

**Operating Plans for Northwest
Territories Education Bodies for the
2018-2019 School Year Ending June
30, 2019**

**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 2019**

The Operating Plans for the current 2018-2019 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.



**Beaufort-Delta Divisional Education Council
(BDDEC)
Operating Plan for 2018-2019 School Year
June 30, 2018**



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Purpose of the Operating Plan

The Operating Plan for the 2018-2019 school year was prepared in compliance with the *Financial Administration Act* that requires NWT Education Bodies to plan for and report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the GNWT Mandate and the Minister of Education's direction.

The Operating Plan is one of the key components of the Education Accountability Framework that was implemented in 2016 as part of the *Education Renewal and Innovation Framework: Directions for Change* (2013) and following new requirements of the *Financial Administration Act* that were put in force in 2016. The purpose of the Operating Plan is to:

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

Beaufort Delta Divisional Education Council Operating Environment

School Profiles and Student Enrolment

In the 2018-2019 school year the BDDEC will consist of 9 schools housing approximately 1400 students. Two (Chief Paul Niditchie and Inualthuyak) of the nine schools will offer Junior Kindergarten (JK) through grade 9 programming. Inuvik's East Three Elementary School will serve grades JK-6 while East Three Secondary School will serve grades 7-12. The remaining five schools (Angik School, Chief Julius School, Helen Kalvak School, Mangilaluk School, and Moose Kerr School), will 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 will continue to offer on-the-land programming for all students.

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

Table 1: School Profiles 2018-2019

School	Community	Grades Offered	Enrolment (FTE) ¹	Teaching Staff (PY) ²
Chief Julius School	Fort McPherson	JK-12	143.25	13.5
Chief Paul Niditchie	Tsiigehtchic	JK-9	41.5	4
East Three Elementary	Inuvik	JK-6	424.5	29
East Three Secondary	Inuvik	7-12	267.5	18
Moose Kerr	Aklavik	JK-12	115	10
Inualthuyak	Sachs Harbour	JK-9	16	2.5
Mangilaluk	Tuktoyaktuk	JK-12	217.5	15
Helen Kalvak	Ulukhaktok	JK-12	117.5	9
Angik	Paulatuk	JK-12	50.75	5

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

² PY stands for person years and refers to funded positions. Teaching staff includes staff providing instruction to students, such as teachers, teaching principals, and others.

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

School	Grades														Total
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Angik	1	4	4	7	4	1	4	4	3	2	3	10	0	3.75	50.75
Chief Julius	9	10	9	14	7	11	9	9.5	1	13.5	8	21.5	6	14.75	143.25
Chief Paul Niditchie	1.5	4	7	2	3	1	6	4	1	4	4	2	1	1	41.5
East Three Elementary	21	69	56	60	66	62	47	44.5	N/A	N/A	N/A	N/A	N/A	N/A	425.5
East Three Secondary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	47	39.5	43.5	82	34	21.5	267.5
Helen Kalvak	5	8	3	11	16	7	12	8	9	6	7	20.5	1	4	117.5
Inualthuyak	1	2	1	0	1	2	0	2	0	1	1	3	2	0	16
Mangilaluk	9	19	17	19	17	18	14	11	11	17	15	16.5	19	15	217.5
Moose Kerr	5	7	7	5	9	9	9	8	12	7	10	17.5	5	4.5	115
DEC Total	52.5	123	104	118	123	111	101	91	84	90	91.5	173	68	64.5	1394.5

Student and Teacher Population

The Beaufort Delta Divisional Education Council consists of 9 schools in 8 communities. Approximately half of the student population is based in Inuvik. The regional staff are based out of Inuvik and travel to the 7 community schools on a regular basis to support staff and students. Four communities have road access for the majority of the year, while the other 4 are primarily fly-in. Based on the 2016 population estimates from the NWT Bureau of Statistics, the total population for the Beaufort Delta Region is 6,684. The most prominent languages spoken in the Beaufort Delta Region include: English (99.3%); Inuvialuktun (10.2%); French (4.7%); Gwich'in (4.6%); Inuinnaqtun (3.3%); Inuktitut (0.8%) and other languages (4.6%). According to the NWT Bureau of Statistics, 2014, these percentages signify the percentage of the population 15 years old and older who are able to converse in the language. 89% of the student population in the BDDEC identify as Gwich'in or Inuvialuit. There will be 144 Northwest Territories Teachers Association (NWTTA) teacher person year's (PY's) and 62 Union of Northern Workers (UNW) and Senior Management PY's for the 2018-2019 school year in the BDDEC. This includes 16 PY's at the BDDEC regional office.

The BDDEC is almost fully staffed. However, staffing schools has become more challenging. With 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. Substitute teachers are becoming more and more difficult to find in all of our communities. It is rare that we have a qualified teacher available to substitute teach in any of our schools. Increasingly we are hiring a younger staff, many of whom are in their first years of teaching. Approximately 30 new teachers will participate in the 'New to The North' Mentoring program.

The average class size across the district varies by grade and community. However, it is rare to see a class with more than 20 students. All schools have an assigned Program Support Teacher(s) (PST) that works collaboratively with the school administration and teachers to support students with diverse needs. All JK and Kindergarten (K) classes are combined, and in some cases include Grade 1.

The Beaufort Delta Divisional Education Council is committed to partnering with universities to attract student teachers during the 2018-2019 school year. An ongoing and strong partnership is fostered with the Inuvialuit Regional Corporation (IRC) and the Gwich'in Tribal Council (GTC).

Stemming from the partnership with the IRC, there has been an increased focus on student achievement data. The BDDEC hosts Dossier, a data management system that stores all systemic student achievement data. This data is available to all teachers and helps inform instruction.

Governance and Training

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 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.

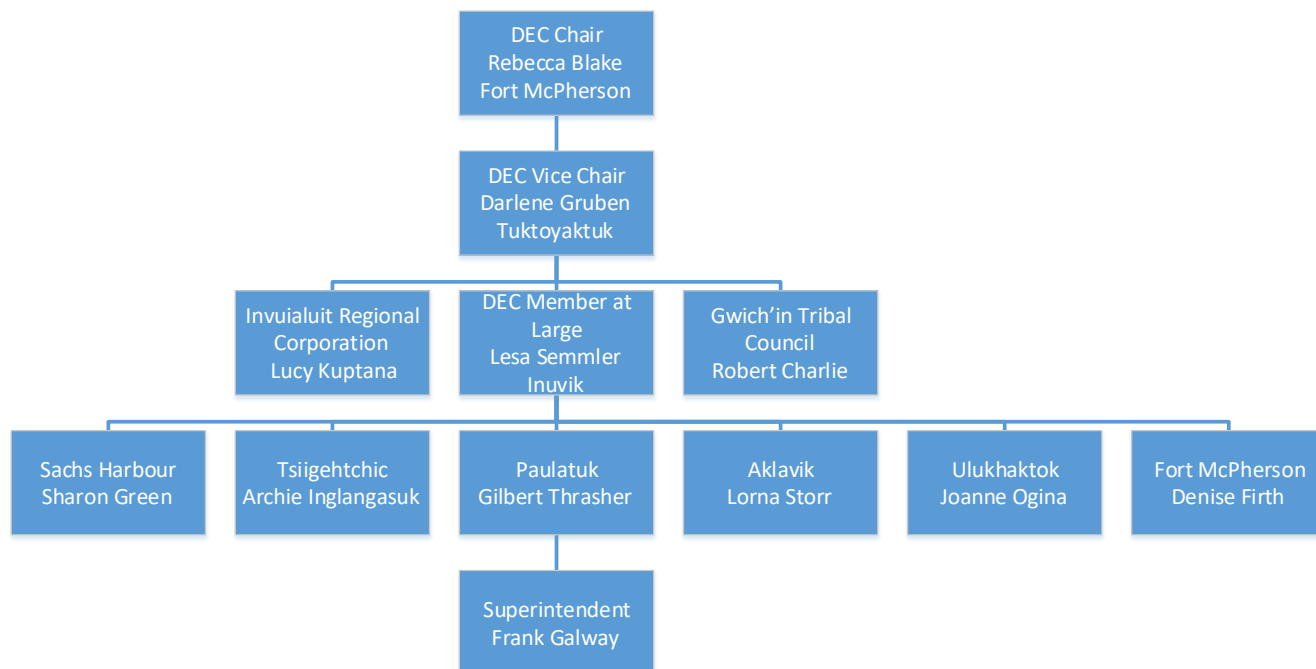
An Executive Committee is elected annually and consists of 5 positions including: Chair, Vice-Chair, Member at Large, IRC Representative, and GTC Representative. The Superintendent runs the election for this committee. The first position to be determined is the Chair, followed by the Vice-Chair. Depending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



BDDEC Functional Organizational Chart

Superintendent: Frank Galway			
DISTRICT EDUCATION COUNCIL	NAME	COMMUNITY/DISTRICT EDUCATIONAL AUTHORITY (DEA)	ELECTION YEAR
Chairperson	Rebecca Blake	Fort McPherson	February 2017 Term 2 years
Vice-Chairperson	Darlene Gruben	Tuktoyaktuk	February 2018 Term 1 years
Member-at-Large	Lesa Semmler	Inuvik	February 2018 Term 1 years
Executive Member Gwich'in Tribal Council	Robert Charlie	Gwich'in Tribal Council (GTC)	Appointed by GTC
Executive Member Inuvialuit Regional Corporation	Lucy Kuptana	Inuvialuit Regional Corporation (IRC)	Appointed by IRC
Member	Gilbert Thrasher	Paulatuk	Delegate
Member	Lorna Storr	Aklavik	Delegate
Member	Sharon Green	Sachs Harbour	Delegate
Member	Joanne Ogina	Ulukhaktok	Delegate
Member	Archie Inlangasuk Jr.	Tsiigehtchic	Delegate

Beaufort Delta Education Council Organizational Chart



Beaufort Delta Divisional Education Council Meetings

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

Table 3: Meetings Schedule

Meeting Number	Planned Date	Planned Location
1	September 2018	Teleconference
2	November 2018	Videoconference
3	February 2019	Inuvik
4	June 2019	Videoconference

NOTE: The Executive meets on a monthly basis or as-needed throughout the school year.

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

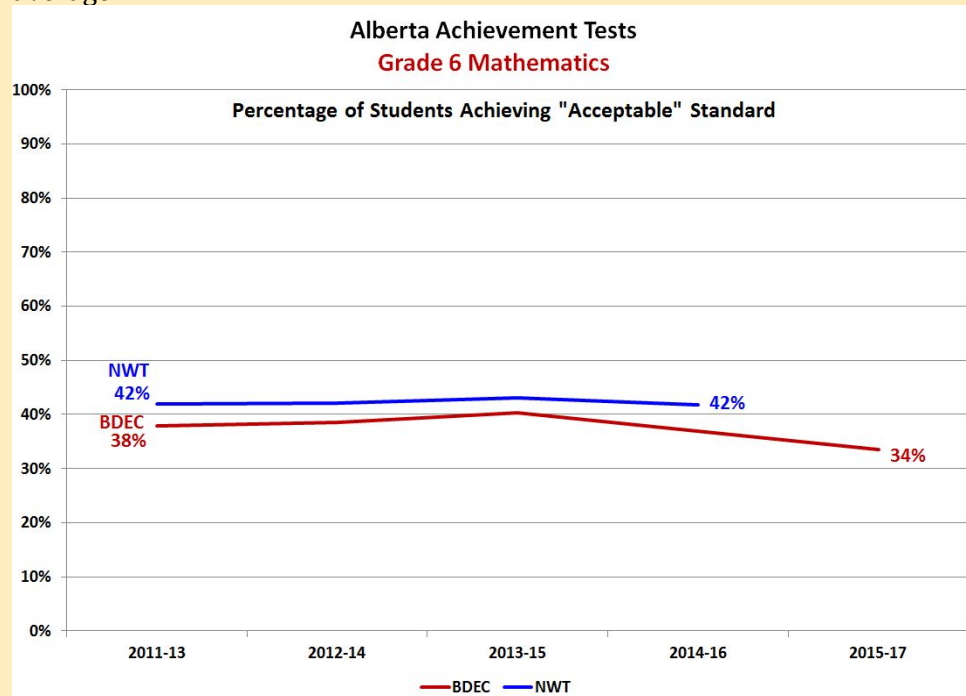
1. Education Renewal Objective: Supporting excellence in teaching.

1.1 Math Support PRIME Math Training

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

Professional Resources And Instruction for Mathematics Educators (PRIME) Math is a research-based Canadian professional learning initiative. It has as its aim improvement in elementary mathematics at all levels of education – classroom, school, and district. It is designed to provide teachers with a framework to structure the mathematics they are teaching and to understand the developmental phases that children pass through as they learn mathematics concepts and skills.

Grade 6 students from the BDDEC are underachieving on the Alberta Achievement test, as shown in the below graph. Increasing and supporting the professional learning of teachers through PRIME math’s goal is to decrease the academic gap between the BDDEC students and the NWT average.



Regional performance targets:

- All grade 1 – 3 teachers will participate in the Patterns and Algebra section of PRIME Math.
- All grade 4 – 6 teachers will participate in the Numbers and Operations section of PRIME Math.

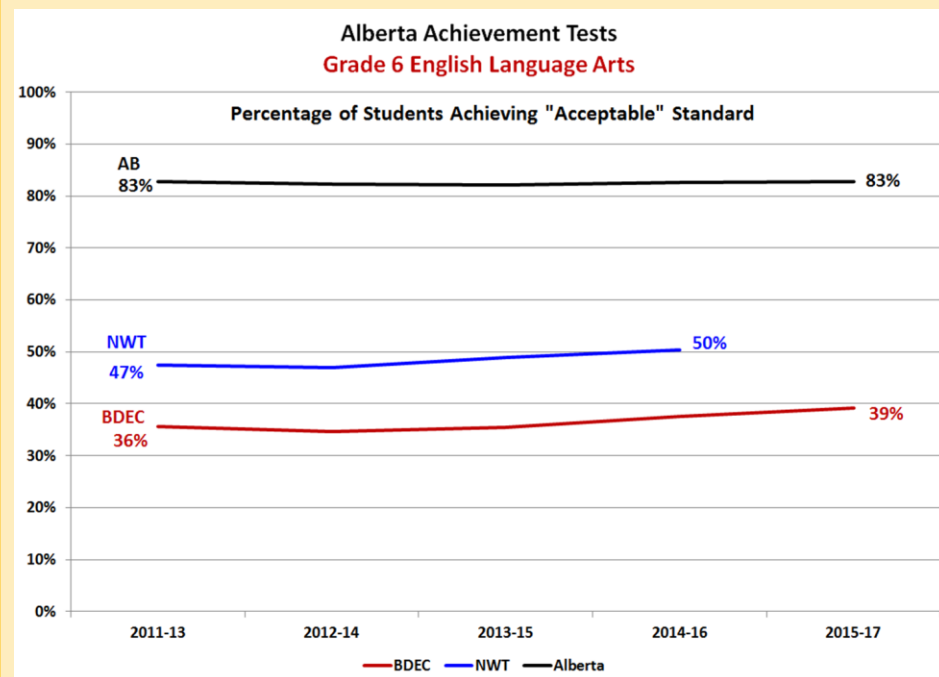


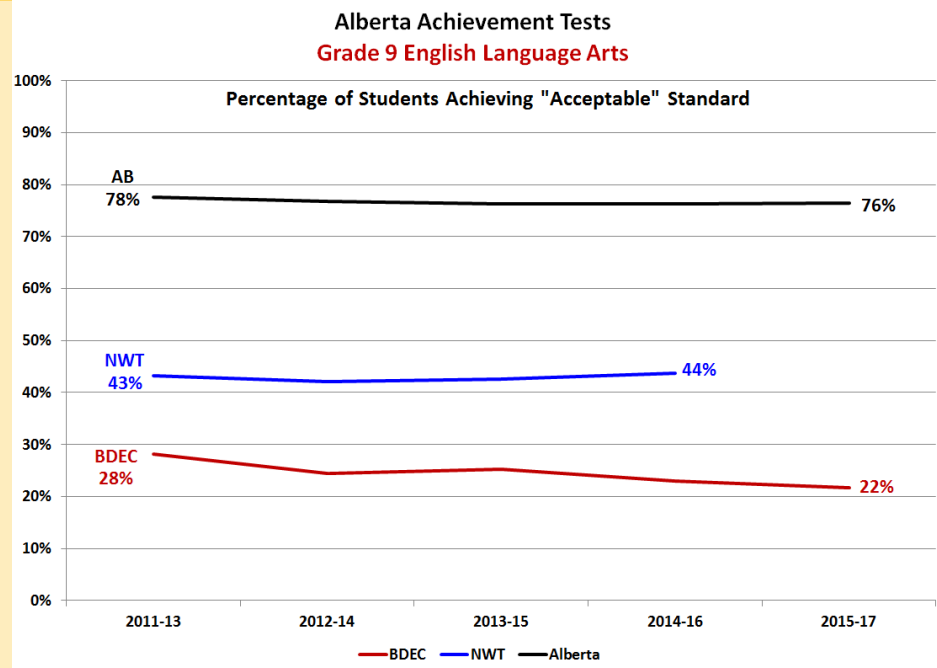
1.2 English Language Arts

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

Assessment and Instruction within literacy are mutually inclusive. Therefore high quality and comprehensive formative benchmarking assessments provide accurate formative data to support high quality instruction in both reading and writing. The new instructional resources support the research based balanced literacy approach considered to best practice in literacy pedagogy.

Grade 6 and 9 students from the BDDEC are underachieving on the Alberta Achievement test in ELA, as shown in the below graphs. Increasing and supporting the professional learning of teachers through the balanced literacy approach of the Literacy Place program will help to decrease the academic gap between the BDDEC students and the NWT average.





1. Assessment that Guides Reading Instruction

Fountas and Pinnell Reading Benchmark Assessment training and support for utilization for teachers assessing students from the end of Kindergarten to the end of Grade 9.

2. Assessment that Guides Writing Instruction

District Wide Write Assessment used to inform and guide instruction in the Grade 1-12 classroom. (Writing process and Text Type Study)

3. Instruction Supported with Quality Instructional Resource Implementation

Comprehensive Balanced Literacy Resources purchased for all schools accompanied with extensive training for all Gr 1-6 teachers.

Regional performance targets:

- All Kindergarten to Grade 9 teachers will receive training on the use of Fountas and Pinnell Reading Benchmark Assessment.
- All teachers will use the BDDEC created District Wide Write Assessment to guide and inform instruction in the Grade 1 – 12 classroom.
- All Grade 1 – 6 teachers will participate in coaching cycles on the implementation of balanced literacy components supported through the resource implementation with instructional decisions informed by the assessments.

