriculum.</p> <p>We have had a cultural support staff to work with our language instructor to change perspectives and teaching style, in the delivery of the language program. Together they have developed themes and centres that match the new curriculum.</p> <p>We work to value and infuse meaningful experiences and teaching of elders into school programming. We have had an elder in the class at our core language schools, 3 times a week to encourage students hearing language between adults in a conversational manner and having to interact in language with more than just the language teacher.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	<ul style="list-style-type: none"> • Books/Graphic Novels • Language games • Songs • Translations • Prayers 		
Number of staff receiving training and support for development of Indigenous language resources.	4		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Yellowknife	\$41,844	\$41,844				

Appendix B: Operating Plan - Operating Budget

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

Education Body Chair

Superintendent

Date

Date

Annual Report

Education Body Chair

Superintendent

Date

Date

Education Accountability Framework

Yellowknife Education District No. 1

Operating Plan

For the 2019-20 School Year



Cadre de responsabilisation en éducation

Administration scolaire de district n° 1 de Yellowknife

Plan de fonctionnement

Année scolaire 2019-2020



Operating Plan - Executive Summary

The Yellowknife Education District No. 1's Operating Plan for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Yellowknife Education District No. 1's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

Yellowknife Education District No. 1 (YK1) has set educational priorities and goals for 2019-2020 based on three pillars that incorporate Education, Culture and Employment policies and directives, including Inclusive Schooling and Indigenous Languages and Education, as well as YK1 strategic priorities. YK1 strategic priorities are as follows:

1. To ensure all students reach their highest level of learning *with a particular focus on Math and Science
2. To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner
3. To ensure all students and staff are engaged in Indigenous Languages, perspectives, and culture-based education
4. To ensure students engage in healthy lifestyles and respectful, caring relationships

The three pillars are as follows: **Inclusive Pedagogies, Indigenizing our Practices, Social Emotional Learning (SEL) and Wellness.**

The following chart highlights planned goals and foci for 2019-2020. All professional development will align with the identified pillars.

YK1 2019-2020 EDUCATIONAL GOALS					
Inclusive Pedagogies		Indigenizing Our Practices		Social Emotional Learning (SEL) and Wellness	
Strategic Priority #1	Strategic Priority #2	Strategic Priority #1	Strategic Priority #3	Strategic Priority #2	Strategic Priority #4
Math/Science Focus EN/FR	Teaching to Diversity using flexible instructional practices	Literacy Action Plan EN/FR -resources -integration	ILE classes	Safe School Plans	Responding to MDI results at district and school levels

Responding to EDI results at district/school levels	Collaborative writing of responsive SSPs/IEPs	Cross-curricular planning and integration of <i>Dene Kede</i>	Indigenizing environments	Behaviour Plans	Updating YK1 Procedures
Research-based instructional practices in EN/FR programs	Supporting teacher practices (60%)		Elders and Knowledge Keepers	Use of outside professionals to support SEL and Self-Regulation	Programs e.g. 4th R, Skillstreaming
Technology Integration to support teaching and learning	Supporting complex needs in the classroom setting		Cultural Experiences		Supporting diversity e.g. Gay Straight Alliance (GSA)
Assessment to Instruction	Assistive technology				Programming e.g. Physical activity/Arts
Literacy Action Plan to include: EN/FR -literacy in the disciplines of Math/Science -research-based practices that support all learners					Relationship focused classrooms

Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Administration scolaire de district n° 1 de Yellowknife pour l'année scolaire 2019-2020 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités de l'Administration scolaire de district n° 1 de Yellowknife pour la prochaine année scolaire.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

L'Administration scolaire de district n° 1 de Yellowknife (YK1) a établi des priorités et des buts éducatifs pour 2019-2020 fondés sur trois piliers qui incorporent les politiques et les directives du ministère de l'Éducation, de la Culture et de la Formation, notamment l'intégration scolaire, et l'éducation et les langues autochtones, de même que les priorités stratégiques de YK1, c'est-à-dire :

1. Veiller à ce que tous les élèves atteignent le niveau d'apprentissage correspondant à leur potentiel, une attention particulière étant portée aux mathématiques et aux sciences
2. Veiller à ce que tous les élèves bénéficient de programmes qui répondent à leurs divers besoins d'apprentissage, de façon respectueuse et inclusive
3. Veiller à ce que tous les élèves et les employés s'intéressent aux langues, aux perspectives et à l'enseignement fondé sur la culture autochtone
4. Veiller à ce que les élèves adoptent des modes de vie sains et établissent des relations respectueuses et bienveillantes

Les trois piliers sont les suivants : **pédagogies inclusives, adaptation de nos pratiques aux cultures autochtones, apprentissage socioaffectif et bien-être.**

Le tableau suivant fait ressortir les objectifs et les axes retenus pour 2019-2020. Toutes les activités de perfectionnement professionnel tiendront compte de ces piliers.

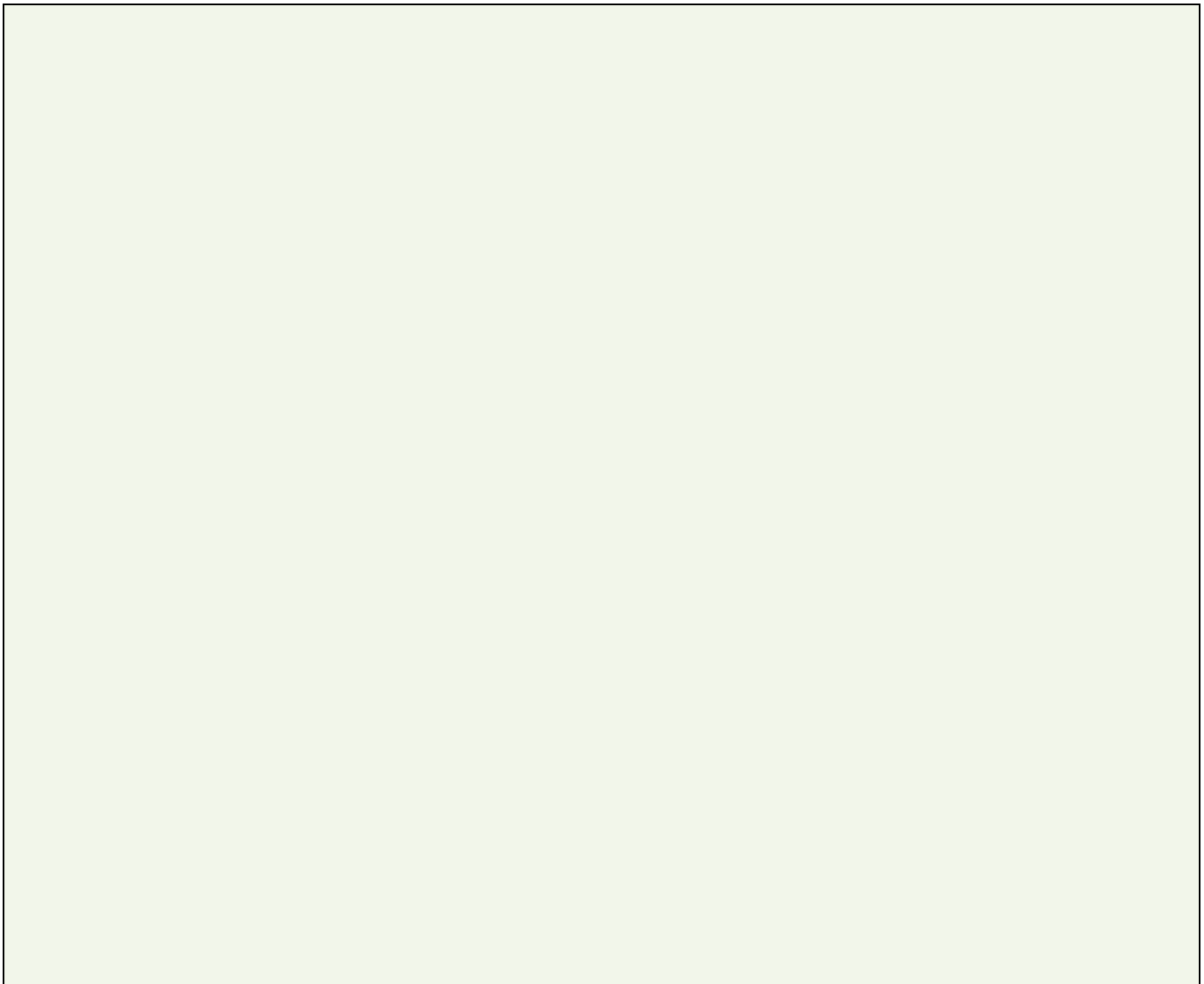
OBJECTIFS ÉDUCATIFS DE YK1 POUR 2019-2020					
Pédagogies inclusives		Adaptation de nos pratiques aux cultures autochtones		Apprentissage socioaffectif et bien-être	
Priorité stratégique n° 1	Priorité stratégique n° 2	Priorité stratégique n° 1	Priorité stratégique n° 3	Priorité stratégique n° 2	Priorité stratégique n° 4
Accent sur les mathématiques et	La diversité en enseignement	Plan d'action en littératie	Classes de langues et de	Plans de sécurité des écoles	Adaptation en fonction des