1.3 Literacy in the Disciplines

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

The Reading Apprenticeship Framework (Literacy in the Disciplines) is an initiative begun by Education Culture and Employment. It is a 3-year training for teachers anywhere from Grade 4-12 that will work to shift their pedagogical practice toward finding better ways to reach the adolescent literacy learner. The Reading Apprenticeship Framework provides a structure of four dimensions (Social, Personal, Cognitive, and Knowledge Building) to better support metacognitive conversations in the classroom that support reading in all content areas. The training for this began in the 2016-2017 school year. BDEC determined that having a representative from each school was a more equitable way of sharing the knowledge across the district. In the 2017-2018 school year, due to transiency and shifts in duties and responsibilities with some of our members the team shifted to having a cohort of English Language Arts Teachers representing middle and high school and the same for Math.

Regional performance targets:

- A team of seven people representing four of our nine schools in the BDDEC will receive the 3rd year of the 3-year training provided by ECE in 2018-2019. This team is composed of two English Language Arts (ELA) teachers teaching Grades 7-9 and 2 Math teachers teaching Grades 8-12. Supporting this team is the Literacy Consultant, Math Consultant, and a BDDEC principal. This team is providing portions of the Reading Apprenticeship Model covered in the training thus far, such as talking to the text and metacognitive processes that lend to the content area delivered whether that is ELA or Math.
- This team will meet four times over the course of the 2018-2019 school year. The basis of discussion will be on the challenges and successes of implementation, as well as innovative ways to collaborate over distance.
- Since the training is not yet complete in its entirety, training other teachers at the district level is not currently feasible.
- All the training from ECE received thus far is on the delivery of the program and not in a 'train the trainer' model. Therefore building capacity that supports the whole framework in the district is not currently feasible.
- The team is working on creating buy-in with other teachers in the district by highlighting success within the district designed collaborative model.

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

2.1 Numeracy Initiatives

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

Reflex Math is an online program that helps students of all ability levels develop fluency (the ability to recall math facts from memory) with their basic facts in addition, subtraction, multiplication, and division. Reflex math assesses students on the number of math facts they are fluent in. It then builds up their fluency through math games.

In 2017/18 75% of grade 4 students, 66% of grade 5 students, and 49% of grade 6 students participated in Reflex Math. They were either assigned to addition and subtraction to 10, multiplication and division to 10, or multiplication and division to 12. At the start of the program the participating grade 4 students had a 7% fluency in their assigned category, the participating grade 5 students had a 12% fluency, and the participating grade 6 students had a 12% fluency. At the end of the program, the grade 4 students had a 50% fluency, the grade 5 students had a 55% fluency, and the grade 6 students had a 48% fluency.

Regional performance targets:

- 80% of students in grade 4 to 6 will utilize Reflex Math on a regular basis, as promoted through teachers.
- 65% of students using Reflex Math (52% of all students) will demonstrate 90-100% fluency in their math facts in their specific enrolled category (addition and subtraction to 10; multiplication and division to 10; or multiplication and division to 12).

2.2 English Language Arts

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

Through disaggregation of the aforementioned data in Section 1.2, the BDDEC has strategically moved to working toward addressing the strategic actions of reading and writing in Grades 1-9.

Increase student achievement in writing in Grades 1-12. This is supported with a scaffold approach with the locally designed District Wide Write assessment in Grades 1-12. The assessment is designed to support students toward success in functional, informational, persuasive, and narrative writing.

Regional performance targets:

- By June 2018 accurate baseline data will be collected for students in ELA Grades 1-9 using the newly implemented Fountas and Pinnell Reading Benchmark Assessment.
- Using the District Wide Write, baseline data will be collected in September 2018. This will be used to compare with the District Wide Write assessment in May 2019. A growth baseline will be collected to chart future SMART goals.

2.2 Northern Distance Learning

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	East Three Secondary School in Inuvik hosts the Northern Distance Learning program for the NWT. Three person years (PY's) are dedicated to this program. Two classes will be delivered simultaneously due to expansion, from a total of 8 classes per year to 16. Outside of Inuvik, but within the BDDEC, schools participating in NDL include Tuktoyaktuk, Ulukhaktok, Fort McPherson and Aklavik. Outside the BDDEC, schools who continue to participate in NDL include Deninu, Echo Dene, and Chief T'Selehye. During the 2018-2019 school year, NDL is expanding by 4 schools, including Chief Jimmy Bruneau, Chief Albert Wright, Thomas Simpson, and Ehtseo Ayha.
Performance Indicators:	<ul style="list-style-type: none">• The student population for NDL is 73 which consists of the following:<ul style="list-style-type: none">○ Grade 10 - 30 students○ Grade 11 - 33 students○ Grade 12 - 10 students• 60% of attempted credits by NDL students will be acquired.

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

3.1 Our Language: Indigenous Language Curriculum

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>Student well-being is tied to the strength of their identity. A robust language program can bring pride and clarity to an individual and the role they play in their identity.</p> <p>The following communities offer the following language programs:</p> <ul style="list-style-type: none">• Aklavik and Inuvik: Inuvialuktun and Gwich'in• Fort McPherson and Tsiigehtchic- Gwich'in• Tuktoyaktuk, Sachs Harbour, and Paulatuk- Inuvialuktun• Ulukhaktok - Inunuktan
Regional performance targets:	<ul style="list-style-type: none">• The indigenous language instructors from all schools will participate in the orientation of the Our Language: Indigenous Language Curriculum in-service in September.• All principals participate in a best practices evaluation for the delivery of the Our Language Curriculum.• A checklist for principals will be developed to ensure best practices within delivery are being met.• Principals will observe and evaluate each indigenous language instructor twice per year.• All Grades in BDDEC schools will participate in OLC programming that will be piloted in its second year 2018-2019

- 40% of Indigenous Teachers will receive in-person classroom observation for 2018-2019 and continue with another 40% in the following year.
- 100% of Indigenous language instructors will take training opportunities offered by ECE.
- Training opportunities for implementation of assessment practices, OLC support, and resource development will be available to Indigenous language instructors.
- One class per school will undergo base-line language assessment;
- 100% of base-line assessed students will improve on their language comprehension assessments by June 2019.

3.2 Culture Based Education

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

Culture based education (CBE) is foundational to learning in the Beaufort Delta region. The BDDEC will prioritize CBE and ensure students have a strong sense of identity and that learning is contextual and meaningful.

Regional performance targets:

All students will have an opportunity to learn on-the-land during 2018-2019. See section 4.2 for Key Cultural Experiences in each school.



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

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

4.1 Indigenizing Teaching and Learning Practice

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	We are working with our Indigenizing Committee in creating cross-curricular outcomes as a region.
Regional performance targets:	<ul style="list-style-type: none"> • Establish an Indigenizing Education Committee within the BDDEC • Focus on integrating Indigenous Literature in grade 8/9 classrooms • On Land Immersion Camp with Elders for Indigenous language Instructors.(Separate camps for Gwich'in/Inuvialuit) • The BDDEC Schools plan to implement Indigenized teaching and learning practices (holistic, relational, spiral, experiential); • The BDDEC Schools will engage in the various types of teaching and learning practices planned to be implemented (holistic, relational, spiral, experiential).

4.2 Key Cultural Experiences

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	All schools within the BDDEC will integrate key cultural experiences both within the IL classroom and out on the land. Every teacher is required to incorporate cultural experiences and teachings into their classroom practices (OLC, Dene Kede, Inuuqatigiit).
Regional performance targets:	Through our support of inquiry-based learning teachers are encouraged to make learning authentic for students by inviting Elders into their classrooms, taking learning beyond the school into their communities and engaging in relevant academic activities that are culturally relevant to student learning context.



	<p>The Regional Indigenous Language Educator Consultant (RILE) will help form and support partnerships that bridge the level of communication between the communities and the schools.</p> <p>The indigenous language instructors will be integral partners in planning and implementing local languages during key cultural experiences.</p>
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School-level performance targets:

Angik School	<ul style="list-style-type: none"> • JK-K students have a key cultural activity once a week. • G1-G9 students have an activity once bi weekly. • G10-G12 students have an activity once a month.
Chief Julius School	<ul style="list-style-type: none"> • Moose hunting trip up the Peel River. • Frequent day trips to school camp for all grades for cultural activities • Day trips to 8 miles • Day trip to Lost Patrol Monument • Multiple fishing day trips – setting nets and harvesting • Multiple overnight trip to Rock River
Chief Paul Niditchie School	<ul style="list-style-type: none"> • In CPNS, key cultural activities will take place at least twice each Quarter (8x/year) in JK-G3 classrooms, at least once a month in G4-G6 classrooms, and at least twice a month in G7-G9 classrooms. • The types of relevant and authentic key cultural activities that will take place in CPNS include: <ul style="list-style-type: none"> ○ JK-G9 - harvesting camps like fishing, trapping, plants & medicinal plants, observance of Dene laws, celebrating culture with the community ○ G4-G9 - traditional sports & Dene games, traditional skills like meat preparation & preservation, medicine preparation, sewing ○ G7-9 - camp preparation, canoe trip, hunting trip, service learning • In CPNS the proportion of key cultural activities where the community will be involved in planning and/or implementation will be most of them.
East Three Elementary School	<p>Key Cultural On the Land trips:</p> <ul style="list-style-type: none"> • Grade 5 Moose Hunt • JK to Grade 6 Boot Lake Day Trips • Grade 6 Ya-Ya Lake Fishing Trip • Grade 6 Pingo Pride Trip • Nature Walks with Elders • Snaring with OTL Coordinator • Storytelling around a fire in canvas tents at Aurora College • Book and Bannock afternoons <p>Inuvialuktun and Gwich'in Language Classes (JK to Grade 6):</p> <ul style="list-style-type: none"> • Seasonal themed listening and speaking language learning (3 times a week)



	<ul style="list-style-type: none"> • Preparation and cooking of traditional foods, ie, bannock making, preparing, drying and cooking of moose meat, goose and muskrat roasting (at least once a month) • Cultural Activities <ul style="list-style-type: none"> ○ Learning to bead and embroider sewing projects: tapestries, stolls, jewelry, brooches, mitts (at least 3 times a month) ○ Playing traditional games: Ayaqhaaq (String Games), Iviqsuraaq (Stick and Bone), Imigluktaa (Button and String), Kipuktaun (Eskimo Yo-Yo), Kiputaq (Ring Toss), Napaatchak (at least once a week)
East Three Secondary School	<ul style="list-style-type: none"> • Moose Hunt – 10 students • Wood for Elders – 8 students • Field Trip to Reindeer Crossing – 14 students • Wilderness First Air Trip – 10 students • Sitigi Lake Trip – 4 students • Grade 7 Muskrat Trapping – 40 students • Grade 8 Muskrat Trapping – 22 students • Girls Wellness Camp – 9 students • Northern Dene Games Summit – 275 students (as well as regional participation from community schools) • Goose Hunt – 6 students • Ivvavik National Park Trip – 9 students • Gwich'in Campground Gr 7 – 20 students • Gwich'in Campground Gr 8 – 24 students • Gwich'in Campground Gr 9 – 35 students
Helen Kalvak School	<ul style="list-style-type: none"> • Junior Kindergarten to grade 9 will take part in one cultural activity every two weeks. • The majority of High School students will take part in bi-weekly cultural activities. • Northern distance Learning students will take part in monthly cultural activities. The exception are those students enrolled in high school and chosen as part of the elder mentorship program. These students will take part in weekly cultural activities with their mentor and community elders. • The community is involved in all cultural activities that take place at the school. We maintain strong partnerships with the Hamlet, Ulukhaktok Hunter & Trappers Committee, Elders Committee, Energy and Natural Resource and Ulukhaktok Community Corp.
Inualthuyak School	<ul style="list-style-type: none"> • Spring trip on the land in conjunction with Parks Canada will include many cultural activities, traditional harvesting, food preparation, and land knowledge.



Mangilaluk School	<ul style="list-style-type: none"> • Cranberry Picking - JK - 8 - 168 students, 4 elders • Arctic Sports- JK - 12 Physical Education Classes - 227 students - 3 Elders • Jigging - JK - 12 PE Classes - 227 students - 4 elders • Learning Fair - 168 students - 20 elders • Skills Competition - 20 students - 5 elders • Caribou Harvest - 227 students - 4 elders • Mangilaluk Day - 227 students - 5 elders • Drum Dancing - 168 students - 2 elders • Square Dancing - 227 students - 4 elders • Archery - 227 students - 1 elder • Mipku Making - 168 students - 1 elder • Cultural Foods Class - 20 students - 1 elder • Cultural Art Class - 22 students - 1 elder • Cultural Sewing - 60 students - 5 elders • Story Telling - 227 students - 10 elders • All students (Junior Kindergarten - Grade 12) will participate in key cultural activities bi-weekly throughout the school year. • Most of the Key Cultural Activities will be implemented with community involved in planning or implementation.
Moose Kerr School	<ul style="list-style-type: none"> • Berry Picking • Moose Hunts • Rabbit Snaring • Muskrat Camp • Bannock Making • Inuvialuit Drum Making • Sewing Projects • Story Telling • Traditional Game • IL classes daily lessons with OLC.

4.3 Whole School Approach to Language

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>Students will identify with their culture through integration of their languages throughout the school and programs. This will be a holistic approach where all teachers and schools will participate in the positive use of their language.</p>
Regional performance targets:	<ul style="list-style-type: none"> • The BDDEC schools will employ a whole school approach to Indigenous language use; simple greetings 2018-2019 • The BDDEC schools will create a school wide IL word wall of common greetings for both school/public reference • Indigenous Language Instructors will remain in the Language full time within the IL class instruction/delivery • The BDDEC schools will celebrate IL whole school approach achievements in the month of March (Indigenous Language Month) 2019 • ILI will engage & collaborate with one teaching colleague • As a district, BDDEC will be in-servicing all of our staff on how to integrate Our Languages curriculum within their class and their school.

4.4 Indigenous Language Instruction

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>All BDDEC schools offer core programming in the local Indigenous Languages (IL) of Gwich'in and Inuvialuit. All staff and students are required to learn basic greetings in the language of their communities. Signage around the school environment and language is incorporated into school daily announcements and assemblies. Cultural relevant resources, texts are used frequently in the classroom for instruction and guided reading experiences.</p>
Regional performance targets:	<ul style="list-style-type: none"> • Within the three year rollout of the Our Languages Curriculum, BDDEC will be 100% compliant with expectations set by ECE.

School-level performance targets:

Angik School	<ul style="list-style-type: none"> • In the 2018-19 school year core Inuvialuktun will be offered to JK-3 for 45 minutes per day, Grade 4-6 for 60 minutes per day and Grade 7-9 for 45 minutes per day.
Chief Julius School	<ul style="list-style-type: none"> • In the 2018-19 school year core Gwich'in will be offered to JK-9 for 30 minutes per day.



Chief Paul Niditchie School	<ul style="list-style-type: none"> In the 2018-19 school year core Gwich'in will be offered to JK-9 for 45 minutes per day.
East Three Elementary School	<ul style="list-style-type: none"> In the 2018-19 school year core Gwich'in and Inuvialuktun will be offered across JK-6. Core IL instruction will be delivered for 30 minutes per day for 3 days out of a 6 day cycle, with a total of 90 minutes every 6 days of instruction.
East Three Secondary School	<ul style="list-style-type: none"> In the 2018-19 school year core Gwich'in and Inuvialuktun will be offered to Grade 7-9 for 40 minutes every 3 day rotation. Optional IL courses will be available for Grade 10-11 for 80 minutes a day for a term.
Helen Kalvak School	<ul style="list-style-type: none"> In the 2018-19 school year core Inuinnaqtun will be offered to K-9 for 45 minutes a day.
Inualthuyak School	<ul style="list-style-type: none"> In the 2018-19 school year core Inuvialuktun will be offered to grade JK-9 for 45 minutes a day.
Mangilaluk School	<ul style="list-style-type: none"> In the 2018-19 school year core Inuvialuktun will be offered. JK will receive instruction for 30 minutes for 5 classes in a 10 day cycle, and Sr. K will receive 30 minutes on opposite days. Grade 1-8 will receive instruction 30 minutes a day and Grade 9 will receive instruction 42 minutes a day.
Moose Kerr School	<ul style="list-style-type: none"> In the 2018-19 school year core Gwich'in and Inuvialuktun for JK-9. JK-5 will receive 30 minutes a day and grade 6-9 will receive instruction 45 minutes a day.

4.5 Teaching and Learning Centres

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>The Teaching and Learning Centres (TLC) currently services the Inuvialuit and Gwich'in languages in the BDDEC region.</p> <p>It promotes and supports resource development and promotion of the local Indigenous languages which is critical to effective instruction and potential revitalization.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> Each school offering the OLC will be supported by school site visits at least 2 times per year. Assist with creating photo books Provide Translation/Terminology Workshops with Elders and Indigenous Language Instructors (ILI) at least 2 times per year. Regional Indigenous Language Educator will meet with TLC to ensure that materials and resources are consistent with curricular expectations and outcomes.



School-level performance targets:

Angik School	<ul style="list-style-type: none"> Will implement and utilize materials and resources provided by the TLC.
Chief Julius School	<ul style="list-style-type: none"> Will implement and utilize materials and resources provided by the TLC.
Chief Paul Niditchie School	<ul style="list-style-type: none"> Will implement and utilize materials and resources provided by the TLC.
East Three Elementary School	<ul style="list-style-type: none"> Indigenous Teacher In-Servicing on the new Our Languages Curriculum (4 Days – September 10 – 15, 2018) TBA as directed by our BDDEC RILE Our Languages curriculum guides and resources provided by ECE 100% of our TLC staff will receive PLC in-servicing
East Three Secondary School	<ul style="list-style-type: none"> Will implement and utilize materials and resources provided by the TLC.
Helen Kalvak School	<ul style="list-style-type: none"> Will implement and utilize materials and resources provided by the TLC.
Inualthuyak School	<ul style="list-style-type: none"> Will implement and utilize materials and resources provided by the TLC.
Mangilaluk School	<ul style="list-style-type: none"> Recording of Inuvialuktun Songs, Sentence Strips, Translations of Stories, Drum Dance Videos, Locally developed storybooks.
Moose Kerr School	<ul style="list-style-type: none"> Will implement and utilize materials and resources provided by the TLC.

4.6 Community Support

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	The BDDEC Teachers are incorporating Elders and community members to enhance the teaching and learning in their classrooms, these persons are compensated through honoraria and/or gifts. Schools are also utilizing local resource agencies/people in their larger on-the-land Cultural activities.
Regional performance targets:	<ul style="list-style-type: none"> All schools will incorporate and demonstrate evidence of use of the Elders In School program.

School-level performance targets:

Angik School	<ul style="list-style-type: none"> Two on the land activities where local resource people are required. One near the end of September and the other in early April. It will involve renting equipment, such as ATV's and snowmobiles and purchasing supplies from the Northern store.
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Chief Julius School	<ul style="list-style-type: none"> • Moose hunting trip held up Peel River. 3 Elders and 1 resource person attend. • Various day trips to school camp, up river, and other destinations that include up to 3 resource people and 2 elders per trip. • Jiggling on the Peel River that will include 1 elder. • Overnight trip to Rock River that includes up to 2 elders, and 4 resource people. • Grade 5/6 overnight trip to school camp that includes up to 2 elders. • Overnight boat trip up the Peel River that includes up to 2 elders, and 1 resource person.
Chief Paul Niditchie School	<ul style="list-style-type: none"> • Elders and cultural resource people will be hired for the following projects: <ul style="list-style-type: none"> ○ Net-setting from shore and under ice – 1 Elder, 2 resource people ○ Fish cutting and preparation – 1 Elder, 1 resource person ○ Cultural sewing – 2 resource people ○ Medicine preparation – 1 Elder, 1 resource person ○ Winter hunt – 1 Elder, 6 resource people ○ Meat preparation & preservation – 1 Elder, 2 resource people ○ Winter and spring trapping – 1 Elder, 5 resource people ○ Canoe trip – 1 Elder, 6 resource people • Equipment will be rented and/or purchased for the following projects: <ul style="list-style-type: none"> ○ Net-setting from shore and under ice – boat, net ○ Winter hunt – skidoos, boggons, chainsaws ○ Meat preparation & preservation – chainsaws ○ Winter and spring trapping – skidoos, boggons, chainsaws ○ Canoe trip – boats, chainsaws • Partnerships will be maintained with the following agencies to run our cultural and on-the-land programs: ENR, the Tsiigehtchic Charter Community, RCMP, RRC, DGO, Health & Wellness, Gwich'in Language Centre
East Three Elementary School	<ul style="list-style-type: none"> • Brighter Futures will fund Drum Dancing for 32 afternoons at East Three Elementary School. Four instructors will teach the stories of the dances and songs, to demonstrate and to teach the dance movements and provide opportunities for students participate and learn the presented dances. As well, the students learn the parts of the drum in English and Inuvialuktun. Opportunities will be provided to students to learn how to drum and learn lyrics for the presented songs. Classes from JK to Grade 6 sign up for these classes. • Brighter Futures fund Arctic Sports classes for 30 afternoons at East Three Elementary School. Two instructors will teach a variety of Arctic sports to classes from JK to Grade 6. Classes from JK to Grade 6 will sign up for these classes.



	<ul style="list-style-type: none"> • Four of our OTL projects will require the purchase and/or rental of equipment and supplies • The number and type of planned Indigenous Language & Culture professional development opportunities at East Three Elementary School will be directed by the BDDEC RILE
East Three Secondary School	<ul style="list-style-type: none"> • There will be roughly a dozen projects requiring resource experts (eg. Bear monitor, guide) throughout the year. • There will be a number of instances where equipment and supplies will be purchased. • A large portion of community support comes at no cost to the school. • Staff will have the option to undertake language and culture professional development, either on site or on the land, during our five professional development days.
Helen Kalvak School	<ul style="list-style-type: none"> • 4 Musk-Ox Harvests, 20 Fox Trapping sessions, 6 Fishing Trips, 5 Western Drum Dance Sessions, 5 Central Drum Dance Sessions, 2 Igloo Building, 4 how to light a Kullik, 2 Kamatik Building, 5 traditional Tool Making, 5 Kakiavak Making, 5 Ulu making, 10 Print making, 5 carving • No Equipment rental is required • Helen Kalvak School partners with local organizations to help organize language classes, traditional sewing, on the land opportunities and much more for its staff and their families to take part in outside of regular work hours throughout the year
Inualthuyak School	<ul style="list-style-type: none"> • A welcome feast will be held for the community. Resource people will be invited in to help form partnerships that will be utilized throughout the school year.
Mangilaluk School	<ul style="list-style-type: none"> • Monthly for each class. Sewing, Cooking, Story Telling, On-The-Land Activities, Dancing/Drumming, Story Telling. • Berry Picking – Transportation, Cook Out Materials • Cultural Day – 1 Blanket Exercise - 1
Moose Kerr School	<ul style="list-style-type: none"> • Willow Creek Hike, Moose Hunt, Take A Kid Trapping, Spring Muskrat Camp, Rabbit Snaring & Ptarmigan Hunt. They will be providing drum making to one of their older IL classes & instructor/s from the community will teach.



4.7 Teacher Culture Orientation Days

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>During the BDDEC beginning of the year 3-day in-service, one day will be dedicated to grounding all staff in the importance of local Indigenous culture. A variety of presentations, exercises and collaborate work will provide all staff with knowledge about the integral connection between our service and the Indigenous ways of knowing, being and learning.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 1 regional cultural Orientation Day within the BDDEC for teacher cultural orientation • 1 school based cultural Orientation Day within the BDDEC schools for teacher cultural orientation days • The BDDEC cultural orientation day will be hosted in the Fall 2019 • School based cultural orientation day will be hosted as best selected by individual schools around community cultural activity. • Topics or themes that may be considered/but not exclusive; Indigenizing Education, Implementation/support of OLC, Indigenous Health & Wellness, Indigenous Leadership, Crossing the Line –Being Proactive, Positivity & Healing, Reconciliation • Board Planned during August in-service – Reconciliation: Strengthening School Community Relationships ; School Planned – Teacher Choice of Activities (Regional History / Story Telling, Local Art/Crafts, Traditional Food Cooking
<p>School-level performance targets:</p>	
<p>Angik School</p>	<ul style="list-style-type: none"> • The staff will participate in Inuvialuit Day in June. They will participate in community events, and experience traditional foods, prepared in traditional ways
<p>Chief Julius School</p>	<ul style="list-style-type: none"> • One day will be spent at the school camp where local elders will present on cultural knowledge and the importance on the land and melding the land, history, and curriculum.
<p>Chief Paul Niditchie School</p>	<ul style="list-style-type: none"> • In CPNS there will be one Teacher Cultural Orientation day co-planned with the TDEA to occur in the spring of 2019 • This day will be planned with support from the Gwich'in Language Centre • This day will include an overview of the history of Tsiigehtchic, exposure to the Gwich'ya Gwich'in language, and teachings from community Elders



East Three Elementary School	<ul style="list-style-type: none"> • All staff participated in a BDDEC Cultural Orientation day on August 29, 2018. • Two half days are embedded into our school calendar (April 23 PM and June 5 PM, 2019) to recognize the signing of Indigenous Land Claim Agreements. For our April 23 cultural afternoon, we are planning staff workshops on Indigenous cultural activities (beading, sewing and OTL). For our June 5 cultural afternoon, we will attend the Inuvialuit Day celebrations.
East Three Secondary School	<ul style="list-style-type: none"> • East Three Secondary School will take a whole-staff approach to cultural orientation days. These school-based days involve spending time with both Gwich'in and Inuvialuit cultures. Staff will recognize and participate in both Gwich'in and Inuvialuit Days and work to learn language phrases, and traditional practices (e.g. cooking, beading). These days will occur on April 23 and June 5.
Helen Kalvak School	<ul style="list-style-type: none"> • Helen Kalvak School will hold one session on the land with elders to learn about traditional life on the land and take part in plant collection, ice collection, fishing, plucking ducks, preparing food, making bannock and listening to stories about traditional life and the survival on the land. • Helen Kalvak School will have our official cultural orientation day in the spring when geese are flying. • plant collection, ice collection, fishing, plucking ducks, preparing food, making bannock and listening to stories about traditional life and the survival on the land
Inualthuyak School	<ul style="list-style-type: none"> • The new staff will plan, in conjunction with the DEA, a culture day on June 5th.
Mangilaluk School	<ul style="list-style-type: none"> • One teacher cultural orientation day will be organized at the board level, one will be organized at the school. • At the school level, community members will be consulted in the planning of our cultural day. They will also be involved in the implementation.
Moose Kerr School	<ul style="list-style-type: none"> • 1 Day is designated into two parts to celebrate the Land Claim groups <ul style="list-style-type: none"> ○ Gwich'in Day (.5 day) April 21st, and Inuvialuit Day (.5day) June 5th, 2018 ○ It is community involvement organized by the local DEA/Indigenous Leadership of the community



4.8 Elder's in Schools

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>The BDDEC schools will support the ILI in the integration of the Our Languages Curriculum and continue to support inquiry learning practices. This will entail bringing in experts (Elders) to enhance student learning experiences. Some of the initiatives will require consumable resources and cultural resource people to be compensated.</p> <p>As Elders are part of our community structure, there is strong overlap between community support and Elder's in School. Please refer to section 4.6 for additional details to support the school-level performance targets listed below.</p>
<p>Regional performance targets:</p>	<p>An Elders Workshop will be designed that will:</p> <ul style="list-style-type: none"> • Work with all elders to help understand the roles and protocols they will play within the school and the expectations. • Work with teachers to understand how to utilize elders. • Two schools will participate in an in-servicing session which outlines in classroom and school expectations of the elders program

School-level performance targets:

<p>Angik School</p>	<ul style="list-style-type: none"> • Elders will visit the school throughout the year and provide a number of activities: story telling, sewing, net making, traditional cooking and food preparation, traditional games, and accompany the students on their on the land activities. As well students will prepare and provide gifts to elders several times through out the year on special occasions.
<p>Chief Julius School</p>	<ul style="list-style-type: none"> • Elders will accompany on the land trips and cultural activities within the school.
<p>Chief Paul Niditchie School</p>	<ul style="list-style-type: none"> • Elders will be employed part-time as budgets allow to support language, cultural, and on-the-land learners. • Elders will be utilized as: Gwich'ya Gwich'in dialect experts, teachers of cultural skills, passing on traditional knowledge and oral history of the Gwich'ya Gwich'in people
<p>East Three Elementary School</p>	<p>Elders participate in our school the following ways:</p> <ul style="list-style-type: none"> • Kindergarten One-on-One Reading Program (Part-Time) • Story Telling (Part-Time) • Traditional Medicine classroom presentations (Part-Time) • Inuvialuktun and Gwich'in language classes (Half Days) • Classroom helpers (Part-Time)
<p>East Three Secondary School</p>	<ul style="list-style-type: none"> • Elders will work in the language classrooms alongside our language instructors. • Elders will work outside of our classroom on the land, identifying flora and fauna, and connecting science with the land.



	<ul style="list-style-type: none"> As a part of our Indigenous Foods course, Elders will demonstrate how to clean animals and will share traditional recipes.
Helen Kalvak School	<ul style="list-style-type: none"> Elders will be employed as needed basis depending on the skill set required for the activity. It is our hope to have as many community elders in the building as possible throughout the year. The role of the elder at Helen Kalvak School is to be a co-teacher and an expert on the subject taught. They will take part in the lesson and incorporate their knowledge, expertise and understanding into the lesson.
Inualthuyak School	<ul style="list-style-type: none"> Plans for implementing an Elders in the School program will be collaborated on by the new staff.
Mangilaluk School	<ul style="list-style-type: none"> Elders will be involved in the school on a part time, as needed, basis Elders will be invited into classrooms to pass on their knowledge of different traditional skills and stories.
Moose Kerr School	<ul style="list-style-type: none"> Elders will be brought in for in-class cultural activities, to support both ILI classes and inquiry based teaching with the classroom teachers. Elders will participate with the on-the-land programs or projects (Muskrat Camp, Rabbit Snaring, TAKT, Moose Hunt, Ivvavik Park) Elders will be brought in as Mentors to the ILI to assist with translation, terminology as ILI require their help. Elders will be brought in as Mentors for two weeks in March as part of the Celebrate Indigenous Language Month. Elders will be brought in for in-class or school wide cultural activities.

4.9 NWT Residential Schools Awareness Training

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	Continue of regional cultural orientation initiative on Residential School awareness as part of the BDDEC In-service cultural day.
Regional performance targets:	100% of all staff (NWTTA, Support Assistants) will participate in the Cultural In-Service Day.
School-level performance targets:	
Angik School	<ul style="list-style-type: none"> 100% of educators will have completed training. 100% of support assistant staff will have completed training.



Chief Julius School	<ul style="list-style-type: none"> • 100% of educators will have completed training. • 100% of support assistant staff will have completed training.
Chief Paul Niditchie School	<ul style="list-style-type: none"> • 100% of educators will have completed training. • 100% of support assistant staff will have completed training.
East Three Elementary School	<ul style="list-style-type: none"> • 100% of educators will have completed training. • 100% of support assistant staff will have completed training.
East Three Secondary School	<ul style="list-style-type: none"> • 100% of educators will have completed training. • 100% of support assistant staff will have completed training.
Helen Kalvak School	<ul style="list-style-type: none"> • 100% of teaching staff at Helen Kalvak School • 100% of non-teaching staff at Helen Kalvak School
Inualthuyak School	<ul style="list-style-type: none"> • 100% of educators will have completed training. • 100% of support assistant staff will have completed training.
Mangilaluk School	<ul style="list-style-type: none"> • 100% of educators will have completed training. • 100% of support assistant staff will have completed training.
Moose Kerr School	<ul style="list-style-type: none"> • 100% of educators will have completed training. • 100% of support assistant staff will have completed training.



French and/or English Second Language Instruction

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

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

5.1 French Immersion

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	The BDDEC students will have an opportunity to receive French Immersion instruction at the East Three Schools in Inuvik.
Regional performance targets:	Increase student results with the DELPH test.
School-level performance targets:	
Angik School	<ul style="list-style-type: none"> French Immersion Programing is not offered.
Chief Julius School	<ul style="list-style-type: none"> French Immersion Programing is not offered.
Chief Paul Niditchie School	<ul style="list-style-type: none"> French Immersion Programing is not offered.
East Three Elementary School	<p>East Three Elementary School, Inuvik, NT offers French Immersion (FI) classes from JK through to Grade 6 level. The FI grade groupings are as follows:</p> <ul style="list-style-type: none"> JK / K (17 students) Grade 1 (13 students) Grade 2 / 3 (14 / 5 students) Grade 4, 5 & 6 (6 / 4 / 8 students) <p>All of our FI classes have 300 minutes of French language instruction per day.</p>

East Three Secondary School	<ul style="list-style-type: none"> • French Immersion for 17 Grades 7-9 students. <ul style="list-style-type: none"> ○ French Immersion occurs in Socials Studies, Science, French Language Arts, and Health for 240 minutes per day. • Core French is available to students in Grades 10 – 12.
Helen Kalvak School	<ul style="list-style-type: none"> • French Immersion Programming is not offered.
Inualthuyak School	<ul style="list-style-type: none"> • French Immersion Programming is not offered.
Mangilaluk School	<ul style="list-style-type: none"> • French Immersion Programming is not offered.
Moose Kerr School	<ul style="list-style-type: none"> • French Immersion Programming is not offered.

5.2 English as a Second Language (ESL) Instruction

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	The BDDEC has no schools where ESL instruction will be offered.
Regional performance targets:	The BDDEC has no schools where ESL instruction will be offered.

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

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

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

6.1. Student supports aligned to the goals stated in Student Support Plans (SSPs) and/or Individual Education Plans (IEPs) and are provided in a timely manner.

Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:	Continue with implementation of working documents such as SSPs/IEPs. They will be reviewed to ensure they are not just a long list of good teaching practices, but are reflective of the specific needs of students.
Regional performance targets:	All schools will be compliant with Inclusive Schooling Directive.

School-level performance targets:

All Schools:	<ul style="list-style-type: none"> • Program Support Teachers (PSTs) who are new to the north will receive training on the use of Tienet with the Regional Inclusive Schooling Coordinator (RISC) / Education Culture and Employment (ECE) on-site support in early September 2018. • All SSPs and 80 % of IEPs will be finalized by October 31, 2018. • The PST will review and finalize the SSPs and IEPs with the principal, relevant teacher, and or parent at each reporting session. This will be four times per school year. • Each term the RISC will review the SSPs/IEPs and collaborate with PSTs on content: SMART goals identified in IEPs, and relevant short term objectives/strategies for SSPs.
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	<ul style="list-style-type: none"> • All principals will review all transition plans with the School Based Support Team (SBST) for: <ul style="list-style-type: none"> ○ Student exit or entry into school ○ Grade to grade ○ School to school ○ Community to community transfers ○ School completion and/or post- secondary • Transition plans will be written in SSPs and or IEPs by the PST.
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6.2. Principals create conditions to support teachers in the use of flexible instructional strategies.

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>There will be a focus on theory-to-practice support for classroom teachers, in instructional strategies.</p> <p>Training for teachers in the area of differentiated instruction and modification of program delivery will be provided for all school staffs.</p>
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<p>Regional performance targets:</p>	<p>All schools will be compliant with Inclusive Schooling Directive.</p>
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School-level performance targets:

<p>All Schools:</p>	<p>For all Schools: The RISC will collaborate with principals to ensure the following are in place:</p> <ul style="list-style-type: none"> • All PSTs and 50 % of teachers will be trained in differentiated instruction. This will be provided through various modes, such as on site, webinars, teleconferencing, and collaboration with RISC and SBST. • All support assistants will have a monthly scheduled time to meet with the PST within regular school hours. The meetings will be focused on the support assistants’ role in supporting student learning.
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6.3. Classroom teachers notify and access the School-based Support Team (SBST) to support students who experience persistent learning difficulties in spite of the use of responsive teaching strategies, or when a student needs significant enrichment.

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>The implementation of flexible instructional strategies will be enhanced. New teachers will be able to utilize the SBST supports in a more effective manner to be responsive to students with and without persistent learning difficulties.</p>
<p>Regional performance targets:</p>	<p>Weekly SBST meetings will occur in all schools with core members, principal, PST, counselor, relevant teacher(s) and occasional members such as parents on an as needed basis.</p>

School-level performance targets:

<p>All Schools:</p>	<ul style="list-style-type: none"> • A documentation process is in place in all schools for all SBST meetings. • Principals will organize and launch the SBST the first week of September 2018 with the directive provided by the BDDEC management and the RISC.
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6.4. IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>Collaboration will be improved between home and school with more active participation so that relevant changes, current performances and action plans can be more effectively implemented.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Schools will present information on the number of review meetings for SSPs, IEPs, timing, and type of planned consultations.

School-level performance targets:

<p>All Schools</p>	<ul style="list-style-type: none"> • Each IEP and SSP will be reviewed with parents twice a year during three-way conferences in November and March.
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6.5. Program Support Teachers spend not less than 60% of their time engaged in activities that directly support classroom teachers.

Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:	All PST's in 2018-19 in the BDDEC will spend not less than 60 % of their time engaged in activities directly supporting classroom teachers and strengthening instruction. The PST priorities are set at the beginning of the school year based on student need and reinforced by the administration.
Regional performance targets:	<ul style="list-style-type: none">• All PST's in 2018-19 in the BDDEC will spend no less than 25 % of their time directly with students, 15% of their time on organizational and planning and 60 % of their time directly supporting teachers and strengthening instruction. PST schedules will reflect this planning.• At least 95% of teachers in each school will meet the PST at least once per month.• The PST schedule will be collected and evaluated by the principal in consultation with the RISC in early September to reflect the priority time-use from the Ministerial Directive.



Student Wellness and Support

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

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

7.1 Self-regulation Initiatives

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>Self-Regulation Initiatives will be promoted within our district to ensure students are prepared to learn. Self-regulation is the ability to manage stress, control and expend energy in more calming positive ways. The 5 domains are: biological, cognitive, social, pro-social and emotional which addresses student needs.</p> <p>Mindfulness courses under mindfulschools.org offers courses for NWT educators supported financially and coordinated by ECE (Education, Culture and Employment). These courses compliment self-regulation philosophy and enhance its implementation in our schools.</p>
Regional performance targets:	<ul style="list-style-type: none">• The RISC will register 10-15 educators in the BDDEC for on-line mindfulness courses such as: “Mindful Fundamentals”, “Mindful Educator Essentials” and 2-5 educators for “Mindful Communication” and “Difficult Emotions”.• The RISC will register up to two participants for courses offered through Foothills Academy and on-site at the Mehrit Center, Trent University in Ontario. The program to be offered is a summer symposium with Stewart Shanker.• Course descriptions, dates and more details will be available through: http://moodle.bdec.learnnet.nt.ca and updated regularly by the RISC. The RISC will register each interested educator and provide ECE contact information. All educators will receive this information via the principal and PST forwarded from the RISC and ECE.

School-level performance targets:

All Schools	<ul style="list-style-type: none">• The RISC, qualified PSTS, and ECE will support all schools in utilizing the “Mindfulness Curriculum” from grades JK-grade 8. These meetings will take place via school visits twice per year, monthly video conferencing sessions with all PSTs and RISC, power point presentations, webinars, teleconferencing, etc.• All school Administrators will provide the number of books needed for JK-grade 8 entitled “Mindfulness Curriculum” and submit it to the RISC for ordering more if needed.• The expected measure of success will be a decrease in the number of student discipline referrals and incidents.
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7.2 Educational Psychological Services

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>2018-19: To provide all the BDDEC schools contracted services for psychological assessments, consultations and pertinent teacher/PST training, in-servicing from a NWT certified educational psychologist. The goal is to ensure all student that need to be evaluated by an Educational Psychologist will have the opportunity to do so annually.</p> <p>This service will address student needs to measure their cognitive ability, behavioral considerations, accommodations, appropriate programming and resources that are pertinent to student success.</p> <p>Training and consulting will involve parent information sessions on mindfulness, self-regulation, mental health concerns, ADHD, learning disabilities, bullying, internet use and safety for children and teens, and much more.</p> <p>Teacher and Staff sessions will include using data to inform classroom instruction, using support assistants effectively and understanding how stress and trauma impact the classroom.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • All the BDDEC schools will have the opportunity to avail of psychological services once per school year 2018-19. The largest school in Inuvik will require two school visits per year due to its size and number of referrals.

School-level performance targets:

<p>All Schools</p>	<p>The Educational Psychologist will ensure that all students that have been referred are considered for testing during the school year.</p> <p>The psychologist will participate in:</p> <ul style="list-style-type: none"> • Identification of students with a learning disability or other. • Recommendations for follow-up by school staff and or parents. • Referrals recommended to outside agencies if required: pediatrician, HSS, audiologist, OT, PT, SLP, etc. • Supports required: materials, programming and planning for classroom teacher and or parents to be purchased and implemented. • Principal, Teacher, PST, SA training, from the psychologist to be conducted.
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7.3 Mental Health Supports

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>Mental health supports will be used to promote and provide students with information and experiences relating to "Cyber Safety, Sexual Health, Drug Awareness, Stress, Addictions, Physical Fitness, Grief, Suicide, Nutrition, Diabetes, trauma, violence, mental health first aid, bullying, and so on."</p> <p>Schools will be encouraged to address many issues through health and wellness campaigns and or activities in collaboration with other agencies: IRC-Inuvialuit Regional Corporation, Health and Social Services, Community Health Workers, School and Family Support Workers, Canadian National Institute for the Blind (CNIB), ECE Mental Health and Wellness.</p> <p>The NWT Talking About Mental Illness (TAMI) coalition will be focusing on delivering the 4 main goals are:</p> <ol style="list-style-type: none">1. Reduce stigma about mental illness2. Increase knowledge of mental health issues, signs and symptoms3. Encourage students to initiate change4. Increase awareness of resources
Regional performance targets:	Initiatives, such as TAMI and Northern Counselling Therapeutic Services (NCTS) will continue with its implementation in the designated BDDEC schools for 2018-19 school year supported by ECE.

School-level performance targets:

All Schools	<ol style="list-style-type: none">A. Northern Counselling Therapeutic Services (NCTS) by ECE will continue to be offered to 3 schools in the BDDEC: Moose Kerr, Chief Paul Niditchie and Angik Schools for 2018-2019. There will be three visits per school year for one week duration have been positive in reaching out to students and their families in each community.B. Promoting and supporting "TAMI" (Talking about Mental Illness) through ECE on-site support with guest speakers for staff and student participation as part of the grade 7- 9 Health Curriculum. Updating teacher training by 20 % with a minimum of 7-9 teachers implementing TAMI through the health curriculum in 2018-19 school year.C. PSTs /guidance counselors participate with teachers and students in the training and support implementation of TAMI in the curriculum.D. 50% of staff from each school will be trained and will 25% will implement TAMI.
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7.5 Safe and Caring Schools

<p>Program description, implementation on strategy and relevance to regional priorities in the 2018-2019 school year:</p>	<p>The BDDEC has a “Safe School Plan” for each school that will be reviewed and monitored by the Superintendent. The safe plan consists of a planned emergency evacuation (fire) drills; number of planned lock down procedure drills; number of school-based safe and caring school committee meetings; healthy relationship programs such as WITS; Fourth R for each grade; and the protocols for safe on the land travel.</p>
<p>Regional Performance Targets</p>	<p>“Safe School Plans” will be submitted in October 2018 to the superintendent for monitoring. They will be reviewed and implemented by all principals in the BDDEC region throughout the year.</p>

School Performance Targets

<p>All Schools</p>	<ul style="list-style-type: none"> • Each school will have 3 planned Emergency Evacuation (fire) drills which are held externally (outside) of the building. • Each school will have 6 planned Emergency Evacuation (fire) drills which are held internally (inside) of the school building. • Each school will have 3 planned Lock-Down procedure drills per year pending R.C.M.P. interaction and participation. • School-based Safe and Caring School Committee meetings to be held by each school at least once per term. • Healthy relationship programs will continue to be implemented by all schools for 2018-19 school year such as: WITS (Walk away, Ignore it, Talk it Out, Seek Help); Fourth R for each grade. • Community-based programs will continue to implement in / through (e.g. Foxy / Smash, Respect Ed, etc.) • 3 schools will continue to implement inclusion activities and or events planned for LGBTQ2+ • All principals in 9 the BDDEC schools will submit “Safe School Plans” in September 2018, to be reviewed by the superintendent. • All “Safe School Plans” implementation process will be monitored mid-year 2018-19 by the superintendent.
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7.6 Healthy Foods for Learning

<p>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:</p>	<p>Healthy foods promote 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 adhered to.</p> <p>All the BDDEC schools receive substantial funding for healthy foods programs called "Healthy Foods for Learning" which will be utilized for 2018-19 school year.</p>
<p>Regional Performance Targets</p>	<p>All schools in the BDDEC region will provide healthy food options for students under the program called "Healthy Foods for Learning". The Canada Food Guide is a resource that schools may reference.</p>
<p>School Performance Targets</p>	<p>All schools will implement healthy food options by providing:</p> <ol style="list-style-type: none"> 1. Healthy breakfasts and / or snacks - hot or cold foods will be provided daily/weekly to all students in the BDDEC schools coordinated by the principal. 2. If fruits and or vegetables are not available at the local grocery store, other healthy alternatives will be provided to all students with the principal's approval. 3. Reporting of purchases will be recorded through receipts that will be submitted by each principal to the BDDEC finance department under "Healthy Foods for Learning" program.
<p>School-level performance targets:</p>	
<p>Angik School</p>	<ul style="list-style-type: none"> • A local community member will be hired to help provide a healthy breakfast option to all students in attendance each day.
<p>Chief Julius School</p>	<ul style="list-style-type: none"> • Every Friday a full hot breakfast is provided to all students and staff. • In a partnership with the local Co-Op, healthy snacks will be provided daily to all students. • Continental breakfast will be available daily to all students.
<p>Chief Paul Niditchie School</p>	<ul style="list-style-type: none"> • CPNS is a juice and pop free school, we offer a number of foods programs September-June including: <ul style="list-style-type: none"> ○ Daily breakfast program – Monday-Thursday are hot oatmeal or cold whole grain/low sugar cereal, Fridays are a community hot breakfast including whole grain pancakes, eggs, bacon, and sausage



	<ul style="list-style-type: none"> ○ Daily snack program – every school day consisting of yogurt, fresh (when available, canned when not) fruit, smoothies, muffins, and special baked treats on Mondays to incentivize attendance (cinnamon buns, pizza pinwheels, etc.) ○ Monthly supper club – once a month a class hosts a supper club for the community, the menu is chosen and prepared by the students and includes offerings like ham & scalloped potatoes, turkey dinner, caribou stew & bannock, fish patties & mashed potatoes, etc. ○ Special events – these happen approximately once or twice per month and include special treats like hot chocolate, marshmallows, hot dogs, burgers, cupcakes, etc. for special and seasonal events like monthly birthday parties, Halloween party, Christmas party, skiing & snowshoeing events, winter festival, Easter party, Sports day, and year-end picnic
East Three Elementary School	<ul style="list-style-type: none"> ● A daily Breakfast and Healthy Snack program will be provided to all students, five days a week for the entire school year. We will endeavour to provide breakfast and snack items with low sugar / fat content.
East Three Secondary School	<ul style="list-style-type: none"> ● A breakfast program will be provided every morning up to mid-June. The foods provided will be prepared in-house and consist of sugar-free and non-processed foods, with the exception of bacon on Fridays.
Helen Kalvak School	<ul style="list-style-type: none"> ● A breakfast program will be provided consisting of both hot and cold options five days a week during all ten months of operation. ● There will be a bi-weekly student lunch offered to all students for the school year. ● Healthy snacks will be offered several times a week during the school year. ● Sugar free and non-processed foods will be provided when available in the community (due to isolation).
Inualthuyak School	<ul style="list-style-type: none"> ● A local community member will be hired to help provide a healthy breakfast option to all students in attendance each day.
Mangilaluk School	<ul style="list-style-type: none"> ● A breakfast and snack program will be offered everyday of the week for 9 months. The food and drinks offered to students will be sugar-free and non-processed most of the time, with an exception for special events such as the Swim Trip and Mangilaluk Day. ● A take home meal program will be offered on an as needed basis.



Moose Kerr
School

- A hot breakfast or lunch, once a month, will be cooked and served by the teaching staff and community volunteers (RCMP, Parents, etc.).
 - A daily snack program for JK-12 students will be provided.
 - Health Promotion by local nursing staff/CHR will happen throughout the school year.
 - The Community Corporation will donate towards the healthy foods program.
 - We will attempt to incorporate traditional foods as much as possible.
 - There will be an implementation of a school wide awareness programs i.e.: November Diabetes Month, February Heart Month, March is Healthy Foods Month, etc.
-



School Staff Recruitment and Retention

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

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

General School Staff											
		Regional Office Administration	Teachers*	Consultants	Secretaries	Custodians	Wellness Counsellors	Bus Drivers	Cooks	School Administration	Total
Budgeted	Regional Office	10.30		7.50							17.80
	<i>Angik</i>		5.00		0.80	0.60					6.40
	<i>Chief Julius</i>		13.50		1.00	1.85	0.80				17.15
	<i>Chief Paul Niditchie</i>		5.00		0.80	0.50					6.30
	<i>East 3 Elem</i>		28.00		1.00	2.50					31.50
	<i>East 3 Sec</i>		21.00		0.80	2.50	1.50				25.80
	<i>Helen Kalvak</i>		9.00		1.00	.75					10.75
	<i>Inualthuyak</i>		2.50		0.00	.50					3.00
	<i>Mangilauk</i>		15.00		1.00	1.62	0.80				18.42
	<i>Moose Ker</i>		10.00		1.00	1.25					12.25
	TOTAL		10.30	109.00	7.50	7.40	12.07	3.10			

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

Table 5: Allocated and Budgeted Person Years for Inclusive Schooling and Indigenous Languages and Education Staff.

	Inclusive Schooling (IS) Staff								Indigenous Languages & Education (ILE) Staff								
	Regional IS Coordinator		Program Support Teachers ³		Support Assistant		Wellness Counsellor	Magnet Facilities	Total IS		Regional ILE Coordinator		IL Instructors		IL Assistant	Total ILE	
	A*	B†	A	B	A	B	B	B	A	B	A	B	A	B	B	A	B
Regional Office	1	2	13						1	2	1	2				1	2
<i>Angik</i>			1	1	.79	1.6			1.79	2.6			.75	1		.75	1
<i>Chief Julius</i>			1.2	1.5	2.23	4			3.43	5.5			1.59	1		1.59	1
<i>Chief Paul Niditchie</i>			1	1	.58	.8			1.58	1.8			.75	1		.75	1
<i>East 3 Elem</i>			3.5	3	6.47	7.2	1		9.97	11.2			3.27	3		3.27	3
<i>East 3 Sec</i>			2	2	4.3	3.2	1.5		6.3	6.7			2	2.25		2	2.25
<i>Helen Kalvak</i>			1	1	1.83	1.6			2.83	2.6			1.35	1		1.35	1
<i>Iualthuyak</i>			.5	.5	.17	.8			.67	1.3			.5	.5		.5	0.5
<i>Mangilauk</i>			1.83	2	3.39	3.2	1		5.22	6.2			2.25	2		2.25	2
<i>Moose Ker</i>			1	1	1.79	2.4	0		2.79	3.4			1.35	2		1.35	1
TOTAL	1	2	13.03	13	21.55	24.8	3.5		35.58	43.3	1	2	13.81	13.75		14.81	15.75

Note: A - allocated; B† - budgeted.*

³ Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily/weekly work, PSTs are not focused on one specific curricular area, but support all student learning – with a particular emphasis on supporting students on Student Support Plans or Individualized Education Plans.

Completion of Staff Evaluations

All education staff is required to undergo evaluations as per Minister's *Direction on Evaluation and the Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012). Evaluations are important in developing individual staff growth plans. In 2018-2019 school year, 2 Assistant Superintendents, 6 principals (including assistant principals) and approximately 70 teachers (including Program Support Teachers) will be in their evaluation year and will undergo an evaluation. All UNW staff will be evaluated through ePerformance.

Department of Education, Culture & Employment BDDEC Approved Budget

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

	2018-2019 Budget	2017-2018 Approved Budget	2017-2018 Year-end Forecast
- -			
-			
			-
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
Regular Contribution	29,257,170	28,572,133	29,046,737
French Language Contribution	90,000	90,000	90,000
Aboriginal Language Contribution			
Other Contribution	1,770,000	958,000	1,796,384
Capital Contribution			
Total GNWT	31,117,170	29,620,133	30,933,121
Federal Government			
Education Authority Generated Funds			
Investment Income	110,000	60,000	115,000
Other	593,158	690,582	796,795
Total Generated Funds	703,158	750,582	911,795
TOTAL REVENUES	31,820,328	30,370,715	31,844,916
<u>EXPENSES</u>			
Administration	2,774,643	2,543,212	2,659,731
School Programs	22,604,089	20,916,366	21,687,356
Inclusive Schooling	5,173,039	5,231,360	5,231,360
Aboriginal Language / Culture-Based Education	2,654,127	2,657,316	3,023,438
Transfers to Capital		0	
Debt Services		0	
TOTAL EXPENSES	33,205,898	31,348,254	32,601,885
SURPLUS (DEFICIT)	(1,385,570)	(977,539)	(756,969)
PROJECTED ACCUMULATED SURPLUS (DEFICIT)	<u>1,464,201</u>	<u>2,629,201</u>	<u>2,849,771</u>

**Department of Education, Culture &
Employment
Council Approved 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
<u>SALARIES</u>					
Teachers' Salaries		11,785,392	1,418,612	1,405,419	14,609,423
Instruction Assistants		314,600	1,660,707		1,975,307
Non Instructional Staff	1,102,491	2,032,994	539,135	324,806	3,999,426
Board/Trustee Honoraria	22,125				22,125
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	502,942	5,069,185	1,471,282	600,000	7,643,409
Leave And Termination Benefits	680,000				680,000
<u>SERVICES</u>					
<u>PURCHASED/CONTRACTED</u>					
Professional/Technical Services	60,000		3,500	10,000	73,500
Postage/Communication	30,100	95,500			125,600
Utilities					0
Travel	148,094	95,500	39,100	41,787	324,481
Student Transportation (Busing)		196,209			196,209
Advertising/Printing/Publishing	8,000				8,000
Maintenance/Repair		40,500			40,500
Rentals/Leases	145,000	86,500		2,000	233,500
Other Contracted Services	2,700	1,061,041	10,000	205,245	1,278,986
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials	63,192	1,776,168	27,703	63,870	1,930,933
Freight	10,000	50,500	3,000	1,000	64,500
<u>TRANSFERS TO CAPITAL</u>					
-					0
TOTAL	2,774,643	22,604,089	5,173,039	2,654,127	33,205,898

Department of Education, Culture & Employment Council Approved Budget

Beaufort Delta Education Council Details of Inclusive Schooling Expenses Annual Budget

	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
<u>SALARIES</u>					
Regional Coordinator	253,892				253,892
Program Support Teachers	1,418,612				1,418,612
Support Assistants	1,660,707				1,660,707
Non Instructional Staff	285,243				285,243
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	1,471,282				1,471,282
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services	500	3,000			3,500
Travel	22,800	16,300			39,100
Other Contracted Services		10,000			10,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials	16,703		11,000		27,703
Freight	2,000		1,000		3,000
TOTAL	5,131,739	29,300	12,000	0	5,173,039