les sciences Anglais et français	grâce aux pratiques pédagogiques flexibles	Anglais et français Ressources Intégration	cultures autochtones		résultats de l'IMDPE à l'échelle du district et des écoles
Adaptation aux résultats de l'IMDPE à l'échelle du district et des écoles	Rédaction collaborative de plans de soutien à l'élève et de plan d'enseignement individualisé	Planification de leçons pluri- disciplinaires pour l'intégration du programme Dene Kede	Environnements adaptés aux cultures autochtones	Plans de soutien au comportement	Mise à jour des procédures de YK1
Adoption de pratiques pédagogiques fondées sur la recherche dans les programmes d'anglais et de français	Soutien aux pratiques des enseignants (60 %)		Aînés et détenteurs du savoir	Recours à des professionnels de l'extérieur pour soutenir l'apprentissage socioaffectif et l'autorégulation	Programmes comme la formation 4 th R, le programme Skillstreaming
Intégration des technologies pour faciliter l'enseignement et l'apprentissage	Soutien des élèves aux besoins complexes en salle de classe		Intégrer des expériences culturelles		Soutenir la diversité, p. ex. alliances homosexuelles- hétérosexuelles
Évaluation de l'enseignement	Outils techniques d'assistance				Programmes comme l'activité physique et les arts
Le plan d'action en littératie comprend : Anglais et français - littératie en mathématiques et sciences - pratiques fondées sur la recherche qui aident tous les apprenants					Classes axées sur les relations

Annual Report - Executive Summary

The Yellowknife Education District No. 1's Annual Report for the 2019-2020 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:



1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

The following table details key aspects of the governance structure and processes, such as elections membership terms, current membership:

YK1 was established in 1939. Seven publicly elected officials serve as YK1 Trustees. The District Education Authority (DEA) plays a key role in the continued success of the District and the 2,143 students it serves. Accountability, strategic thinking, financial responsibility, and commitment are among the strengths of this dedicated group.

District Education Authority Trustees

*as elected in the fall of 2018 for a term of three (potentially four) years.

Chairperson:	John Stephenson
Vice Chairperson:	Tina Drew
Trustees:	Terry Brookes Jay Butler Rajiv Rawat Satish Garikaparthi Al McDonald

Administration

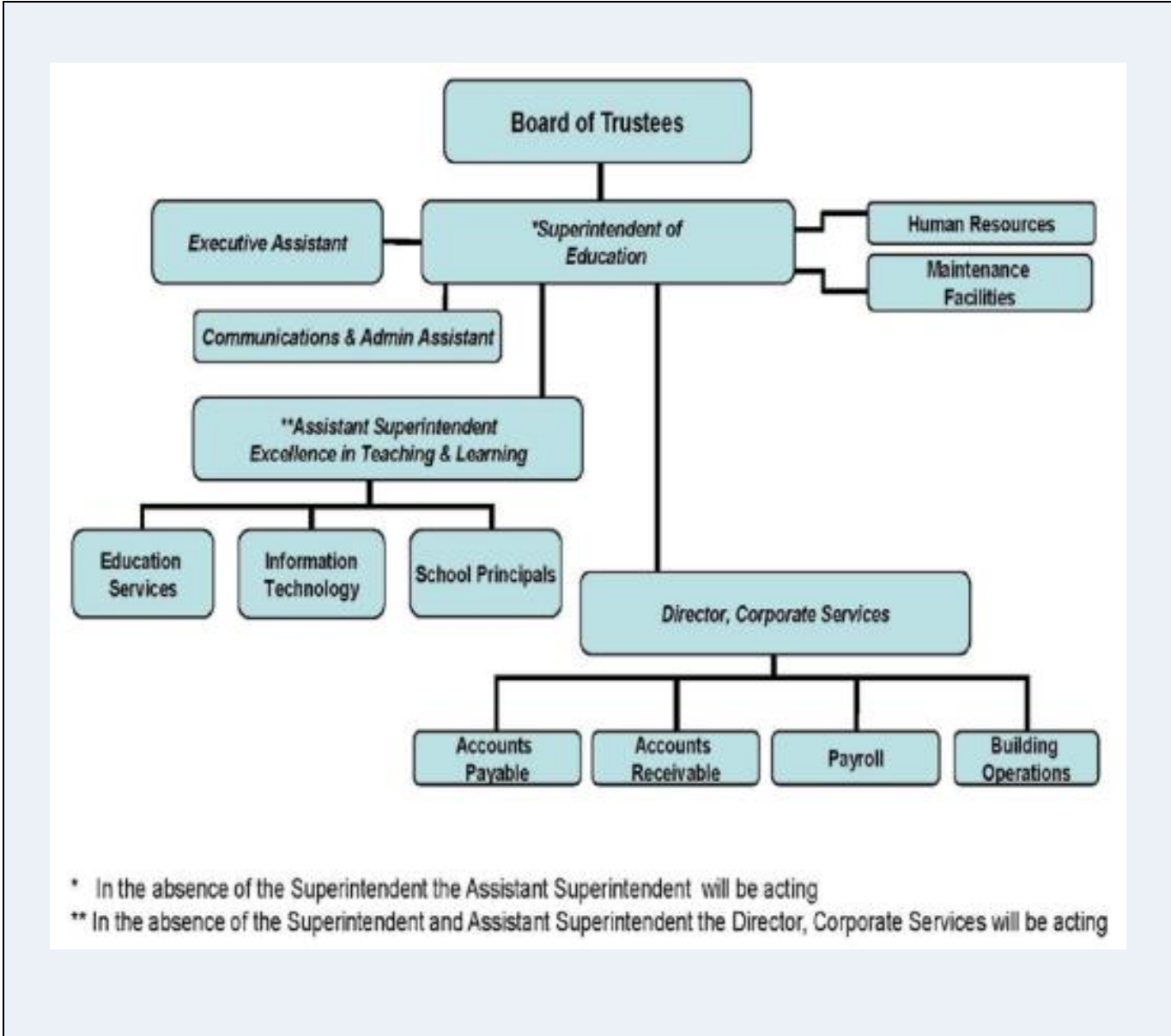
Superintendent of Education:	Metro Huculak
Assistant Superintendent:	Ed Lippert
Director of Corporate Services:	Tram Do

During their time 'in office', Trustees attend monthly DEA meetings and participate in regularly scheduled DEA-level committee meetings. In addition, Trustees make every effort to increase their awareness and understanding of community concerns and school-based issues by attending monthly Parent Advisory Committee meetings, public gatherings and community events. YK1 Trustees are elected every three years. There are no options to renew unless they are re-elected.

Yellowknife Education District No. 1 Trustees play a vital role in the continued success of the District. These individuals lead with diligence and sound judgment, always with the best interests of students at heart. YK1 policy-makers guide the next generation into the future and do their part to contribute to a strong community and a well-functioning society.

Functional Organizational Chart

The following table details the functional organization of the Education Body:



Governance Training

The YK1 DEA meets at a minimum of twice per month at a public meeting and Committee of the Whole meeting every second Tuesday from September to June, with the understanding that additional meetings can be called at any time. Special meetings are also arranged so that Trustees can hear from school principals, consultants, auditors and other special guests. Special times will be set for further training on policy, budget and curriculum for Trustees who request it. If Trustees identify a topic, training will be arranged. The DEA also has several committees that meet. They include finance, public relations, policy and a teacher/DEA advisory committee. Training usually takes place at the DEA office.

Education Body 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". The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
September 10, 2019	District DEA Office		
October 8, 2019	District DEA Office		
November 12, 2019	District DEA Office		
December 10, 2019	District DEA Office		
January 14, 2020	District DEA Office		
February 11, 2020	District DEA Office		
March 10, 2020	District DEA Office		
April 14, 2020	District DEA Office		
May 12, 2020	District DEA Office		
June 9, 2020	District DEA Office		

Additional committee meeting dates will be finalized following the organizational DEA meeting on **November 12, 2019**.

School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Total Number of Schools in District	6	Total Anticipated Student Head Count	2,143
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School Name	Community	Grades Offered	Programming Highlights
École J.H. Sissons School (EJHS)	Yellowknife	JK-5	<ul style="list-style-type: none"> École J.H. Sissons (EJHS) offers French Immersion programming Special programs include choir, musical theatre, afterschool athletics and a speed skating academy. Afterschool activities include judo, soccer, improvisation, painting, chess and choir Students and staff participate in a 7-day annual French language and culture camp - 'Camp de neige' - at the Yellowknife Ski Club
École Sir John Franklin High School (ESJF)	Yellowknife	9-12	<ul style="list-style-type: none"> École Sir John Franklin High School (ESJF) offers programming from Grades 9 to 12 in both English and French Immersion Core French and Post-Intensive French are offered from Grades 9 to 12 ESJF has a dynamic Fine Arts program which includes music, band, choir, drama and visual arts The school offers an extensive trades curriculum and work experience program which includes industrial

			<p>arts, automotive class, culinary arts and esthetics</p> <ul style="list-style-type: none"> • ESJF offers Indigenous culture programming and camps including <i>Wiliideh</i> language instruction • The school has a successful Sports Academy and extra-curricular sports and clubs are offered • ESJF has an At-Risk Student program, which provides support and resources for students struggling in school, socially, or at home. • International travel opportunities for students include volunteering, scuba club, and cultural experience • Night classes are also available
École William McDonald School (EWMS)	Yellowknife	6-8	<ul style="list-style-type: none"> • École William McDonald Middle School (EWMS) offers programming for Grades 6 to 8 in both English and French Immersion • Other French options include: Intensive French - Grade 6, Post-Intensive French - Grade 7 and 8, and Core French - Grade 6 to 8 • EWMS offers exploratory programs such as Industrial Arts, Home Economics and Outdoor Education • The school offers a Sports Academy program which includes hockey, soccer, dance, fitness and cross training. Recently updating the fitness room allowed the school to expand its sports programming • Special multiple-day camps are available for Grade 8 students such as Camp Akaitcho and Hidden Lake Canoe Trip
Mildred Hall Elementary School (MHS)	Yellowknife	JK-8	<ul style="list-style-type: none"> • Mildred Hall School (MHS) is an English school which also offers Core French and <i>Wiliideh</i> language courses • The Birchbark Discovery Centre is a community-based alternative

			<p>education program for children in Grades 1 to 4 based out of Mildred Hall School.</p> <ul style="list-style-type: none"> • The school offers many extracurricular activities such as team sports, fine arts, guitar, fiddling and various band instruments; alternative sports such as mountain biking and roller blading; alternative options such as jigging, LEGO® and crochet clubs • An “On the Land Mentorship” program was established where students are paired with Indigenous experts and Elders to learn important skills like snaring, tanning moose hide and setting nets • MHS provides a breakfast and hot lunch program. The school has a large garden where students grow vegetables used in the foods program • ‘Peacemakers’, a peer leadership group in the school, promotes education surrounding bullying and bullying prevention
<p>N.J. Macpherson School (NJM)</p>	<p>Yellowknife</p>	<p>JK-5</p>	<ul style="list-style-type: none"> • N.J. Macpherson School (NJM) is an English school which offers Core French • Special programs at NJM include Montessori, Visual Arts, Music, Drama, Gymnastics and a strong recycling program. Several extracurricular sports, clubs and after-school programs are also offered • Indigenous language and culture is integrated into classroom sessions and students attend culture camps throughout the year • NJM has an active Parent Advisory Council

Range Lake North School (RLN)	Yellowknife	JK-8	<ul style="list-style-type: none">• Intensive French is offered in Grade 6, Post-Intensive French in Grades 7 and 8 and Core French is offered in Grades 6 to 8• Indigenous Language and Culture is integrated into classroom sessions and students attend culture camps throughout the year• Special programs at Range Lake North (RLN) include music, band, fine arts, choir and drama• RLN offers advanced technology and robotics programs in a Makerspace environment• An Athletic Excellence program is offered encompassing many extracurricular sports such as snowboarding, hiking and nature walks• An active and involved Parent Advisory Committee organizes a large annual fundraising event, "Family Fun Night". Proceeds support RLN student activities
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Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics.

The YK1 student population reflects the demographics of the City of Yellowknife. 34% of our student body is Indigenous, with a considerable variation in numbers of Indigenous students between schools. A growing numbers of students enrolled in our schools are new to Canada. These students' needs are supported, through the Support Workers In Schools (SWIS) program. Based on SWIS criteria, YK1 has 34 students supported in our schools, primarily in two sites. In addition, there are about the same number of students who are English Language Learners (ELL), but not receiving services from the SWIS program.

In 2018-2019, 71.6% of YK1 students are on regular program, while 27.7% are on SSPs of which 4.0% are on Modified Plans. There are a remaining 0.7% of students on IEPs.

Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention.

YK1 has teachers with a wide range of experience, from zero to 36 years. Our largest demographic are teachers of five years or less experience (approximately 32%) while our smallest demographic are teachers over 15 but less than 20 years (approximately 9%). Approximately 16% of our teachers have more than 20 years of service with the District. YK1 has limited challenges with teacher turnover in comparison to smaller NWT communities. Areas where we experience the most challenges are in French Programming, Indigenous Language Instruction, and Administration. The high demand for French teachers across Canada makes it very difficult to attract and retain qualified French teachers due to the isolation and high cost of living. As well, it is very difficult to offer Indigenous Language programs due to extremely low numbers of qualified local Indigenous Language speakers. Staff interest in applying on and remaining in administrative roles diminishes more each year due to the perceived high expectations and overwhelming demands of the job.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