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

	General Indigenous Languages and Education	Teaching/ Learning Resources	Professional Developmen t	Community Support	Total
<u>SALARIES</u>					
Regional Coordinator	126,946			126,946	253,892
Language Instruction	1,405,419				1,405,419
Non Instructional Staff					0
Elders in Schools				70,914	70,914
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	562,689			37,311	600,000
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services				10,000	10,000
Travel	11,429		24,858	5,500	41,787
Student Transportation (Bussing)					0
Advertising/Printing/Publishin g					0
Maintenance/Repair					0
Rentals/Leases			2,000		2,000
Other Contracted Services	68,531	83,658	53,056	0	205,245
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials	5,000	40,000		18,870	63,870
Freight				1,000	1,000
TOTAL	2,180,014	123,658	79,914	270,541	2,654,127

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

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

Regional Coordinator	Indigenous Language Instruction Staff	General Indigenous Education	Teaching and Learning Centres	Community Support	Total
Budget Distribution					
Regional Office	318,163	34,266	-	199,627	552,056
Aklavik - Moose Ker School	288,792	9,747		7,620	306,159
Fort McPherson - CJS	142,416	11,606		8,263	162,285
Inuvik - East Three Elementary	343,078	23,617		11,509	378,204
Inuvik - East Three Secondary	343,078	15,853		7,725	366,656
Paulatuk - Angik School	150,857	5,259		6,260	162,376
Sachs Harbour - Inualthuyak School	76,150	3,092		5,397	84,639
Tsiigehtchic - CPNS	143,394	4,833		5,974	154,201
Tuktoyaktuk - Mangilaluk School	285,846	16,606		10,250	312,702
Uluhaktok - Helen Kalvak School	157,186	9,747		7,916	174,849
TOTAL	318,163	1,930,797	134,626	-	270,541

**Beaufort Delta Education Council
2018 - 2019 Budget**

Schedule of Budgeted Approved Person Years

	<u>2018-2019</u>	<u>2017-2018</u>
	<u>Person Years</u>	<u>Person Years</u>
Administration Staff	9.30	8.30
School Programs:		
Teachers	108.00	99.00
Consultants	5.50	3.50
Classroom Assistants	0.00	0.00
Secretaries	7.60	7.40
Custodians	12.22	12.07
School Community Counsellors	1.80	3.10
Inclusive Schooling:		
Consultants	2.00	1.00
Assistive Technology	0.00	0.00
Student Support Teachers	13.00	11.50
Student Support Assistants	24.80	26.52
Counsellors	3.50	3.50
Aboriginal Language & Culture-Based Education:		
Aboriginal Language Consultants	2.00	2.00
Aboriginal Language Specialists	13.50	11.75
Aboriginal Language Assistants	0.00	0.00
Other - IT	2.00	2.00
Total Person Years	<u>205.22</u>	<u>191.64</u>



**Commission scolaire francophone TNO
Operating Plan for 2018-2019 School Year
June 30, 2018**



**Commission scolaire francophone
Territoires du Nord-Ouest**

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Purpose of the Operating Plan

The CSFTNO Operating Plan for the 2018-2019 school year was prepared in compliance with the *Financial Administration Act* that requires NWT Education Bodies to plan for and report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the GNWT Mandate and the Minister of Education’s direction.

The Operating Plan is one of the key components of the Education Accountability Framework that was implemented in 2016 as part of the *Education Renewal and Innovation Framework: Directions for Change* (2013) and following new requirements of the *Financial Administration Act* that were put in force in 2016. The purpose of the Operating Plan is to:

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

CSFTNO Operating Environment

School Profiles and Student Enrolment

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

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

Table 1: CSFTNO School Profiles 2017-2018.

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

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

² PY stands for person years and refers to funded positions. Teaching staff includes staff providing instruction to students, such as teachers, teaching principals, and others.

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

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

Student and Teacher Population

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

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

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

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

Operating Plan 2018-2019

- 1
- Secretary/Librarian
 - 1

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

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

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

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

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

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

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

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

CSFTNO Governance

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

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

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

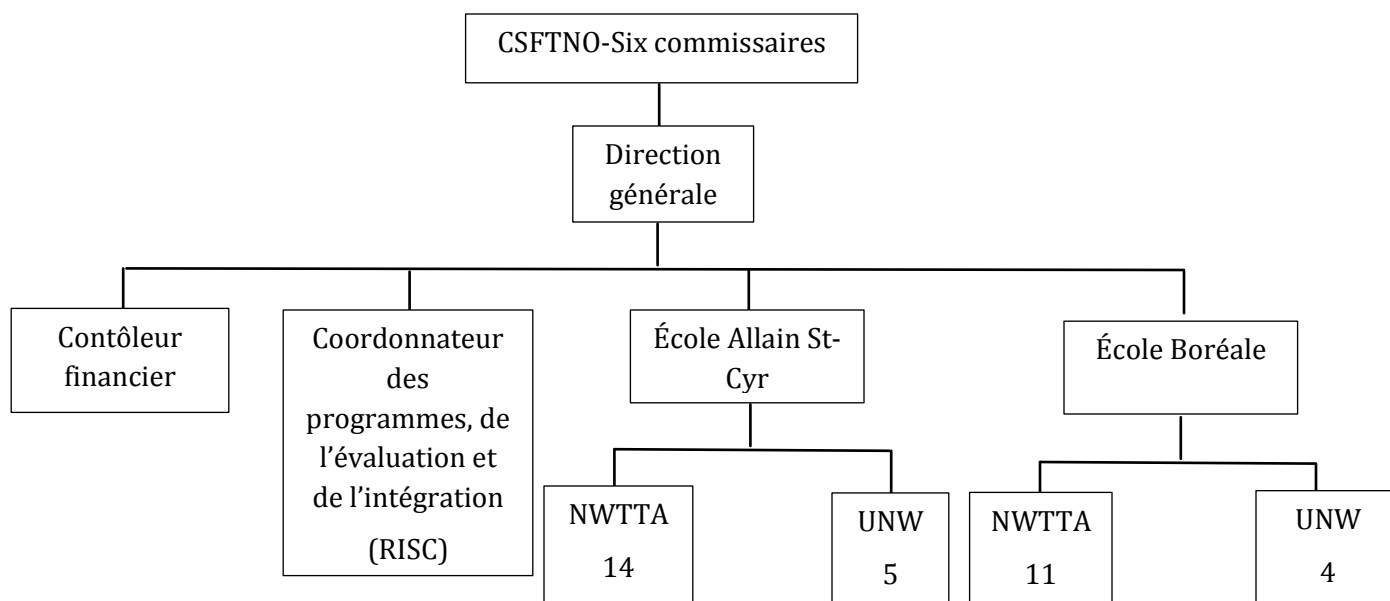
There are six elected members, three members from Yellowknife (Simon Cloutier, Chair; Christian Marcoux and Étienne Croteau) and three members from Hay River (Natalie Campbell, Vice-Chair; Nicole Fournier and Michael St-Amour).

The superintendent is Yvonne Careen.

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

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

CSFTNO Functional Organizational Chart (2018-2019)



Governance Training

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

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

Divisional Education Council Meetings

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

Table 3: CSFTNO Meetings Schedule

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

Teaching and Learning

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

1. Education Renewal Objective: Supporting excellence in teaching.

1.1 Literacy in the Disciplines

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

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

1.2 Collaborative Professional Learning

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

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

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

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

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

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

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

Regional performance targets:

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

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



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

2.1 Numeracy

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



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

Health and Wellness Curriculum

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

Indigenous Languages and Education

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

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

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

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

4.2 Key Cultural Experiences

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



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

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

4.4 Community Support

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



4.5 Teacher Cultural Orientation Days

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

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

4.7 NWT Residential Schools Awareness Training

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



French and/or English Second Language Instruction

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

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

English Language Arts

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

Inclusive Schooling

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

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

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

6.1. Student supports aligned to the goals stated in Student Support Plans (SSPs) and/or Individual Education Plans (IEPs) and are provided in a timely manner.

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

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

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

6.3. Classroom teachers notify and access the School-based Support Team (SBST) to support students who experience persistent learning difficulties in spite of the use of responsive teaching strategies, or when a student needs significant enrichment.

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



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

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



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

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



Student Wellness and Support

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

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

7.1 Healthy Foods for Learning

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

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

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

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



Human Resources Management

School Staff Recruitment and Retention

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

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

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

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

Table 5: Allocated and Budgeted Person Years for Inclusive Schooling and Indigenous Languages and Education Staff.

	Inclusive Schooling (IS) Staff							Indigenous Languages & Education (ILE) Staff							
	Regional IS Coordinator		Program Support Teachers ³		Support Assistants	Wellness Counsellors	Magnet Facilities	Total IS		Regional ILE Coordinator		IL Instructors	IL Assistants	Total ILE	
	A*	B#	A	B	B	B	B	A	B	A	B	B	B	A	B
Regional Office	1.0	1.0	0	0	0	0.50	0	1.5	1.5	0	0	0	0	0	0
ÉASC	0	0	1.0	1.0	2.06	0	0	3.0	3.0	0	0	0	0	0	0
ÉB	0	0	1.0	1.0	1.05	0	0	2.0	2.0	0.2	0.2	0	0	0.2	0.2
TOTAL	1.0	1.0	2.0	2.0	3.11	0.50	0	6.6	6.6	0.2	0.2	0	0	0.2	0.2
								1	1	5	5			5	5

Note: A - allocated; B# - budgeted.*

³ Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily/weekly work, PSTs are not focused on one specific curricular area, but support all student learning – with a particular emphasis on supporting students on Student Support Plans or Individualized Education Plans.

Completion of Staff Evaluations

All education staff is required to undergo evaluations as per Minister's *Direction on Evaluation and the Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012). Evaluations are important in developing individual staff growth plans. In 2018-2019 school year, **11** principals (including assistant principals) and teachers (including Program Support Teachers) will be in their evaluation year will undergo an evaluation.

Appendix A: Operating Budget

1. Consolidated

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

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

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

2. DEC Details of Expenses

Department of Education, Culture & Employment Council Approved Budget

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

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

3. Inclusive Schooling

Department of Education, Culture & Employment Council Approved Budget

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

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

4. Indigenous Language and Education

Department of Education, Culture & Employment Council Approved Budget

COMMISSION SCOLAIRE FRANCOPHONE

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

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

5. ILE by School

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

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

6. Schedule of Approved Personnel Years

Council Approved Budget

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

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



**Commission scolaire francophone des Territoires
du Nord-Ouest**
**Plan de fonctionnement pour l'année
scolaire 2018-2019**
30 juin 2018



Commission scolaire francophone
Territoires du Nord-Ouest

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Objet du plan de fonctionnement

Le plan de fonctionnement de la Commission scolaire francophone des Territoires du Nord-Ouest (CSFTNO) pour l'année scolaire 2018-2019 a été préparé conformément à la *Loi sur la gestion des finances publiques*, qui exige que les organismes scolaires des Territoires du Nord-Ouest (TNO) planifient leurs activités et rendent des comptes à ce sujet, respectent les directives pédagogiques, et réalisent des activités et des initiatives cadrant avec le mandat du gouvernement des Territoires du Nord-Ouest (GTNO) et les directives du ministre de l'Éducation, de la Culture et de la Formation.

Le plan de fonctionnement est l'une des principales composantes du cadre de reddition de comptes en éducation mis en place en 2016 dans la foulée de l'adoption du document *Cadre d'action pour le renouveau et l'innovation en éducation : nouvelles orientations* (2013), et de l'ajout d'exigences dans la *Loi sur la gestion des finances publiques* (2016). Le plan de fonctionnement sert à voir à ce que :

- les organismes scolaires fixent des objectifs réalistes et mesurables qui permettent de répondre convenablement aux besoins pédagogiques des élèves des TNO;
- les objectifs fixés par les organismes scolaires concordent avec les priorités stratégiques et prescrites du ministère de l'Éducation, de la Culture et de la Formation (MÉCF);
- les organismes scolaires soient responsables de leur rendement et de l'utilisation des deniers publics.

Contexte où évolue la CSFTNO

Profil des écoles et effectif scolaire

La CSFTNO compte **deux** écoles qui accueilleront quelque **220** élèves au cours de l'année scolaire 2018-2019. Elle fournit une éducation en français langue première de la prématernelle à la 12^e année aux élèves de l'école Allain St-Cyr (Yellowknife) et de l'École Boréale (Hay River). 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.

Ci-dessous, le Tableau 1 présente le profil des écoles, et le Tableau 2, l'effectif scolaire de chaque école pour l'année scolaire précédente.

Tableau 1 : Profil des écoles de la CSFTNO (2017-2018)

École	Localité	Années d'études	Effectif (ETP) ¹	Enseignants (AP) ²
École Allain St-Cyr (ÉASC)	Yellowknife	Prématernelle à 12 ^e année	119,5	14,3
École Boréale (ÉB)	Hay River	Prématernelle à 12 ^e année	80	10

Tableau 2 : Effectif (ETP) par école et année d'études au 30 septembre 2017

École	Années d'études													
	Prématernelle	Maternelle	1	2	3	4	5	6	7	8	9	10	11	12
ÉASC	7	15	9	5	10	10,5	10	16,5	7,5	9	6	3	4	7
ÉB	3	7	5	6	7	2	9	7	5	3	7	5	7	7
Total – Conseil scolaire de division (CSD)	10	22	14	11	17	12,5	19	23,5	12,5	12	13	8	11	14

Élèves et enseignants

Les élèves de la CSFTNO ont des origines culturelles et ethniques variées.

Tant à l'ÉASC qu'à l'ÉB, les classes de prématernelle et de maternelle seront combinées. La CSFTNO pourrait revoir cette formule si le nombre d'élèves inscrits est plus élevé au printemps et à l'été. Toutes les autres classes seront à années multiples. De la 9^e à la 12^e année, les classes sont regroupées en fonction des cours : par exemple, la CSFTNO regroupe généralement les cours d'éducation physique, d'art, d'études nordiques et de technologie et les cours optionnels. Vu la taille des cohortes au deuxième cycle du secondaire, il faut parfois créer des classes à années multiples selon le cours, comme nous l'avons d'ailleurs déjà fait pour les cours d'anglais, d'art, de mathématiques, de sciences humaines, de français et, parfois, de sciences. Le recours à cette formule dépend des cours choisis par les élèves et de la disponibilité d'enseignants spécialisés.

Répartition du personnel : ÉASC (14 enseignants) – Plans de soutien à l'élève (PSÉ) (programme avec accommodements : 36; programme modifié : 2) et plans d'enseignement individualisé (PEI) (4)

- Directeur d'école à temps plein
- Enseignant de soutien au programme (ESP) à temps plein
- Élémentaire (prématernelle à 6^e année)
 - 6 enseignants
- Secondaire (7^e à 12^e année)

¹ Les équivalents temps plein (ETP) correspondent au nombre d'élèves qui étaient présents à l'école au moins 60 % des jours de classe au 30 septembre 2017.

² Les années-personnes (AP) représentent le nombre de postes financés. Le nombre d'enseignants inclut le personnel qui instruit les élèves, comme les enseignants et les directeurs-enseignants.

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- Spécialiste de l'anglais (4^e à 12^e année et cours optionnels)
- Spécialiste du français (7^e à 12^e année et cours optionnels)
- Spécialiste des mathématiques et des sciences (10^e à 12^e année)
- Spécialiste des sciences humaines (10^e à 12^e année) et des mathématiques (7^e à 9^e année et cours optionnels)
- Spécialiste de la santé et des sciences (7^e à 9^e année) et des arts visuels et de la scène (prématernelle à 12^e année et cours optionnels)
- Spécialiste de l'éducation physique (maternelle à 12^e année) et de la technologie (7^e à 10^e année), et responsable de cours optionnels et de la technologie
- Adjoints au programme de soutien
 - 2
 - 1 – En vertu du principe de Jordan
- Concierge
 - 1
- Secrétaire ou bibliothécaire
 - 1

Fait inusité, en 2017-2018, la CSFTNO a dû pourvoir trois postes durant l'année scolaire.

Elle devra réduire son personnel en 2018-2019. En mars, elle a donc décidé de ne pas renouveler un contrat d'adjoint au programme de soutien et de supprimer le poste d'un enseignant qui avait démissionné.

La CSFTNO a récemment obtenu des fonds en vertu du principe de Jordan. Elle créera ainsi un poste d'adjoint au programme de soutien (1,0 AP).

Répartition du personnel : ÉB (11 enseignants) – PSÉ (programme avec accommodements : 35; programme modifié : 3)

- Directeur d'école et coordonnateur régional de l'éducation et des langues autochtones (CRÉLA) à temps plein
- ESP à temps plein
- Conseiller en alphabétisation
- Élémentaire (prématernelle à 6^e année)
 - 4 enseignants
- Secondaire (7^e à 12^e année)
 - Spécialiste de l'anglais (4^e à 12^e année) et de la santé (7^e à 9^e année)
 - Spécialiste du français (7^e à 12^e année) et responsable de cours optionnels et de la technologie
 - Spécialiste des mathématiques et des sciences (9^e à 12^e année)
 - Spécialiste des sciences humaines et des sciences (Biologie 20 et 30), de l'éducation physique, de la préparation à la vie personnelle et professionnelle et de l'encadrement
- Adjoints au programme de soutien
 - 2
- Concierge



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- 1
- Secrétaire ou bibliothécaire
 - 1

Ces dernières années, il y a eu plus de mouvements de personnel à l'ÉB que d'habitude. En 2017-2018, une représentante du Syndicat des travailleurs du Nord a donné sa démission; un travailleur occasionnel l'a remplacée pendant le reste de l'année scolaire.

La CSFTNO doit également réduire le personnel de l'ÉB (poste d'adjoint au programme de soutien de 0,3 AP).

La CSFTNO a récemment reçu du financement pour un poste de conseiller en alphabétisation à l'ÉB. L'enseignant titulaire, malgré tout, visitera le CSD et l'ÉASC pendant l'année scolaire, et concentrera ses efforts sur l'alphabétisation et la francisation.

Gouvernance de la CSFTNO

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 2015. Les membres du conseil peuvent briguer un second mandat de trois ans s'ils sont réélus aux élections suivantes.

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.