The following table details regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals:</p>	<p>Targets and performance indicators fall under the following pillars that reflect ECE directives and priorities and YK1 Strategic Priorities:</p> <ol style="list-style-type: none"> 1. Inclusive Pedagogies 2. Indigenizing Our Practices 3. Social Emotional Learning and Wellness
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>Educational staff will participate in Professional Development focusing on the three identified pillars.</p>	<p>100% of staff will participate in some or all of the PD.</p>		
<p>YK1 schools will utilize a teacher mentorship approach in Math and Science to support colleagues.</p>	<p>100% of YK1 schools (N=6) will have at least two mentors in Math and Science</p>		
<p>YK1 schools will utilize the PLC model to support teacher collaboration and improve student achievement</p> <p>“Ultimately we envision collaborative inquiry as an alternative to short-term, top-down, formulaic approaches to professional learning that do not hold enough rigor to realize self-sustaining cycles of improvement in schools. In order for education to remain relevant and responsive to the current and future learning needs of students, teachers and other educational leaders must have mechanisms and processes in place to collaboratively identify how schools should improve and how to meaningfully refine</p>	<p>100% of YK1 schools will provide PLC time within the school day</p>		

and sustain those changes. Collaborative inquiry holds the potential to do that by calling each individual in education to raise within themselves a truer sense of leader and learner.” (Donohoo & Velasco, 2016)			
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following table details regional priorities and goals, and connections to Departmental priorities, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and departmental priorities, for the school year.</p>	<p>School Improvement Plans will align with the YK1 identified pillars that incorporate District strategic priorities and ECE directives and priorities:</p> <ul style="list-style-type: none"> • Inclusive Pedagogies • Indigenizing Our Practices • Social Emotional Learning (SEL) and Wellness <p>In addition, site-based data will inform school plans, to ensure student and school community needs are considered.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with ECE priorities and goals.	100%		
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic, and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following table details the region’s approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to the completion of Annual School Reviews .	YK1 schools develop yearly School Improvement Plans based on the previous year’s data. They identify goals, set targets and performance indicators. School plans are shared with the District Administration and the Board of Trustees. At the end of the year, there will be another presentation to share and discuss the results, which inform the subsequent year’s plan.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following table details the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations.</p>	<p>At the beginning of each school year, YK1 Human Resources identifies all staff requiring evaluation. In addition, throughout the year, any staff identified by school administration will also be evaluated. The administration of each school is then responsible for timely and appropriate evaluations. Priority for evaluation is given to all term teachers and indeterminate teachers identified as being at risk.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	48		
Number of principal and assistant principals formally evaluated in the school year.	5		
Number of Education Body School Support Consultants formally evaluated in the school year.	5		
Number of Superintendents and Assistant Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following table details the region’s training and in-service plan, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>Yellowknife Education District No.1 will ensure that all District and school-based training, in-servicing, and professional development fits under the identified pillars for 2019-2020 as follows:</p> <ul style="list-style-type: none"> • Inclusive Pedagogies <ul style="list-style-type: none"> ○ School residencies with outside Math consultants (EN/FR) ○ Science Mentors with outside consultant (EN/FR) ○ Neurolinguistic approach with outside consultant (FR/<i>Wihideh</i>) ○ School specific STIP time • Indigenizing Our Practices <ul style="list-style-type: none"> ○ Two District days on the theme of Indigenizing Education ○ School specific SIP/STIP time • Social Emotional Learning (SEL) and Wellness <ul style="list-style-type: none"> ○ One District day with an outside SEL consultant ○ School specific SIP/STIP time
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on departmental priorities	100%		
% of administration days dedicated to training and in-service.	100%		
% of collaborative STIP time dedicated to regional priorities	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the region’s role of their Literacy Coordinator, the relevance of the position to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional Literacy Coordinator role and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>The District Instructional Coordinators develop literacy action plans (EN/FR) that align with our YK1 Strategic Priorities. The coordinators work with schools to support best-practice strategies including:</p> <ul style="list-style-type: none"> • The Assessment Cycle - using our District assessments to assess student strengths and stretches, individually and collectively, make instructional decisions and set goals, followed by post-assessment for growth and next steps (http://www.insight.vic.edu.au/assessment-in-principle/assessment-and-the-teaching-and-learning-cycle), • Literacy across the disciplines - with a specific focus on Science and Math, develop students’ facility to navigate within the disciplines with confidence and understanding, • Inclusive literacy practices to meet the needs of all learners - focusing on the planning approaches and open-ended practices that allow all students to achieve and progress.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	2		
Regional Literacy Action Plan in place for the school year.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following table details the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation:</p>	<p>YK1 schools access the Healthy Food for Learning Program for the provision of snacks and/or lunches using a philosophy of access for all. Schools employ an “open cupboard” approach that allows students to get snacks and lunches, as they need them. This aligns with YK1 Strategic Priorities that focus on academics and healthy lifestyles. Research shows that students perform better in all areas when their diet consists of nutritional food (https://www.ece.gov.nt.ca/en/services/education-renewal/healthy-foods-learning). Our experience is that many students in our YK1 community, some of whom cannot be readily identified, do not have access to healthy food in their homes. This program helps ensure that access.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, <i>if applicable</i> .	n/a		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Planning	Achieved Results	Explanation for variance
Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i>	EJHS	<ul style="list-style-type: none"> Breakfast, lunch and snacks are available in the office for students as needed 		
	ESJF	<ul style="list-style-type: none"> Breakfast is available from 8:00-8:25 AM for all students on self-serve basis Lunch available in Student Services area for all students on self-serve basis Snacks available throughout the school in strategic areas; all grades, all hours 		
	EWMS	<ul style="list-style-type: none"> Snacks, Lunch available in upstairs staff room and office 		
	MHS	<ul style="list-style-type: none"> Breakfast, Lunch available in the Foods Lab as needed Snack bowls are available at all times in the classrooms Care Packages are available for students and families as needed 		
	NJM	<ul style="list-style-type: none"> Breakfast, Lunch, and Snacks are available in the office for students as needed 		
	RLN	<ul style="list-style-type: none"> Lunches are available in the office for students as needed Snack bowls are available at all times in the classrooms and the office 		

Total number of days and months program is offered in each school.	EJHS	Available everyday, all year		
	ESJF	Available everyday, all year		
	EWMS	Available everyday, all year		
	MHS	Available everyday, all year		
	NJM	Available everyday, all year		
	RLN	Available everyday, all year		
Approximate Total Number of children and youth served each day.	EJHS	Snacks - 36 students		
	ESJF	Breakfast - 50+ students Lunch - 25 students		
	EWMS	Snacks - 40 to 60 students Lunch - some students once in a while		
	MHS	Breakfast, Lunch - 70 to 80 students		
	NJM	Breakfast - 4 students Lunch - 2 students		
	RLN	Lunch - 15 students		

Criteria for participation per school. (Low income, fee, etc.)	EJHS	No fee; availability for all		
	ESJF	No fee; availability for all		
	EWMS	No fee; availability for all		
	MHS	No fee; availability for all		
	NJM	No fee; availability for all		
	RLN	No fee; availability for all		

Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following table details the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>SSI Project Proposal Summary</p>	<p>The YK1 SSI proposal will focus on the pillar of Inclusive Pedagogies and Social Emotional Learning (SEL) and Wellness by:</p> <ul style="list-style-type: none"> • Utilizing outside facilitators in the English and French Immersion streams to focus on inclusive practices in Math and Science in a site-based residency approach, multiple times over the school year, • Utilizing our outside inclusive schooling facilitator to focus on planning for diverse classrooms with school teams of administrators, PSTs, and classroom teachers, multiple times over the year, • Utilizing an expert in the field of SEL and teacher wellness to present to all staff <p>The approach for PD through the SSI initiative is ongoing from previous years. Teachers will participate in collaborative inquiry professional development using the Spiral of Inquiry process (Kaser & Halbert, 2017). This process is one that supports teachers working collaboratively to investigate their practice around shared questions, involving research and implementation and testing of new ideas, followed by reflection on results. It is our belief that the inquiry-learning model is applicable to our teachers and our learners and hence used as the basis for ongoing professional development (PD) in Math, Science, Inquiry Learning and Inclusionary Practices.</p> <p>Reference: Kaser, L. & Halbert, J. (2017). <i>The Spiral Playbook: Leading with an Inquiring Mindset in School Systems and Schools</i>. C21 Canada</p>
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of teaching staff from across the region that participate in SSI PD activities.	90%		
% of support staff from across the region that participate in SSI PD activities.	100% PSTs 100% *EAs *SEL PD		
Areas of Strength			
Areas for Development			
Additional Comments			

Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDEC SSDEC	CSFTNO DDEC SDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following table details the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to integration of evidence-based healthy relationship programming .	YK1 promotes evidence-based healthy relationship programming including ECE endorsed programs. The District supports school-based decisions regarding research-based programs to support healthy relationships. Some programs are used on the recommendation of outside professionals to meet the diverse needs in our classrooms e.g. Skillstreaming (http://www.skillstreaming.com/)
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK-3 students.	1		
Number of schools offering LEADS to grade 4-6 students.	0		
Number of schools offering the Fourth R to grade 7-9 students.	3		
Number of schools offering HRPP to grade 10/11 students.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used (if applicable)	EJHS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation Social Stories (Gray, 2010)		
	ESJF	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/		
	EWS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ Skillstreaming http://www.skillstreaming.com/ FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/ Me to WE https://www.we.org/we-schools/ Talking About Mental Illness (TAMI) http://cbpp-pcpe.phac-aspc.gc.ca/pppractice/talking-about-mental-illness-tami/		
	MHS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ Skillstreaming http://www.skillstreaming.com/ Mind-up https://mindup.org/ Talking About Mental Illness (TAMI) http://cbpp-pcpe.phac-aspc.gc.ca/pppractice/talking-about-mental-illness-tami/ FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/		

	<p>NJM</p>	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/</p> <p>Mind-up https://mindup.org/</p> <p>Skillstreaming http://www.skillstreaming.com/</p>		
	<p>RLN</p>	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/</p> <p>Mind-up https://mindup.org/</p> <p>Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation</p> <p>FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/</p>		

Second Language Education

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.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

****Note: Due to the varying structures of French instruction, frequency is given in minutes, hours or percentages**

School Name	Language of SL Instruction <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tẖcẖø)</i>	Type of SL Instruction <i>(core, immersion, intensive)</i>	Grades of SL Instruction	Frequency of SL Instruction <i>(min/week)</i>	Actual Frequency of SL Instruction <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
EJHS	French	Immersion	K-2	100%		
	French	Immersion	3-5	80-85%		
ESJF	French	Immersion	9-12	40-60% (over two semesters)		
	French	Post-Intensive French	9-12	125 hr/yr. (one semester)		
	French	Core French	9	94 hr/yr.		
	French	Core French	10-12	125 hr/yr. (one semester)		
	<i>Wilhideh</i>	Intensive <i>Wilhideh</i>	9-11	125 hr/yr. (one semester)		

EWMS	French	Immersion	6-8	70%		
	French	Intensive French	6	70% (Sept-Jun) 30% (Feb-Jun)		
	French	Post-Intensive French	7-8	80 min/day		
	French	Core French	6-8	160 min/week		
MHS	French	Core French	1-4	90 min/week		
	French	Core French	5-8	150 min/week		
	<i>Wiilhideh</i>	<i>Core Wiilhideh</i>	K-8	90 min/week		
NJM	French	Core French	1-4	90 min/week		
	French	Core French	5	60 hr (2 blocks of 2 weeks - Fall/Spring)		
RLN	French	Core French	1-4	80 min/week +10 hours French activities		
	French	Core French	5	60 hr (2 blocks of 2 weeks - Fall/Spring)		
	French	Core French	6	160 min/week		
	French	Core French	7-8	160 min/week		
	French	Intensive French	6	70% (Sept-Jun) 30% (Feb-Jun)		
	French	Post-Intensive French	7-8	80 min/day		

** One row per Language/per school – add as necessary*

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	1.0			

Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
EJHS	2.90	2.0	<ul style="list-style-type: none"> Student needs are such that 2.0 PSTs will provide the required support 		
ESJF	3.25	3.0	<ul style="list-style-type: none"> All positions are rounded to the nearest 1.0 		
EWMS	2.22	2.0	<ul style="list-style-type: none"> All positions are rounded to the nearest 1.0 		
MHS	2.25	3.0	<ul style="list-style-type: none"> Students needs include literacy, numeracy, language development, SEL & SR that are best supported with 3.0 PSTs 		
NJM	2.76	2.8	<ul style="list-style-type: none"> Student needs are such that 2.8 PSTs will provide the required support 		
RLN	2.18	3.0	<ul style="list-style-type: none"> Student needs include a high ELL population and significant behavioural needs that are best supported with 3.0 PSTs, with 1.0 dedicated to SR and SEL 		
TOTAL	15.57	15.8			

Wellness Counsellors

Wellness counsellors are trained and licensed professionals who provide mental health, behavioural or emotional assistance to individuals in need.

The following table details the number of allocated, budgeted and actual Wellness Counsellors in place to provide mental health, behavioural or emotional assistance to individuals in need, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
EJHS	0.50	1.0	Allocated based on School/Student needs		
ESJF		1.25	Allocated based on School/Student needs		
EWMS		1.0	Allocated based on School/Student needs		
MHS		1.0	Allocated based on School/Student needs		
NJM					
RLN					
TOTAL	0.50	4.25			

Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
EJHS	32.72	2.0			
ESJF		9.0			
EWMS		4.0			
MHS		7.0			
NJM		4.0			
RLN		5.0			
District Unallocated		1.72	Held in reserve for new students		
TOTAL	32.72	32.72			

Magnet Facilities

The North Slave Correctional Complex – Young Offender Unit provides services to students with very challenging needs. This facility is deemed a ‘magnet facilities’ and has been identified as requiring additional supports.

The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

Positions	Allocated (PY)	Budgeted (PY)	Explanation for variance (if applicable)	Actual (PY)	Explanation for variance (if applicable)
Teachers	3.0	4.0	More teachers needed		
Support Assistants	2.0	1.0	Allocated to teachers		
TOTAL	5.0	5.0			

The following table details the total amount of allocated, budgeted and actual funding spent on O&M for Magnet Facilities, and the explanation for any variance between each.

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
\$38,000	\$29,500	Allocated to salaries		

Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$125,982	\$125,982			

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training	Audience Intended (PSTs / Educators / Support Assistants / Principals)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Non-violent Crisis Intervention Training	All school staff	De-escalating behaviour in a safe, respectful manner	Nov 1, 4, 5, 2019 District Office (DO) January 18, 26, 2020 (DO) April 14th, 15,16, 2020 (DO)		
Social Emotional Learning	All school staff	<ul style="list-style-type: none"> Teacher wellness A process in which children and adults understand and manage emotions 	January 24, 2020 (DO)		

Planning for diverse classrooms	PSTs, teachers, administrators	Using planning templates to deliver curriculum to all learners	October 31, 2019 (DO) March 12, 2020 (DO) May 20, 2020 (DO) June 11, 2020 (DO)		
Complex Needs	All staff	Understanding a variety of diagnosis for students with complex needs	Beginning in September twice/monthly; re-evaluation of schedule in December 2019 (DO) November 1, 8, 2019 (DO) February 7, 2020 (DO)		
Behaviour Support	All staff	Teaching of self-regulating strategies and responding to emotions in a positive way	Sept 23 - 27, 2019 (DO) Nov 25-29, 2018 (DO) May 4-8, 2020 (DO)		

The following table details the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and departmental priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and departmental priorities, for the school year.</p>	<p>In 2019-2020, YK1 will continue school-based professional development that supports planning for and teaching to diversity in our classrooms. Our outside consultant will work with PSTs and school/teacher teams to implement best practices in inclusion strategies, including thoughtful writing and implementation of SSPs and IEPs.</p> <p>Additionally, professional development will focus on social-emotional learning, wellness, and self-regulation. Ongoing PD in the areas of Math and Science strengthens inclusive pedagogies that support all learners in our classrooms.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of educators that have been trained on developing and implementing IEPs this year.	100% of teachers with students on IEPs, as well as PSTs, Admin & Educational Assistants working with these students		
% of educators that have been trained on developing and implementing SSPs this year.	100%		
% of educators that have been trained on the use of flexible strategies this year.	100% K-9 teachers, plus Grade 10-12 Math teachers		
% of educators that have been trained on the School-based Support Team process this year.	100%		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%		
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%		
% of educators that have been trained on Assistive Technology this year.	100%		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments/Requests for Support for the region	