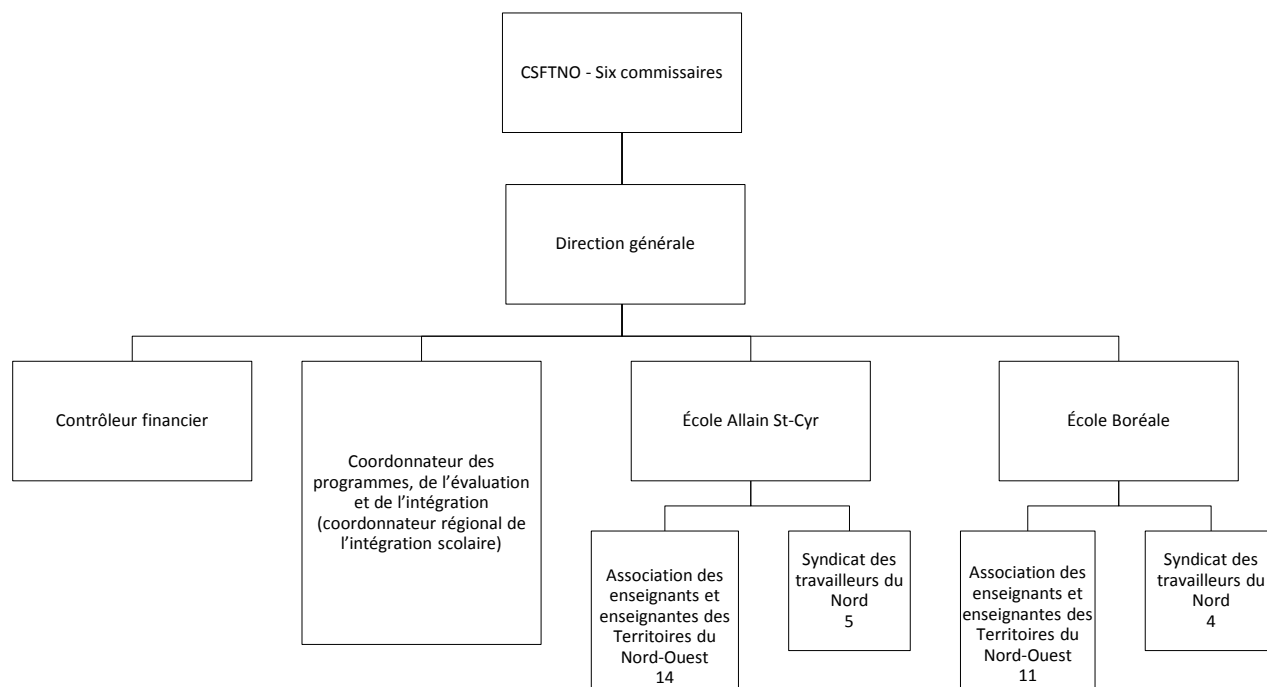
Les trois membres élus de Yellowknife sont Simon Cloutier (président), Christian Marcoux et Étienne Croteau, et ceux de Hay River, Natalie Campbell (vice-présidente), Nicole Fournier et Michael St-Amour.

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 régional de l'intégration scolaire (CRIS) (Mathieu Gagnon).

Organigramme de la CSFTNO (2018-2019)



Formation en gouvernance

À la suite des élections du 15 octobre 2018, la CSFTNO offrira une séance d'orientation aux nouveaux membres, et une autre à l'ensemble du conseil. Durant l'activité de réflexion automnale, une formation de deux jours sur la gouvernance sera donnée par Bernard Roy et Hélène Bolduc.

Ces derniers appuient la formation en gouvernance tout au long du mandat de trois ans.

Réunions du CSD

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. » Vous trouverez ci-dessous un calendrier des réunions du CSD prévues au cours de l'année scolaire à venir.

Tableau 3 : Calendrier des réunions de la CSFTNO

N° de la réunion	Date prévue	Lieu prévu
1	18 septembre	Bureau du CSD de la CSFTNO /GoToMeeting
2	22 octobre	Bureau du CSD de la CSFTNO /GoToMeeting
3	19 novembre	Bureau du CSD de la CSFTNO /GoToMeeting
4	1 ^{er} et 2 décembre	Bureau du CSD de la CSFTNO
5	21 janvier	Bureau du CSD de la CSFTNO /GoToMeeting
6	18 février	Bureau du CSD de la CSFTNO /GoToMeeting
7	15 avril	Bureau du CSD de la CSFTNO /GoToMeeting
8	22 mai	Bureau du CSD de la CSFTNO /GoToMeeting
9	1 ^{er} et 2 juin	Bureau du CSD de la CSFMTP
10	17 juin	Bureau du CSD de la CSFTNO /GoToMeeting



Enseignement et apprentissage

Cette section présente les activités et les programmes prévus pour favoriser l'excellence de l'enseignement et améliorer les résultats scolaires des élèves.

1. Objectif pour le renouveau en éducation : Favoriser l'excellence de l'enseignement.

1.1 Apprentissage de différentes disciplines par la lecture et l'écriture

Pertinence quant aux priorités et aux stratégies régionales pour la mise en œuvre durant l'année scolaire 2018-2019

Les élèves des écoles de la CSFTNO ont été initiés à l'approche Reading Apprenticeship (formation par la lecture). Un groupe d'enseignants de l'école intermédiaire et du secondaire a donc commencé, au cours de la dernière année scolaire, à employer des stratégies s'inscrivant dans cette approche (inscription de réflexions sur le texte, journaux à deux colonnes, journal de lecture, penser-préparer-partager). Durant la prochaine année scolaire, la CSFTNO continuera de présenter du matériel de lecture et des stratégies pédagogiques de niveau avancé pour s'adapter aux besoins des élèves. De plus, elle créera une communauté d'apprentissage professionnel (CAP) axée sur le recours à l'approche Reading Apprenticeship.

Une séquence d'apprentissage est un processus servant à établir des critères et des stratégies à privilégier pendant une période donnée. Les élèves sont évalués au début et à la fin de la séquence. Pendant toute sa durée, les membres du groupe d'apprentissage collaboratif posent les questions suivantes :

- Que voulons-nous que les élèves apprennent, fassent, comprennent et communiquent? (Acquis fondamentaux)
- Comment saurons-nous si les élèves ont appris? (Évaluation sommative et grille d'évaluation communes)
- Que ferons-nous avec les élèves ayant appris? (Activités d'enrichissement)
- Que ferons-nous avec les élèves n'ayant pas appris? (Interventions – Pratiques exemplaires et stratégies)

Chaque mois, les membres de la CAP se réunissent pour discuter des moyens de mettre en œuvre les stratégies, de leur efficacité et des données échangées. À la fin de chaque séquence d'apprentissage, nous soulignons les réussites, et une nouvelle séquence est entamée quelques semaines plus tard.

Cibles de rendement régionales

- Une CAP sera mise sur pied, en appui à l'approche Reading Apprenticeship. Elle sera gérée par François Massé, de Solution Tree. À son lancement le 28 août 2018 à l'ÉASC, la communauté comptera sept membres.
- L'équipe régionale de l'alphabétisation prévoit se réunir tous les mois l'an prochain sur la plateforme GoToMeeting. (CAP)
- Les écoles suivantes prévoient participer à une formation sur l'approche Reading Apprenticeship au début du mois d'octobre 2018 :
 - Bureau central – CRIS
 - ÉASC – Directeur d'école, ESP et un enseignant

- ÉB – Directeur d'école, ESP et conseiller en alphabétisation
- Six enseignants membres de la CAP utiliseront l'approche Reading Apprenticeship auprès des élèves de la 7^e à la 12^e année.

1.2 Apprentissage professionnel collaboratif

Pertinence quant aux priorités et aux stratégies régionales pour la mise en œuvre durant l'année scolaire 2018-2019

La CSFTNO travaille maintenant depuis quatre ans avec des CAP dans le domaine de l'alphabétisation. À ce jour, quatre séquences d'apprentissage destinées aux élèves de la prématernelle à la 6^e année ont été créées. Pour chacune d'elles, la CSFTNO a fixé des critères par année d'études, s'est procuré du matériel, et a préparé des évaluations diagnostiques et sommatives. Cette année, elle renforcera les séquences d'apprentissage en ajoutant un volet d'écriture qui touche notamment à la grammaire et au style. Notre conseiller en alphabétisation encadrera les CAP et aidera les enseignants.

Une séquence d'apprentissage est un processus servant à établir des critères et des stratégies à privilégier pendant une période donnée. Les élèves sont évalués au début et à la fin de la séquence. Pendant toute sa durée, les membres du groupe d'apprentissage collaboratif posent les questions suivantes :

- Que voulons-nous que les élèves apprennent, fassent, comprennent et communiquent? (Acquis fondamentaux)
- Comment saurons-nous si les élèves ont appris? (Évaluation sommative et grille d'évaluation communes)
- Que ferons-nous avec les élèves ayant appris? (Activités d'enrichissement)
- Que ferons-nous avec les élèves n'ayant pas appris? (Interventions – Pratiques exemplaires et stratégies)

Toutes les deux semaines, les membres des CAP se réunissent pour discuter des moyens de mettre en œuvre les stratégies, de leur efficacité et des données échangées. À la fin de chaque séquence d'apprentissage, nous soulignons les réussites, et une nouvelle séquence est entamée quelques semaines plus tard.

ÉASC – 1,25 heure de travail collaboratif deux fois par mois (le jeudi après-midi, les jours de classe écourtés)

ÉB – 1,25 heure de travail collaboratif deux fois par mois (le vendredi après-midi)

Cibles de rendement régionales

- 85 % des élèves de la CSFTNO de la prématernelle à la 6^e année réussiront l'évaluation sommative de chacune des quatre séquences d'apprentissage.
- Auprès des élèves qui échouent, nous ferons des interventions intensives de la 4^e à la 7^e semaine de la séquence d'apprentissage.
- Les séquences d'apprentissage seront intégrées au calendrier scolaire.



1.3 Conseiller en alphabétisation et francisation

Pertinence quant aux priorités et aux stratégies régionales pour la mise en œuvre durant l'année scolaire 2018-2019

Pour la toute première fois, la CSFTNO a reçu du financement pour un poste de conseiller en alphabétisation. Le titulaire travaillera à l'École Boréale, mais se rendra à l'occasion au bureau du conseil scolaire de division et à l'école Allain St-Cyr. Le conseiller en alphabétisation et francisation aura comme mandat d'élaborer un programme de francisation pour la CSFTNO.

Le conseiller en alphabétisation et francisation :

- dressera une liste des élèves à franciser et évaluera leurs besoins;
- préparera un calendrier d'interventions auprès de ces élèves.

Les enseignants :

- collaboreront avec le conseiller en alphabétisation en l'invitant dans leurs classes;
- échangeront des pratiques exemplaires pour la mise en œuvre du programme de francisation;
- tiendront compte des suggestions et des recommandations;
- évalueront les progrès des élèves.

Cibles de rendement régionales

- De concert avec cet enseignant, la direction générale, le CRIS et les directions d'école établiront la portée précise des travaux :
 - Plan à long terme pour 2018-2019;
 - Évaluation des programmes de francisation existants;
 - Mise en place du programme de francisation retenu.
- Une formation sur l'intervention préventive en lecture-écriture sera offerte.
- Tous les élèves à franciser passeront au moins au niveau suivant du continuum.



2. Objectif pour le renouveau en éducation : Favoriser la réussite des élèves et la satisfaction des divers besoins d'apprentissage pendant toute la vie.

2.1 Numérisme

Pertinence quant aux priorités et aux stratégies régionales pour la mise en œuvre durant l'année scolaire 2018-2019

Avec l'encadrement de Liliane Gauthier, la CSFTNO s'est fondée sur les acquis fondamentaux du programme d'études en mathématiques de la 1^{re} à la 6^e année pour concevoir des modules d'apprentissage et les intégrer ensuite au calendrier scolaire. En principe, tous les enseignants de la 1^{re} à la 6^e année disposent d'un plan à long terme préparé à leur intention, qui comprend des évaluations diagnostiques et sommatives à faire respectivement au début et à la fin de chaque module. De plus, plusieurs activités d'apprentissage et de consolidation des acquis sont mises à la disposition des enseignants.

En raison de l'important roulement de personnel prévu l'an prochain, la CSFTNO offrira des activités de perfectionnement professionnel aux nouveaux enseignants et aux enseignants ayant changé de fonctions début septembre. Elle veillera aussi à ce que chaque enseignant ait accès au matériel, comprenne bien l'objet du programme, et reçoive l'orientation nécessaire pour mettre en marche le programme de manière convenable et efficace.

En plus du programme, Monique St-Maurice a aidé la CSFTNO à créer des feuilles de calcul servant à consigner les données sur les élèves. La commission scolaire a du mal à montrer aux enseignants toute la valeur de cet outil, mais elle continuera d'insister sur son utilisation.

En raison des mouvements de personnel parmi les enseignants et les employés administratifs de la CSFTNO, il faudra impérativement offrir des activités de perfectionnement professionnel au début de l'année scolaire. Les directives du bureau central auront aussi une très grande importance.

Cibles de rendement régionales

- 100 % des enseignants de la 1^{re} à la 6^e année respecteront le programme dans sa forme établie.
- 100 % des enseignants se serviront des outils pertinents de collecte de données de manière appropriée et intégrale, et 80 % des élèves obtiendront la note de passage à l'évaluation sommative de chaque module.



3. Objectif pour le renouveau en éducation : Concevoir des ressources pédagogiques et revoir les ressources actuelles pour appuyer la nouvelle définition de réussite des élèves des TNO.

Programme d'études en santé et en bien-être

Pertinence quant aux priorités et aux stratégies régionales pour la mise en œuvre durant l'année scolaire 2018-2019

La CSFTNO a commencé à participer au projet pilote en février 2018 et a assisté à l'atelier de formation de juin 2018. L'ÉASC et l'ÉB prendront toutes deux part au projet pilote visant la 4^e à la 6^e année.

Le programme d'études en santé et en bien-être est lié à la priorité de la CSFTNO, soit la réussite et le bien-être de chaque élève.

Cibles de rendement régionales

- Quatre enseignants de la CSFTNO participeront à tous les ateliers de formation donnés par le MÉCF.
- Quatre enseignants de la CSFTNO instaureront le nouveau programme d'études en santé et en bien-être pour la 4^e à la 6^e année dans chaque école.



Éducation et langues autochtones

Cette section présente les activités et les programmes prévus pour créer et soutenir des milieux d'apprentissage qui mettent en exergue, respectent et promeuvent les visions du monde, les cultures et les langues de la communauté autochtone desservie par l'école.

4. Objectif pour le renouveau en éducation : Appuyer les initiatives linguistiques et culturelles qui améliorent le sens de l'identité des élèves.

4.1 Intégrer la culture autochtone aux pratiques d'enseignement et d'apprentissage (obligatoire à partir de 2021)

Pertinence quant aux priorités et aux stratégies régionales pour la mise en œuvre durant l'année scolaire 2018-2019	Comme ses deux écoles se situent sur des terres ancestrales, la CSFTNO doit déterminer de quelle manière elle rapprochera les valeurs et cultures des Autochtones et celles des francophones. Elle a toujours entretenu de bonnes relations avec les peuples autochtones locaux, et elle doit trouver des moyens d'intégrer leurs enseignements dans ses activités quotidiennes.
ÉASC	<ul style="list-style-type: none">• À toute activité de l'école, il faudra reconnaître que l'école est située sur le territoire du chef Drygeese.• Les élèves de maternelle participeront à la Forest and Nature School pour apprendre à prendre soin de la nature et comprendre qu'ils font partie du monde naturel.
ÉB	<ul style="list-style-type: none">• À toute activité de l'école, il faudra reconnaître que l'école est située sur le territoire des Premières Nations de K'at'odeechee et West Point et de la Hay River Métis Alliance.



4.2 Expériences culturelles fondamentales

<p>Pertinence quant aux priorités et aux stratégies régionales pour la mise en œuvre durant l'année scolaire 2018-2019</p>	<p>Depuis plusieurs années, la CSFTNO offre des expériences culturelles fondamentales au personnel et aux élèves. À ses yeux, il est important que les élèves participent à ces activités instructives, car 6 % des élèves de l'ÉASC et 25 % de ceux de l'ÉB sont de descendance autochtone. En ce qui concerne les élèves non autochtones, il s'agit de leur donner l'occasion d'apprendre auprès d'aînés autochtones. Les apprentissages que les élèves tirent de ces activités leur permettent de mieux comprendre la réalité autochtone et de s'ouvrir au passé, au présent et à l'avenir des TNO et du Canada.</p> <p>À l'ÉASC, la plupart des activités se donnent en partenariat avec l'administration scolaire de district n° 1 de Yellowknife, mis à part les camps hivernaux et de kayak, qui sont des activités scolaires. En général, l'administration scolaire offre une activité par année d'études.</p> <ul style="list-style-type: none"> • Prématernelle – (À déterminer) • Maternelle – (À déterminer) • 1^{re} année – Cueillette de baies • 2^e année – Oiseaux • 3^e année – Jeux dénés • 4^e année – Rat musqué • 5^e année – Plantes médicinales • 6^e année – Caribou • 7^e et 8^e année – Camp de pêche • 9^e à 12^e année – Camps hivernaux et de kayak <p>À l'ÉB, on convie aux grandes activités culturelles, organisées par le personnel scolaire, des aînés et un spécialiste du plein air.</p> <ul style="list-style-type: none"> • Prématernelle et maternelle – Vidage, plumage et préparation d'une soupe de canards, visite de l'école Chief Sunrise • 7^e à 9^e année – Camp de leadership • 5^e à 12^e année – Camp du programme Emmenez un enfant pratiquer le piégeage • 3^e année – Promenade en traîneau à chiens • 4^e année – Promenade en traîneau à chiens • Prématernelle à 9^e année – Bannique • 3^e et 4^e année – Visite de l'école Chief Sunrise • Maternelle à 9^e année – Camp printanier à la crique Sandy
<p>Cibles de rendement des écoles</p>	<ul style="list-style-type: none"> • Activités proposées : visites mutuelles entre l'école dénée K'alemi et l'école Kaw They Whey pour différents groupes d'âge.
<p>ÉB</p>	<ul style="list-style-type: none"> • Activités proposées : visites de l'école Chief Sunrise et activités d'accueil de ses élèves.



4.3 Approche scolaire globale en matière de langue (obligatoire à partir de 2021)

Pertinence quant aux priorités et aux stratégies régionales pour la mise en œuvre durant l'année scolaire 2018-2019	La CSFTNO déterminera la façon de mettre en œuvre l'approche scolaire globale en matière de langue, approche qu'elle envisage d'utiliser à partir de la 4 ^e année. Avant la 4 ^e année, il faut mettre l'accent sur l'acquisition et la consolidation des compétences en français. La CSFTNO doit réfléchir à la forme que prendra cette approche dans une école de langue française où deux langues sont actuellement enseignées, et préparer des plans à cet égard.
Cibles de rendement régionales	<ul style="list-style-type: none">• La CSFTNO désignera un CRÉLA et déterminera ses tâches en fonction des fonds reçus (0,25 AP).• Elle consultera le personnel du Secrétariat des langues autochtones du MÉCF pour établir la portée et la teneur de l'approche scolaire globale en matière de langue.• Elle préparera le calendrier de mise en œuvre.• Elle poursuivra, pour le moment, l'intégration en cours du programme d'études Dene Kede.