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)

Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	Total Over / Under Allocation (\$)
\$116,588			

Healing and Counseling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
EJHS	\$111,506	139,274	Cost of 1 position referred to in Wellness Counsellor section		
ESJF		189,845	Cost of 1.25 positions referred to in Wellness Counsellor section		
EWMS		141,507	Cost of 1 position referred to in Wellness Counsellor section		
MHS		\$151,547	Cost of 1 position referred to in Wellness Counsellor section		
NJM					
RLN					
TOTAL	\$111,506	\$622,173			

Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following table details the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.	Regular Program Support Teacher meetings, where guidelines and tools are to be shared and/or collaboratively developed with the RISC and PSTs, will ensure that SSP/IEP plans are written with fidelity. Our outside facilitator will work with PSTs and school teams (administrators, PSTs, teachers, EAs) to ensure thoughtful and intentional supports align with students’ SSP and IEP goals.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tie net by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
Number of students not able to participate in the Common Learning Environment in their home community.	1		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%		
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	0		
Number of times per month that the RISC meets with PSTs via video/phone conference?	0		

<p>Number of times per year that the RISC meet with the PSTs in person</p>	<p>RISC meets with PSTs monthly, regularly with SBSTs and other meetings as needed</p>		
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			
<p>Additional Comments for the region</p>			

Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.</p>	<p>YK1 is committed to the ongoing work with outside facilitators who are experts in instructional strategies that are flexible, open-ended and meet the diverse needs of students in our classrooms. There is a specific focus on the disciplines of Math and Science, and on utilizing planning techniques across a variety of subject areas, based on inclusive models of support.</p> <p>Opportunities are provided for principals to participate in district provided PD and plan with outside facilitators to create conditions for the successful implementation of these strategies.</p> <p>During monthly meetings, PST teams will present and share ideas and effective strategies based on application of learning gathered at professional development. PSTs with specific strengths, skills and knowledge will share to the group to support learning across schools.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of principals who ensure that a student’s instruction is primarily provided by the classroom teacher within the common learning environment.	100%		
% of classroom teachers who will meet with the PST at least once a month.	100%		
% of support assistants who will meet with PST at least once a month.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%		

% of schools that have a fair process for equitable access to extra-curricular activities.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following table details the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.	In 2019-2020, the RISC, in collaboration with the PSTs, will develop a District referral process and format to ensure the efficiency and effectiveness of SBST in our schools. Additionally, there will be an expectation from the District that accommodation for the SBST be included in all School Improvement Plans.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100%		
% of teachers who know how to access the SBST	100%		
% of schools that are using a referral process to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	EJHS	Bi-weekly/60 minutes		
	ESJF	Weekly/60 minutes		
	EWMS	Bi-weekly/60 minutes		
	MHS	Bi-weekly/60 minutes		
	NJM	Weekly/60 minutes		
	RLN	Bi-weekly/60 minutes		

Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following table details the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.</p>	<p>Feedback from past years, informed planning to create criteria and timelines for PSTs and Administrators around support plans included in a District developed document, PST 101. Regular meetings between the Regional Inclusive Schooling Coordinator (RISC) and PSTs, individually and collectively, provided support in the areas of collaborating with parents, writing SSPs and IEPs, implementing and communicating them.</p> <p>This existing process and procedure, outlined in the PST 101 document, is now the established protocol to ensure that SSPs and IEPs are created, reviewed and revised regularly with all appropriate personnel.</p> <p>During monthly PST meetings, based on their experience, parents of children with complex needs will be invited to share their stories and perspectives.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for student requiring them in consultation with parents.	100%		
% of teachers completing IEPs for student requiring them in consultation with parents.	100%		
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	100%		
% of parents participating in developing IEPs for those students requiring them.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST's time should be devoted to **teacher support activities**
- no more than 25% of the PST's time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.</p>	<p>In the upcoming school year, all PST teams will collaboratively develop, with the support of the RISC, year plans that include time-use targets, District, and school priorities and expectations. It is expected that year plans will guide school teams to create more short term, detailed plans.</p> <p>As in the past, the PST will regularly survey and/or meet with school teams (PST and administration) to ensure that time allocations as outlined in the directive are being met.</p> <p>PSTs will co-create a survey for staff that will provide feedback for effectively tailoring support based on school needs.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide centralized leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
1.00	1.00			

Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
EJHS	6.57	0			
ESJF		1.25			
EWMS		0			
MHS		5.35			
NJM		0			
RLN		0			
TOTAL	6.57	6.6			

Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in the region, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
YK1 District Wide	\$172,008	\$220,338	Additional funding provided through other district resources		
TOTAL	\$172,008	\$220,338			

Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. It is important for school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools.</p>	<p>Building the School Community relationship is one of the most important aspects of Indigenizing education at YK1. There are a variety of strategies and activities to fulfill this goal. YK1 starts the school year with a District-wide and school level Feed the Fire Ceremonies. This is directed by the Yellowknives Dene First Nation (YKDFN). Throughout the year, each of the grades participate in a Cultural Experience camp according to the themes of <i>Dene Kede</i>. All of these camps are coordinated through B. Dene Adventures in Dettah. Each school at YK1 is allocated “Elders in School” funding so that they can have the autonomy to invite elders to be involved in such activities as feasts, assemblies, outdoor excursions, and class lessons. YK1 has a close relationship with the YKDFN in Yellowknife, Dettah and Ndilo and is continually striving to collaborate in reconciliation, language revitalization, and the celebration of traditional knowledge.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	100%		
% of schools with Elders in Schools programming	100%		
% of schools hosting community gatherings rooted in local cultures	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school (i.e. Part-time/full-time/project or event specific)	EJHS	Part time/event specific		
	ESJF	Part time/event specific		
	EWMS	Part time/event specific		
	MHS	Full time		
	NJM	Part time/event specific		
	RLN	Part time/event specific		
Type of activities provided through Elders in Schools (description/grades)	EJHS	<ul style="list-style-type: none"> • K-5 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i> • Elders work with facilitator in classes to integrate <i>Dene Kede</i> e.g. Feed the Fire Ceremony, traditional stories and skills 		
	ESJF	<ul style="list-style-type: none"> • Grade 9 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i> • Authentic language speaking Elders work with the Indigenous language class on a daily basis • Elders and Knowledge Holders work with the Northern Studies classes for a 25 hour practicum 		

	EWMS	<ul style="list-style-type: none"> • Grades 6-8 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i> • Elders work with facilitator in classes to integrate <i>Dene Kede</i> e.g. Feed the Fire Ceremony, traditional stories and skills 		
	MHS	<ul style="list-style-type: none"> • Two certified Indigenous Language instructors teaching <i>Willideh</i> Language K-8 • Two Cultural Support Workers create language resources, as well as, support the language program • Elders support school cultural programming e.g. jigging, drumming, traditional games 		
	NJM	<ul style="list-style-type: none"> • K-5 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i> • Elders work with facilitator in classes to integrate <i>Dene Kede</i> e.g. Feed the Fire Ceremony, traditional stories and skills 		
	RLN	<ul style="list-style-type: none"> • K-8 Indigenous Cultural Experience camps according to themes outlined in <i>Dene Kede</i> • Elders work with facilitator in classes to integrate <i>Dene Kede</i> e.g. Feed the Fire Ceremony, traditional stories and skills 		

<p>Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships</p>	EJHS	<ul style="list-style-type: none"> • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament • Annual Grade 5 Canoe Trip 		
	ESJF	<ul style="list-style-type: none"> • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament • Annual Grade 12 Canoe Trip • Annual Indigenous Honour Ceremony 		
	EWMS	<ul style="list-style-type: none"> • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament • Annual Grade 8 Canoe Trip • Annual <i>Akaitcho</i> Camp 		
	MHS	<ul style="list-style-type: none"> • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament • Annual Grade 8 Canoe Trip • Annual Christmas Feast 		
	NJM	<ul style="list-style-type: none"> • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament 		