4.4 Soutien aux collectivités

<p>Pertinence quant aux priorités et aux stratégies régionales pour la mise en œuvre durant l'année scolaire 2018-2019</p>	<p>La CSFTNO doit dresser une liste des activités de perfectionnement professionnel nécessaires à l'élaboration d'une approche scolaire globale en matière de langue. Une partie des fonds de soutien aux collectivités serviront à la consultation d'aînés quant à la marche à suivre. De plus, des ressources existantes ou en cours d'élaboration seront achetées dans le cadre de cette approche. La CSFTNO continuera d'acquérir le matériel requis pour préparer les espaces destinés aux camps, tenir ces camps et engager des aînés comme personnes-ressources.</p>
<p>Cibles de rendement régionales</p>	<ul style="list-style-type: none"> • La CSFTNO conclura une entente afin d'installer ses deux cabanes sur des terres ancestrales et ainsi créer un camp scolaire permanent dans le secteur de Hay River. • Elle achètera des ressources connexes. • Elle fera connaître davantage les activités liées à l'approche scolaire globale.
<p>ÉB</p>	<ul style="list-style-type: none"> • La CSFTNO finira de bâtir deux cabanes et les installera sur des terres ancestrales. • Elle travaillera avec le MÉCF et l'équipe responsable de la gestion des risques pour bien aménager les cabanes et le site. • Elle participera à deux activités de perfectionnement professionnel animées par le personnel du Secrétariat des langues autochtones ou des personnes-ressources. (Comment intégrera-t-on la culture autochtone à l'éducation dans les écoles de la CSFTNO?) • Elle fera connaître davantage les activités liées à l'approche scolaire globale.



4.5 Journées d'orientation culturelle pour les enseignants

<p>Pertinence quant aux priorités et aux stratégies régionales pour la mise en œuvre durant l'année scolaire 2018-2019</p>	<p>La CSFTNO organise toujours deux journées d'orientation culturelle à l'intention de son personnel, ce qu'elle continuera de faire.</p> <p>Chaque école prévoit tenir une journée d'orientation culturelle au début de l'année scolaire, et une autre au printemps.</p> <p>En 2018-2019, le personnel de l'ÉB participera à la journée d'orientation culturelle du conseil scolaire de division du Slave Sud, qui se tiendra à Hay River le 28 août et qui sera animée par le personnel du MÉCF. Il prendra également part à l'exercice des couvertures, à une revue du programme d'études sur les langues et à des activités culturelles facultatives.</p> <p>Comme le personnel de l'ÉASC ne pourra pas participer à la journée d'orientation culturelle sur le peuple tlicho qui aura lieu le 29 août, il se penche actuellement sur le contenu dont pourra traiter sa première journée d'orientation culturelle.</p>
<p>Cibles de rendement régionales</p>	<ul style="list-style-type: none"> • La CSFTNO, avec le concours du CRÉLA, proposera à ses écoles des sujets pour les journées d'orientation culturelle. • Elle apportera son aide au besoin. • 90 % du personnel participera aux journées d'orientation culturelle.



4.6 Aînés dans les écoles

<p>Pertinence quant aux priorités et aux stratégies régionales pour la mise en œuvre durant l'année scolaire 2018-2019</p>	<p>Le programme Les aînés à l'école est très utile, car aucune des deux écoles de la CSFTNO ne compte, parmi son personnel, un aîné travaillant à temps plein ou partiel. À la place, les écoles font participer les aînés à des fêtes et à des formations pour que le personnel et les élèves puissent assister à leurs conférences et tirer des leçons de leurs histoires.</p>
<p>Cibles de rendement régionales</p>	<ul style="list-style-type: none"> • Chaque école continuera de faire participer des aînés à ses activités culturelles.
<p>ÉASC</p>	<ul style="list-style-type: none"> • Avec l'aide de personnes-ressources des Yellowknife Catholic Schools et de l'administration scolaire de district n° 1 de Yellowknife, la CSFTNO trouvera des aînés de la région qui sont en mesure de se rendre à l'école. • Elle bâtira des relations avec ces aînés. • Elle fera appel à ces aînés lors d'activités de perfectionnement professionnel et d'activités culturelles. • Elle continuera de collaborer avec B. Dene Adventures en vue d'organiser des activités culturelles dans la nature. • Les élèves de l'ÉASC, avec ceux de l'ÉB, participeront au camp de leadership qui se tiendra en octobre à Hay River, sur le territoire de la Première Nation K'at'odeechee. Des aînés animeront des activités culturelles à cette occasion.
<p>ÉB</p>	<ul style="list-style-type: none"> • Avec l'aide de personnes-ressources du conseil scolaire de division du Slave Sud, l'administration scolaire de district de Hay River, les Premières Nations K'at'odeechee et West Point et la Hay River Métis Alliance, la CSFTNO trouvera des aînés de la région qui sont en mesure de se rendre à l'école. • Elle bâtira des relations avec ces aînés. • Elle fera appel à ces aînés lors d'activités de perfectionnement professionnel et d'activités culturelles, comme le camp de leadership qui se tiendra sur le territoire de la Première Nation K'at'odeechee et où quatre à six aînés animeront des activités culturelles. • Elle collaborera avec le directeur du Chief Sunrise Education Centre pour participer, une fois par mois, aux activités culturelles ayant lieu les jeudis.



4.7 Formation des TNO sur les pensionnats

Pertinence quant aux priorités et aux stratégies régionales pour la mise en œuvre durant l'année scolaire 2018-2019	<p>En 2018-2019, la CSFTNO collaborera avec le personnel du Secrétariat de l'éducation et des langues autochtones pour voir à ce que tous les membres du personnel suivent la formation sur les pensionnats, que ce soit en les faisant assister à la Conférence s'adressant aux éducateurs fraîchement arrivés aux TNO ou en intégrant cette formation aux journées d'orientation culturelle.</p> <p>La CSFTNO :</p> <ul style="list-style-type: none">• encouragera les nouveaux employés à assister en août à la Conférence s'adressant aux éducateurs fraîchement arrivés aux TNO;• par l'intermédiaire du CRÉLA, déterminera qui parmi son personnel a déjà reçu cette formation et qui ne l'a pas suivie;• coordonnera l'organisation de cette formation.
Cibles de rendement régionales	<ul style="list-style-type: none">• À la fin de l'année scolaire 2018-2019, 100 % des enseignants auront suivi cette formation.• À la fin de l'année scolaire 2018-2019, 90 % des enseignants auront suivi cette formation.



Enseignement du français et de l'anglais 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.

Cette section présente les programmes d'enseignement du français et de l'anglais langue seconde. Les programmes pour les langues autochtones, lesquels font l'objet d'un financement distinct, sont quant à eux présentés à la section précédente.

5. Objectif pour le renouveau en éducation : Appuyer les initiatives linguistiques et culturelles qui améliorent le sens de l'identité des élèves.

English Language Arts	
Pertinence quant aux priorités et aux stratégies régionales pour la mise en œuvre durant l'année scolaire 2018-2019	<p>Tous les élèves acquièrent des crédits en English Language Arts (ELA), des cours que la CSFTNO offre de la 4^e à la 12^e année. Les cours d'ELL sont offerts aux élèves qui, selon des évaluations, ont besoin d'un programme plus ciblé. L'objectif est d'intégrer ces élèves au programme d'ELA normal en moins de trois ans.</p> <p>Au deuxième cycle du secondaire, tous les élèves peuvent suivre les cours suivants :</p> <p>ELA 10-1 ou 10-2 ELA 20-1 ou 20-2 ELA 30-1 ou 30-2</p> <p>La CSFTNO affecte à ces cours la majeure partie du temps d'enseignement laissé à sa discrétion. Tous les élèves qui décrochent un diplôme de l'ÉASC et de l'ÉB peuvent obtenir 15 crédits supplémentaires dans ces cours et sont, pour la plupart, bilingues à la fin de leurs études.</p>
Cibles de rendement régionales	<ul style="list-style-type: none"> • 95 % des élèves de 6^e et 9^e année obtiendront une note acceptable au test de rendement de l'Alberta (TRA) en lecture et en écriture. • 95 % des élèves réussiront les examens nécessaires à l'obtention de leur diplôme.
ÉASC	<ul style="list-style-type: none"> • 4^e à 12^e année • Les cours d'ELL sont offerts aux élèves qui, selon des évaluations, ont besoin d'un programme plus ciblé. L'objectif est d'intégrer ces élèves au programme d'ELA normal en moins de trois ans. • 4^e à 9^e année – 220 minutes par semaine • 10^e à 12^e année – 300 minutes par semaine
ÉB	<ul style="list-style-type: none"> • 4^e à 12^e année • 4^e à 9^e année – 220 minutes par semaine • 10^e à 12^e année – 300 minutes par semaine



Intégration scolaire

Tous les ans, le GTNO alloue à chaque école du territoire des fonds en appui à la Directive ministérielle sur l'intégration scolaire (2016), en fonction du nombre d'élèves. Cet investissement permet de combler les différents besoins quotidiens des élèves en visant les programmes, le personnel et les processus correspondant aux attentes et aux normes établies dans les Lignes directrices sur l'intégration scolaire (2016). Ainsi, le GTNO soutient efficacement le travail des titulaires de classe et la réussite des élèves.

La présente section fait état des cibles de rendement grâce auxquelles la CSFTNO parviendra à créer et à maintenir un environnement scolaire inclusif, en accord avec les cinq grands volets de la Directive. Ceux-ci ont été sélectionnés conjointement par le MÉCF, les directions générales et les directions d'école afin d'assurer la transparence et de mettre en valeur les éléments clés de la Directive.

6. Objectif pour le renouveau en éducation : Améliorer le soutien, la mise en œuvre des mesures et la surveillance en matière d'intégration scolaire.

6.1 Le soutien aux élèves correspond aux objectifs des plans de soutien à l'élève (PSÉ) et des plans d'enseignement individualisé (PEI), et est offert rapidement.

Objectifs liés à ce volet pour l'année scolaire 2018-2019, qui tiennent compte de la rétroaction du MÉCF de 2017

Les PSÉ et PEI feront l'objet d'un examen lors des rencontres de transition de la CSFTNO en juin. Un plan appuyant les objectifs établis sera en place au plus tard à la fin de septembre 2018. Selon la rétroaction reçue l'an dernier, nous avons déjà d'assez bons résultats à ce chapitre.

Cibles de rendement régionales

- 100 % des PSÉ et des PEI seront terminés au plus tard le 30 novembre.
- Tous les PSÉ et PEI continueront d'être revus deux ou trois fois par année, selon les besoins.
- Les ESP consacreront 25 % de leur temps à aider directement les élèves.
- 100 % des enseignants mettront en œuvre au moins une mesure de soutien des PSÉ ou des PEI durant la première période de déclaration.



6.2 Les directions d'école créent des conditions favorables pour appuyer les enseignants dans l'utilisation de stratégies d'enseignement flexibles.

Objectifs liés à ce volet pour l'année scolaire 2018-2019, qui tiennent compte de la rétroaction du MÉCF de 2017

Les stratégies d'enseignement flexibles comprennent des stratégies différenciées. Même si notre perfectionnement professionnel ne concernera pas directement l'enseignement différencié, notre communauté d'apprentissage professionnelle a mis en place de nombreuses stratégies tournant autour d'outils qui incitent à appliquer ce type d'enseignement. Par ailleurs, on trouve différents types d'espaces de travail pour les élèves dans plusieurs classes, ainsi que des outils et du matériel d'autorégulation dans la plupart d'entre elles.

Cibles de rendement régionales

- Les profils d'apprentissage des élèves et des classes seront utilisés de manière uniforme, le but étant de mieux choisir les stratégies qui répondront aux besoins propres à chaque élève.
- 100 % des adjoints au programme de soutien rencontreront l'enseignant de soutien au programme au moins une fois par mois pendant les heures normales de classe (rencontre axée sur le rôle de l'adjoint dans l'apprentissage de l'élève).
- 85 % des élèves se déclareront satisfaits dans le sondage NotreÉcole.



6.3 Les titulaires de classe avisent l'équipe de soutien scolaire (ÉSS) et accèdent à ses services pour aider les élèves aux prises avec des difficultés d'apprentissage qui persistent malgré le recours à des stratégies d'enseignement attentives, ou lorsqu'un élève a besoin d'un enrichissement considérable.

Objectifs liés à ce volet pour l'année scolaire 2018-2019, qui tiennent compte de la rétroaction du MÉCF de 2017

Dans les deux écoles, l'équipe de soutien scolaire doit être fonctionnelle au plus tard à la mi-septembre 2018. Un processus officiel de recommandation est en place pour l'accès à ses services, et ses rencontres seront consignées par écrit.

Cibles de rendement régionales

- Le CRIS en poste pour l'année scolaire à venir, ainsi que les directeurs et ESP de chaque école, sera responsable de l'atteinte de cet objectif.
- Il reviendra aux directeurs et aux ESP de repérer les élèves ayant besoin des services de l'ÉSS; leur enseignant devra participer aux rencontres.
- Il y aura des rencontres bimensuelles en octobre et en novembre, et mensuelles (ou plus fréquemment au besoin) le reste de l'année scolaire 2018-2019.
- Les élèves de prématernelle et de maternelle ayant besoin d'une intervention précoce seront repérés plus rapidement.
- 100 % des enseignants auront recours à l'ÉSS au besoin.



6.4 Les PSÉ et PEI sont examinés et mis à jour en consultation avec les parents, les élèves, l'ÉSS, le personnel de l'organisme scolaire et d'autres professionnels, selon les besoins.

Objectifs liés à ce volet pour l'année scolaire 2018-2019, qui tiennent compte de la rétroaction du MÉCF de 2017	La CSFTNO est fière de son programme de soutien aux élèves. La rétroaction du MÉCF à ce sujet en 2016-2017 a d'ailleurs été très positive.
Cibles de rendement régionales	<ul style="list-style-type: none">• 90 % des PSÉ feront état de progrès (p. ex. plan qui n'est plus nécessaire, changement de « programme modifié » à « programme avec accommodements », indication de stratégies efficaces).• 100 % des PSÉ et des PEI seront examinés et mis à jour deux fois par année (novembre et avril) avec les parents et les élèves dans le cadre de rencontres à trois.• 100 % des PSÉ et des PEI seront examinés et mis à jour avec les éducateurs et les membres de l'équipe scolaire qui travaillent avec l'élève en question, au plus tard à la fin de septembre et à un autre moment de l'année scolaire.



6.5 Les ESP consacrent au moins 60 % de leur temps à des activités qui aident directement les titulaires de classe.

Objectifs liés à ce volet pour l'année scolaire 2018-2019, qui tiennent compte de la rétroaction du MÉCF de 2017	Nous avons engagé un CRIS pour le début de l'année scolaire 2018-2019. Celui-ci sera en bonne position pour aider les ESP dans leur emploi du temps à l'école. Cette année, le CRIS, le conseiller en alphabétisation et deux ESP de la CSFTNO suivront un cours sur la ressource professionnelle <i>The Moves</i> , conçue par Diane Sweeney.
Cibles de rendement régionales	<ul style="list-style-type: none">• Les ESP consacreront au moins 60 % de leur temps à des activités qui aident directement les titulaires de classe.• Les directeurs veilleront à ce que les ESP consacrent 60 % de leur temps à aider les enseignants à renforcer leurs activités pédagogiques, conformément à la Directive et aux Lignes directrices connexes.• Les directeurs et les ESP établiront un calendrier pour ces derniers.• Chaque mois, les directeurs s'assureront que les ESP ont le temps de rencontrer 100 % des titulaires de classe pendant les heures normales de classe.• 100 % des enseignants rencontreront l'ESP au moins une fois par mois pendant les heures normales de classe, en fonction des besoins.



Mieux-être et soutien aux élèves

Cette section présente les activités et les programmes prévus pour favoriser la santé mentale et physique des élèves.

7. Objectif pour le renouveau en éducation : Faire en sorte que le mieux-être des élèves [...] soit encouragé et intégré dans les expériences, les programmes et les environnements scolaires.

7.1 Programme sur l'alimentation saine et l'apprentissage

Pertinence quant aux priorités et aux stratégies régionales pour la mise en œuvre durant l'année scolaire 2018-2019	Il n'y a pas de machines distributrices, de cafétérias ou de programmes de dîner dans les deux écoles de la CSFTNO. Celles-ci conservent cependant des aliments sains en cas d'accident ou si un élève n'a pas son dîner, et utilisent les fonds du programme pour offrir des collations santé.
Cibles de rendement régionales	<ul style="list-style-type: none">• 100 % des élèves auront accès quotidiennement à des collations santé.• La durée du programme de collations sera de huit mois.• Environ la moitié des collations seront constituées d'aliments et de boissons sans sucre et non transformés.• Un nouveau fruit ou légume sera intégré chaque semaine.• Durant l'année scolaire, 100 % des élèves participeront à la préparation de collations santé à partager (selon le niveau scolaire).

7.2 Initiative d'autorégulation	
Pertinence quant aux priorités et aux stratégies régionales pour la mise en œuvre durant l'année scolaire 2018-2019	Les écoles de la CSFTNO continueront de participer à la mise en œuvre de l'initiative d'autorégulation. Durant l'année 2018-2019, le CRIS et la direction générale feront un état des lieux dans les deux écoles et élaboreront un plan pour qu'elles poursuivent leur progression. Au cours de l'année 2016-2017, l'École Allain St-Cyr a accueilli Paula Jurzak pendant quatre jours, et l'année suivante, l'École Boréale s'est entendue avec elle pour la tenue d'une formation. En ce qui concerne le perfectionnement professionnel, il est possible que nous devions demander un financement distinct du MÉCF et trouver ensemble une personne francophone afin de mieux répondre aux besoins de l'ensemble du personnel. Certains membres du personnel suivront la formation, mais d'autres ne pourront y prendre part si tout est en anglais. C'est pourquoi à l'heure actuelle, la participation à la formation offerte par le MÉCF n'est pas confirmée.
Cibles de rendement régionales	<ul style="list-style-type: none"> • Il faudra trouver des formateurs francophones en autorégulation et offrir ce cours en français en faisant appel au fonds de formation en intégration scolaire. • 80 % du personnel enseignant et de soutien participera à la formation sur l'autorégulation. • 100 % des élèves auront accès à des outils et à du matériel d'autorégulation ainsi qu'à une formation sur l'application et les avantages de l'autorégulation pour l'élève et l'ensemble de la classe.