	RLN	<ul style="list-style-type: none">• Two Feed the Fire Ceremonies• Attend traditional games and Yellowknife Community Hand Games Tournament• Annual Grade 8 Canoe Trip		
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Strengthening Training for Northern Educators

Strengthening training for Northern educators is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following table details the region’s approach to Strengthen Training for Northern Educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthen training for Northern Educators, including the % of current teachers who have received Residential Schools Awareness training.</p>	<p>It is crucial to train our new to the north educators to ensure retention, while at the same time, continually offering Professional Development for our experienced educators. All new YK1 hires attend the ECE New to the North In-service each August. YK1 offers two cultural orientation days to the entire district to explore topics such as Residential School legacy, reconciliation and Indigenizing education. Several conferences are available to staff throughout the year such as Inspire and the Alberta FNMI regional gathering. Courses available as well to staff that offer insight into cultural orientation and language revitalization such as Certificate of Aboriginal Language Revitalization (CALR) and Dechinta. YK1 continues to work closely with ECE to in-service the staff on the new <i>Our Languages</i> curriculum implementation.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)</p>	<p>100%</p>		
<p>% of schools holding Teacher Cultural Orientation Days</p>	<p>100%</p>		
<p>Type of Residential School Awareness Training provided and # of teachers/staff participants</p>	<p>350 participants in district-wide PD with keynote speaker, Dr. Sara Davidson, who will speak to the effects of the residential school legacy on the delivery of education http://saraflorence.ca/</p>		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	EJHS	<p>All school staff participate in District coordinated Cultural Orientation Days</p> <p>The school-based ILE committee to be formed in 2019-2020 will plan activities specific to their school context. All staff will participate in the cultural activities planned by the ILE committee.</p>		
	ESJF	<p>All school staff participate in District coordinated Cultural Orientation Days</p> <p>The school-based ILE committee to be formed in 2019-2020 will plan activities specific to their school context. All staff will participate in the</p>		

		<p>cultural activities planned by the ILE committee.</p>		
	EWMS	<p>All school staff participate in District coordinated Cultural Orientation Days</p> <p>The school-based ILE committee to be formed in 2019-2020 will plan activities specific to their school context. All staff will participate in the cultural activities planned by the ILE committee.</p>		
	MHS	<p>All school staff participate in District coordinated Cultural Orientation Days</p> <p>The school-based ILE committee to be formed in 2019-2020 will plan activities specific to their school context. All staff will participate in the cultural activities planned by the ILE committee.</p>		
	NJM	<p>All school staff participate in District coordinated Cultural Orientation Days</p> <p>The school-based ILE committee to</p>		

		be formed in 2019-2020 will plan activities specific to their school context. All staff will participate in the cultural activities planned by the ILE committee.		
	RLN	All school staff participate in District coordinated Cultural Orientation Days The school-based ILE committee to be formed in 2019-2020 will plan activities specific to their school context. All staff will participate in the cultural activities planned by the ILE committee.		
Number of local resource people involved in planning and delivering Cultural Orientation Days.	EJHS	50 local resource people involved in the District coordinated Cultural Orientation Days		
	ESJF	50 local resource people involved in the District coordinated Cultural Orientation Days		
	EWMS	50 local resource people involved in the District coordinated Cultural Orientation Days		

	MHS	50 local resource people involved in the District coordinated Cultural Orientation Days		
	NJM	50 local resource people involved in the District coordinated Cultural Orientation Days		
	RLN	50 local resource people involved in the District coordinated Cultural Orientation Days		

Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following table details the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use. (Required in 2021)</p>	<p>Employing a whole school approach to language takes steps to bridge a gap created by colonization. Whole school use of the language of the community sets educators along a pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture. The whole school approach is a relatively new and challenging practice for many YK1 Schools.</p> <p>Schools teaching <i>Wilhìdeh</i> use the language in signage, announcements and assemblies. <i>Wilhìdeh</i> language is incorporated into other aspects of the curriculum. The schools that do not offer <i>Wilhìdeh</i> language yet are in the infancy of a whole school approach.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Initiatives in place to promote a Whole School Approach to Language Use.	EJHS	<ul style="list-style-type: none"> Indigenous Language integration into Kindergarten Curriculum Language integration into Indigenous Cultural Experience camps 		
	ESJF	<ul style="list-style-type: none"> Prayers and land acknowledgements before events Language integration into Indigenous Cultural Experience camps 		
	EWMS	<ul style="list-style-type: none"> Prayers and land acknowledgements before events Language integration into Indigenous Cultural Experience camps 		
	MHS	<ul style="list-style-type: none"> Indigenous language signage throughout the school "<i>Wilhideh</i> word of the day" Inclusion of <i>Wilhideh</i> language in school assemblies 		

	NJM	<ul style="list-style-type: none"> Language integration into Indigenous Cultural Experience camps 		
	RLN	<ul style="list-style-type: none"> Language integration into Indigenous Cultural Experience camps 		

Indigenizing Teaching & Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)</p>	<p>Indigenizing Teaching and Learning Practices involves bringing Indigenous concepts to all aspects of education. It is necessary first and foremost to recognize the long-standing impact that Eurocentric beliefs and values have had on traditional learning practices in Northern Schools. To Indigenize education, schools must actively plan and teach using the NWT foundational curricula: <i>Dene Kede</i>. Adopting these learning and teaching practices that are holistic, relational, spiral and experiential goes hand in hand with the recognition of the importance of culture in learning and key cultural experiences. To develop the appropriate approaches and experience, YK1 teachers can participate in the cultural orientations and culture camps, work closely with Elders and Indigenous families, and work to develop a close relationship with the community. It takes time for some teachers to develop this perspective.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.</p>	<ul style="list-style-type: none"> • Creating a Welcoming Environment • Indigenizing Content for Curricula and Programming • Strengthening Indigenous Language Instruction 		
<p>% of schools planning to implement Indigenous Teaching and Learning Practices.</p>	<p>100%</p>		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Indigenous teaching and learning practices being focused on in each school (spiral, holistic, experiential and/or relational).	EJHS	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan.		
	ESJF	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan.		
	EWMS	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan.		

	MHS	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan.		
	NJM	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan.		
	RLN	Indigenous School Committee will work with the RILE, <i>Dene Kede</i> facilitator, community and teachers to develop an Indigenizing implementation plan.		

Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming (Required 2021)</p>	<p>Indigenizing content for curricula and programming refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering content. <i>Dene Kede</i> provides educators with the direction required to develop long range plans, unit and lesson plans in culturally appropriate and relevant ways. The main approach to achieve this goal at YK1 will be through the ECE in-service of the new <i>Our Languages</i> policy and the creation of Indigenous Language and Education (ILE) committee in each school.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of actions taken to ensure that teachers are actively implementing <i>Dene Kede</i> & Inuuqatigiit.</p>	<ul style="list-style-type: none"> • School Improvement Plans to include a plan to Indigenize education • School budgets to allocate 3-5% for Indigenizing education • Teachers’ year plans to include integration of <i>Dene Kede</i> 		
<p>% of schools focused on Indigenizing content for curricula and programming.</p>	<p>100%</p>		
<p>Areas of Strength for the region</p>			

Areas for Development for the region	
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively Indigenizing content for curricula and programming.	EJHS	100%		
	ESJF	100%		
	EWMS	100%		
	MHS	100%		
	NJM	100%		
	RLN	100%		

Offering Key Cultural Experiences

Offering Key Cultural Experiences is the backbone to Indigenous education. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to offer key cultural experiences	The most effective cultural experiences are planned and delivered with community members. Enriching the cultural learning experience by providing relevant and engaging activities serves to strengthen the relationship between students, educators, and community members. These experiences not only improve educational outcomes, they also increase a sense of belonging and overall wellbeing. Through participation in cultural experiences, educators learn new ways to Indigenize their practices and further develop a lived understanding of the community’s worldview. At YK1, every student participates in an Indigenous Cultural Experience camp organized by the district according to the themes outlined in <i>Dene Kede</i> . The majority of these camps take place at B. Dene Adventures in Dettah.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100%		
% of schools with Key Cultural Experiences that include full staff participation.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)	EJHS	<ul style="list-style-type: none"> District coordinated Indigenous Culture Experience camps occur once/year for all grades according to the themes in <i>Dene Kede</i> Additional experiences are at the discretion of the ILE committee in consultation with the RILE 		
	ESJF	<ul style="list-style-type: none"> District coordinated Indigenous Culture Experience camps occur once/year for all grades according to the themes in <i>Dene Kede</i> Additional experiences are at the discretion of the ILE committee in consultation with the RILE 		
	EWMS	<ul style="list-style-type: none"> District coordinated Indigenous Culture Experience camps occur once/year for all grades 		

		<p>according to the themes in <i>Dene Kede</i></p> <ul style="list-style-type: none"> • Additional experiences are at the discretion of the ILE committee in consultation with the RILE 		
	MHS	<ul style="list-style-type: none"> • District coordinated Indigenous Culture Experience camps occur once/year for all grades according to the themes in <i>Dene Kede</i> • Additional experiences are at the discretion of the ILE committee in consultation with the RILE 		
	NJM	<ul style="list-style-type: none"> • District coordinated Indigenous Culture Experience camps occur once/year for all grades according to the themes in <i>Dene Kede</i> • Additional experiences are at the discretion of the ILE committee in consultation with the RILE 		

	RLN	<ul style="list-style-type: none"> • District coordinated Indigenous Culture Experience camps occur once/year for all grades according to the themes in <i>Dene Kede</i> • Additional experiences are at the discretion of the ILE committee in consultation with the RILE 		
Type of Key Cultural Experiences provided	EJHS	<p>District coordinated Indigenous Culture Experience camps: Kindergarten – Dog sledding Grade 1 – Berries Grade 2 – Birds Grade 3 – Traditional Games Grade 4 – Trapping Grade 5 – Earth Medicine</p> <p>The ICE Camps are a focus point for pre and post instructional connections and it is expected that they be revisited</p>		
	ESJF	<p>District coordinated Indigenous Culture Experience camp: Grade 9 – Winter Camp</p> <p>The ICE Camps are a focus point for pre and post instructional connections and it</p>		

		is expected that they be revisited		
	EWMS	District coordinated Indigenous Culture Experience camps: Grade 6 – Moose Grade 7 – Fish Camp Grade 8 – Canoeing The ICE Camps are a focus point for pre and post instructional connections and it is expected that they be revisited		
	MHS	District coordinated Indigenous Culture Experience camps: Kindergarten – Dog sledding Grade 1 – Berries Grade 2 – Birds Grade 3 – Traditional Games Grade 4 – Trapping Grade 5 – Earth Medicine Grade 6 – Moose Grade 7 – Fish Camp Grade 8 – Canoeing The ICE Camps are a focus point for pre and post instructional connections and it is expected that they be revisited		

	<p>NJM</p>	<p>District coordinated Indigenous Culture Experience camps: Kindergarten – Dog sledding Grade 1 – Berries Grade 2 – Birds Grade 3 – Traditional Games Grade 4 – Trapping Grade 5 – Earth Medicine The ICE Camps are a focus point for pre and post instructional connections and it is expected that they be revisited</p>		
	<p>RLN</p>	<p>District coordinated Indigenous Culture Experience camps: Kindergarten – Dog sledding Grade 1 – Berries Grade 2 – Birds Grade 3 – Traditional Games Grade 4 – Trapping Grade 5 – Earth Medicine Grade 6 – Moose Grade 7 – Fish Camp Grade 8 – Canoeing The ICE Camps are a focus point for pre and post instructional connections and it is expected that they be revisited</p>		

% of schools that involve community members who are not a part of regular school staff in Key Cultural Experiences.	EJHS	100%		
	ESJF	100%		
	EWMS	100%		
	MHS	100%		
	NJM	100%		
	RLN	100%		

Teaching and Learning Centres (TLCs)

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum through the TLC, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of the <i>Our Languages</i> curriculum through the TLC.</p>	<p>A vibrant Indigenous Language program not only benefits students but it also serves as a connection to the entire community. This highlights the critical need for effective and successful school language programming in which first-language speakers are intent on reclaiming their ancestral languages. The main location of language instruction at YK1 is from K to grade 8 at Mildred Hall School and grades 9 to 11 at École Sir John Franklin High School. Both schools are in the process of implementing the large-scale pilot program with the new <i>Our Languages</i> curriculum.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of Indigenous language resources being developed to support OLC.</p>	<ul style="list-style-type: none"> • On the land cultural language-based activities • Technology (use of language Apps) • Legends in a traditional language • Use of games, music, puppets etc. 		
<p>Number of staff receiving training and support for development of Indigenous language resources.</p>	<p>8</p>		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Yellowknife	\$59,849	\$117,158	Additional funding provided through district level fundraising			

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment Council/District Approved 2019-2020 Budget

Yellowknife Education Authority Statement of Operations - (Schedule 1) Annual Budget - Consolidated

	2019-2020 *Budget	2018-2019 Budget	2018-2019 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
Regular Contribution	29,055,450	27,992,844	28,106,648
French Language Contribution	422,000	500,000	422,000
Indigenous Language Contribution			69,000
SSI Contribution	123,000	123,000	123,000
Capital Contribution			
Total GNWT	29,600,450	28,615,844	28,720,648
Federal Government Jordan's Principal Property Tax Requisitioned	6,769,000	6,331,000	1,323,000 6,331,000
Other School Authorities:			
South Slave (French)	50,000	50,000	50,000
Dettah/Ndilo Superintendent Fees	57,500	57,500	57,500
Dettah Enrolment Transfer	60,000	154,000	184,825
Education Body Generated Funds	167,500	261,500	292,325
Rentals	380,000	380,000	380,000
School Fees			
Sales			
Investment Income	160,000	110,000	160,000
Other	20,000	140,000	160,000
Total Generated Funds	560,000	630,000	700,000
Transfers			
Transfers from Capital Fund			
Total Transfers	0	0	0
TOTAL REVENUES	37,096,950	35,838,344	37,366,973
EXPENSES			
Administration (See schedule 2)	1,536,770	1,503,872	1,503,872
School Programs (See schedule 2)	24,234,446	23,376,306	23,276,306
Inclusive Schooling (See schedule 2 & 3)	6,732,650	6,480,631	8,010,260
Indigenous Languages and Education (See schedule 2 & 4)	1,219,761	1,281,304	1,350,304
Operations & Maintenance (See schedule 2)	3,175,823	3,358,270	3,558,270
Accommodations (Nordic Arms) (See schedule 2)	197,500	197,500	127,500
Transfers to Capital			
Debt Services			
Subtotal Expenses Before Amortization	37,096,950	36,197,883	37,826,512
ACCUMULATED SURPLUS (DEFICIT) BEFORE AMORTIZATION	(0)	(359,539)	(459,539)
Amortization	914,776		914,776
ANNUAL OPERATING SURPLUS (DEFICIT)	(914,776)	(359,539)	(1,374,315)
ACCUMULATED SURPLUS (DEFICIT) OPEN *			
ACCUMULATED SURPLUS (DEFICIT) CLOSE *			

Appendix C: Annual Report - Audited Financial Statements

Approvals

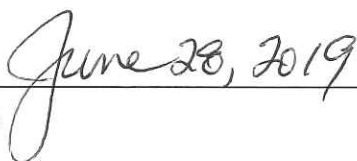
Operating Plan



Education Body Chair



Superintendent



Date



Date

Annual Report

Education Body Chair

Superintendent

Date

Date