7.3 Initiatives en santé mentale	
Pertinence quant aux priorités et aux stratégies régionales pour la mise en œuvre durant l'année scolaire 2018-2019	<p>En avril 2018, des employés des deux écoles ont suivi la formation « Parlons de la maladie mentale » (TAMI). En mai et en juin de la même année, cette formation a aussi été offerte une première fois aux élèves de la 7^e à la 9^e année. L'initiative a été un succès, même s'il a fallu accorder la priorité à certaines activités étant donné que l'année scolaire s'achevait. Pour l'année 2018-2019, des formations TAMI seront intégrées au programme de santé pour les élèves de 7^e et 8^e année des deux écoles.</p> <ul style="list-style-type: none"> • Des membres du personnel des deux écoles ont reçu la formation « Go-To » Educator Training. • Le CRIS et un membre du personnel de chaque école ont reçu la Formation appliquée en techniques d'intervention face au suicide. • Dix membres du personnel ont reçu une formation en français sur les premiers soins en santé mentale.
Cibles de rendement régionales	<ul style="list-style-type: none"> • Le CRIS se joindra à la coalition TAMI. • Il faudra faciliter la prestation du programme TAMI dans les deux écoles. • D'autres occasions en matière de santé mentale seront recensées (jack.org, etc.). • 100 % des élèves de 7^e et 8^e année auront suivi le programme TAMI.



7.4 Initiative sur les écoles sûres et solidaires	
Pertinence quant aux priorités et aux stratégies régionales pour la mise en œuvre durant l'année scolaire 2018-2019	L'initiative sur les écoles sûres et solidaires, directement liée au plan stratégique de la CSFTNO, assure un environnement d'apprentissage sécuritaire et stimulant pour les élèves et le personnel.
Cibles de rendement régionales	<p>Chaque école :</p> <ul style="list-style-type: none">• rédigera un ensemble complet de procédures;• organisera six exercices d'évacuation d'urgence (incendie);• organisera deux exercices en cas de confinement;• tiendra trois rencontres de son comité pour des écoles sûres et solidaires;• offrira la formation Vers le Pacifique de la prématernelle à la 6^e année;• offrira la formation du programme Fourth R de la 7^e à la 9^e année;• offrira des activités des programmes FOXY et SMASH;• fera examiner son plan pour une école sûre et solidaire par la direction générale (une fois). <p>De plus, une enseignante de l'École Boréale recevra la formation Girl on Fire.</p>



Gestion des ressources humaines

Recrutement et rétention du personnel scolaire

La CSFTNO doit veiller à ce que ses écoles aient les ressources nécessaires pour répondre aux priorités et aux besoins des élèves. Les tableaux ci-dessous présentent la dotation en personnel réelle et prévue dans le cadre de l'année scolaire 2018-2019, pour le personnel scolaire général, et pour le personnel se consacrant à l'intégration scolaire ainsi qu'à l'éducation et aux langues autochtones.

Tableau 4 : Dotation en personnel réelle et prévue – Général (en années-personnes)

	Administration du bureau régional		Enseignants*		Consultants		Secrétaires		Gardiens		Conseillers en mieux-être		Chauffeurs d'autobus		Cuisiniers		Administration scolaire		Total		
	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	
Bureau régional	2,5	2,0	1,0	1,0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3,5	3,0
ÉASC	0	0	8,65	13,0	0	0	0,37	1,0	0,97	1,0	0,31	0	0	0	0	0	1,0	1,0	11,3	16,0	
ÉB	0	0	5,44	10,0	0	0	0,37	1,0	0,97	1,0	0,30	0	0	0	0	0	1,0	1,0	8,08	13,0	
Total	2,5	2,0	15,09	24,0	0	0	0,74	2,0	1,94	2,0	0,61	0	0	0	0	0	2,0	2,0	22,88	32,00	

N.B. : * Sont inclus dans cette catégorie les membres de l'Association des enseignants et enseignantes des Territoires du Nord-Ouest (AETNO) occupant les postes de titulaire de classe, de directeur, de directeur adjoint, etc.

Tableau 5 : Dotation en personnel réelle et prévue – Intégration scolaire, éducation et langues autochtones (en années-personnes)

	Intégration scolaire (IS)							Éducation et langues autochtones (ÉLA)							
	Coordonnateur régional – IS		ESP ³		Adjoints au programme de soutien	Conseillers en mieux-être	Établissements centraux	Total – IS		Coordonnateur régional – ÉLA		Moniteurs de langues autochtones	Aide-moniteur de langues autochtones	Total – ÉLA	
	R+	P [‡]	R	P	P	P	P	R	P	R	P	P	P	R	P
Bureau régional	1,0	1,0	0	0	0	0,50	0	1,5	1,5	0	0	0	0	0	0
ÉASC	0	0	1,0	1,0	2,06	0	0	3,06	3,06	0	0	0	0	0	0
ÉB	0	0	1,0	1,0	1,05	0	0	2,05	2,05	0,25	0,25	0	0	0,25	0,25
Total	1,0	1,0	2,0	2,0	3,11	0,50	0	6,61	6,61	0,25	0,25	0	0	0,25	0,25

N.B. : * R = réelle; ‡ P = prévue

³ Les enseignants de soutien au programme (ESP) contribuent à l'éducation des élèves ayant des besoins variés en jouant pour les autres enseignants un rôle de modèle, de collègue et d'accompagnateur en matière de pratiques pédagogiques inclusives. Dans le cadre de leur travail quotidien et hebdomadaire, les ESP ne se spécialisent pas dans une matière en particulier, mais couvrent l'ensemble des apprentissages des élèves, notamment de ceux ayant un PSÉ ou un PEI.

Évaluation 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. Cette évaluation est importante pour l'élaboration des plans de perfectionnement personnalisés. En 2018-2019, **11** directeurs d'école, directeurs adjoints et enseignants (y compris des ESP) seront évalués.

Annexe A : Budget de fonctionnement

1. Budget consolidé

Ministère de l'Éducation, de la Culture et de la Formation Budget approuvé par le conseil ou le district

Commission scolaire francophone des Territoires du Nord-Ouest État des résultats Budget annuel consolidé

	2018-2019 Prévu	2017-2018 Approuvé	2017-2018 Réal
FONDS DE FONCTIONNEMENT			
REVENUS			
GTNO			
Financement régulier	4 207 035	4 292 080	4 329 408
Financement – Langue française	1 152 850	1 152 850	1 152 850
Financement – Éducation et langues autochtones			
Financement – Autre	74 250	144 675	183 924
Apport en capital			
Total – GTNO	5 434 135	5 589 605	5 666 182
Gouvernement fédéral	59 500	0	0
Impôt foncier			
Autres administrations scolaires			
Revenus générés			
Location			
Droits de scolarité			
Ventes			
Revenus de placement	10 000	10 000	22 588
Autre			
Total – Revenus générés	10 000	10 000	22 588
Transferts			
Transferts du Fonds d'investissement			
Total – Transferts	0	0	0
TOTAL – REVENUS	5 503 635	5 599 605	5 688 770
DÉPENSES			
Administration	571 795	723 138	626 973
Programmes scolaires	3 863 567	4 166 238	4 211 251
Intégration scolaire	970 935	824 428	840 591
Programmes de langues et de culture autochtones	126 207	123 537	160 149
Transferts aux immobilisations			
Service de la dette			
TOTAL – DÉPENSES	5 532 504	5 837 341	5 838 964
EXCÉDENT (DÉFICIT)	-28 870	-237 736	-150 194

EXCÉDENT (DÉFICIT) CUMULÉ	8 146	-50 526	37 016
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2. Dépenses du conseil scolaire de division

Ministère de l'Éducation, de la Culture et de la Formation Budget approuvé par le conseil

Commission scolaire francophone des Territoires du Nord-Ouest État consolidé des dépenses Budget annuel 2018-2019

	Administration	Programmes scolaires	Intégration scolaire	Éducation et langues autochtones	Total
<u>SALAIRES</u>					
Enseignants		3 124 844	137 801	36 370	3 299 015
Enseignants de soutien au programme		116 964	282 979		399 943
Personnel non enseignant	337 705	316 039	377 587	3 000	1 034 331
Matériel d'apprentissage spécial/technologies d'assistance			0		0
Rétributions pour les membres du conseil d'administration	42 000				42 000
Cours de langues				53 237	53 237
<u>AVANTAGES SOCIAUX</u>					
Avantages sociaux et indemnités	33 000		135 310		168 310
Congés rémunérés et indemnités de départ	45 000				45 000
<u>ACHAT DE SERVICES ET SERVICES CONTRACTUELS</u>					
Services professionnels ou techniques					0
Courrier et communication	10 240	11 000	0		21 240
Services publics					0
Chauffage					0
Électricité					0
Eau et traitement des eaux usées					0
Déplacements	22 400	12 520	12 759	12 000	59 679
Transport des élèves (autobus)		58 000			58 000
Publicité, impressions et publications	1 000				1 000
Entretien et réparation	7 000	17 500			24 500
Baux et locations	6 000	7 500			13 500
Autres services contractuels	28 500	1 500	14 000		44 000
Autre	18 700	49 500			68 200
<u>MATÉRIEL, FOURNITURES ET FRET</u>					
Matériel	19 500	147 200	10 500	21 600	198 800
Fret	750	1 000	0		1 750
<u>TRANSFERTS AUX IMMOBILISATIONS</u>					
TOTAL	571 795	3 863 567	970 935	126 207	5 532 504

3. Intégration scolaire

Ministère de l'Éducation, de la Culture et de la Formation Budget approuvé par le conseil

Commission scolaire francophone des Territoires du Nord-Ouest État des dépenses – Intégration scolaire Budget annuel 2018-2019

	Frais généraux	Perfectionnement du personnel	Technologies d'assistance	Établissements centraux	Total
<u>SALAIRES</u>					
Coordonnateur régional	137 801				137 801
Enseignants de soutien au programme	282 979				282 979
Adjoints au programme de soutien	377 587				377 587
<u>AVANTAGES SOCIAUX</u>					
Avantages sociaux et indemnités	135 310				135 310
<u>ACHAT DE SERVICES ET SERVICES CONTRACTUELS</u>					
Services professionnels ou techniques					0
Déplacements	8 628	4 131			12 759
Autres services contractuels	6 000	8 000			14 000
<u>MATÉRIEL, FOURNITURES ET FRET</u>					
Matériel d'apprentissage spécial/technologies d'assistance			10 500		10 500
Fret					0
TOTAL	948 304	12 131	10 500	0	970 935

4. Éducation et langues autochtones

Ministère de l'Éducation, de la Culture et de la Formation Budget approuvé par le conseil

Commission scolaire francophone des Territoires du Nord-Ouest État des dépenses – Éducation et langues autochtones Budget annuel 2018-2019

	Frais généraux	Centres d'enseignement et d'apprentissage	Soutien aux collectivités	Total
<u>SALAIRES</u>				
Coordonnateur régional	36 370			36 370
Cours de langue	16 000		27 237	43 237
Personnel non enseignant	3 000			3 000
Programme Les aînés à l'école	10 000			10 000
<u>AVANTAGES SOCIAUX</u>				
Avantages sociaux et indemnités				0
<u>ACHAT DE SERVICES ET SERVICES CONTRACTUELS</u>				
Services professionnels ou techniques				0
Déplacements	12 000			12 000
Transport des élèves (autobus)				0
Publicité, impressions et publications				0
Entretien et réparation				0
Baux et locations				0
Autres services contractuels				0
<u>MATÉRIEL, FOURNITURES ET FRET</u>				
Matériel	21 600			21 600
Fret				0
TOTAL	98 970	0	27 237	126 207



5. Éducation et langues autochtones – par école

Commission scolaire francophone des Territoires du Nord-Ouest
État des dépenses – Éducation et langues autochtones
Budget annuel 2018-2019

Répartition du budget

Bureau régional

École Boréale

École Allain Saint-Cyr

TOTAL

Coordonnateur régional	Personnel enseignant (cours de langue)	Frais généraux	Centres d'enseignement et d'apprentissage	Soutien aux collectivités	Total
36 370					36 370
	35 100			14 342	49 442
	27 500			12 895	40 395
36 370	62 600	0	0	27 237	126 207

6. Tableau des années-personnes approuvées

Tableau approuvé par le conseil

Commission scolaire francophone des Territoires du Nord-Ouest

Tableau des années-personnes approuvées Budget annuel 2018-2019

	<u>Années-personnes</u>
Personnel administratif	2,00
Écoles	26,61
Enseignants	21,61
Consultants	1,00
Aides-enseignants	
Secrétaires	2,00
Gardiens	2,00
Conseillers communautaires en milieu scolaire	
Autres - Préciser	
Intégration scolaire	8,17
Coordonnateur régional	1,00
Enseignants de soutien au programme	2,17
Adjoints au programme de soutien	5,00
Conseillers	
Autres - Préciser	
Éducation et langues autochtones	0,22
Coordonnateur régional	0,22
Personnel enseignant (cours de langue)	
Autres - Préciser	
Total	<u>37,00</u>





The Dettah District Education Authority Operating Plan for 2018-2019 School Year June 30, 2018



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Purpose of the Operating Plan

The Dettah District Education Authority Operating Plan for the 2017-2018 school year was prepared in compliance with the *Financial Administration Act* that requires NWT Education Bodies to plan for and report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the GNWT Mandate and the Minister of Education's direction.

The Operating Plan is one of the key components of the Education Accountability Framework that was implemented in 2016 as part of the *Education Renewal and Innovation Framework: Directions for Change* (2013) and following new requirements of the *Financial Administration Act* that were put in force in 2016. The purpose of the Operating Plan is to:

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

School Profiles and Student Enrolment

The Dettah District Education Authority consists of *one* school that will house approximately up to fifty students in 2018-2019 school year.

The DDEA holds authority over one school, Kaw Tay Whee School, The community school of Dettah, and 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.

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

Table 1: Dettah District Education Authority School Profile 2017-2018.

School	Community	Grades Offered	Enrolment (FTE) ¹	Teaching Staff (PY) ²
Kaw Tay Whee School	Dettah	JK-12	47.0	6.0

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

School	Grades													
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
KTW	1.0	3.0	3.0	3.0	3.0	4.0	7.0	2.0	4.0	2.0	3.0	12.0	6.5	2.5
DEA Total	1.0	3.0	3.0	3.0	3.0	4.0	7.0	2.0	4.0	2.0	3.0	12.0	6.5	2.5

Student and Teacher Population

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. Students are offered physical education, art and music. The school employs a .50 custodian.

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 ten or more years, which has assisted with maintaining consistency in school climate, culture and programming.

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.

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

² PY stands for person years and refers to funded positions. Teaching staff includes staff providing instruction to students, such as teachers, teaching principals, and others.

Dettah District Education Authority Governance

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 was serviced by the now non-existent Dogrib Divisional Education Council beginning in 1968.

The main objective of the Dettah District Education Authority 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. This year, the Dettah District Education Authority and school developed a small high school program for students in grade ten to twelve, targeting students who left school early, or did not earn credits.

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.

Current Dettah District Education Authority Members:

Rebecca Plotner – Chairperson
James Sanderson – Member
Beatrice Sangris – Member
Mary Laurie Tobie – Member
Tina Crookedhand – Member
Angela Lafferty – Vice Chairperson
Eileen Drygeese – Member

Support Members for this Education Authority Include:

Metro Huculak – Superintendent of Yellowknife Educational District #1
Lea Lamoureux – Principal of Kaw Tay Whee School
Sally Ann Drygeese - Administration/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.

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 his or 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.

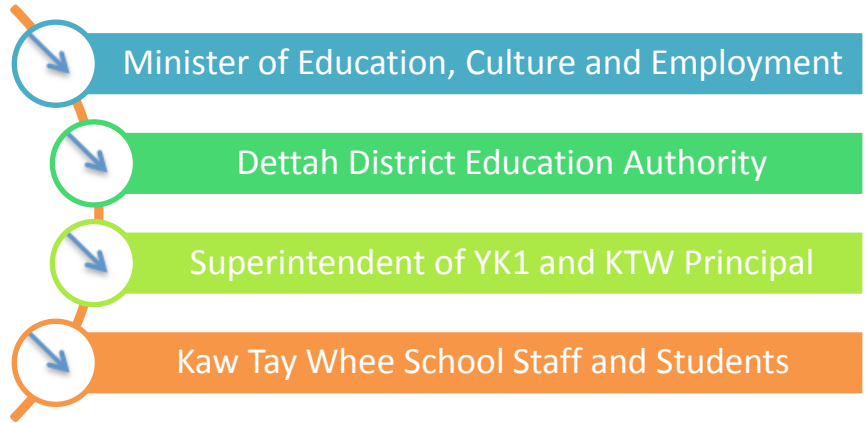
The DEA is very unique in that it does not employ a comptroller, maintenance staff, or HR personnel. Therefore, the principal's role also includes overseeing an annual external audit, a DEA and it's general organization, management and growth.

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 so 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 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.

Dettah District Education Authority Functional Organizational Chart



Governance Training

The Dettah District Education Authority will be in a transition year during 2018-2019, as it is an election year. As such, depending on the number of new members, governance training may vary.

Should there be a number of new members, training may be related to the GNWT DEA Governance Handbook, the Financial Administration Manual, the Education Act, Communication Styles, Conflict Resolution, and, or Visioning and Future Planning.

The new DEA, with support from the school principal and superintendent will establish their plans when the election is complete.

Should the DEA wish to receive training form the Department of Education, they will let their needs be known in a timely manner so as to facilitate a convenient time for all.

Teaching and Learning

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

1. Education Renewal Objective: Supporting excellence in teaching.

1.1 Collaborative Professional Learning

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Staff at Kaw Tay Whee School will collaborate to examine assessment data from reading assessments and school-wide math journals. They will assess student writing samples twice yearly, in a small groups, and will plan for next steps in instruction and assessment.</p> <p>The leadership team has identified that many teachers are not experienced in teaching three or more grade levels of students in one classroom in a small community school setting; and in ensuring that all students are included in an authentic manner has built in several supports. These supports are listed as performance targets below.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Collaborative planning of whole-school assessments related to reading, writing, mathematics, and acquisition of the Willideh language will occur during 50% of STIP days and a minimum of one other time each term; including use of time during STIP days to work in teams to make specific plans for students related to personalized learning • Under the shared guidance of the principal, RISC, and PST, the school team will collaborate as a whole to ensure that all needs of teachers are being met during 100% of SBST Meetings • The major emphasis of STIP time next year will be focused between strengthening inclusive schooling practices and documentation, as well as the use of common assessments (school-wide write, F&P reading assessment, Willideh Language Assessment Tool, meaningful integration of the Dene Kede, and school-wide math problem solving experiences.) • Teachers will engage in collaborative discussion and planning about supporting the mental health needs in our building as well <p>In terms of collaborative professional learning (e.g., professional learning communities, collaborative curriculum/lesson plan development, collaborative teamwork) the following is planned:</p> <ul style="list-style-type: none"> • 100% of the team will participate in completing and discussing school-wide assessments

- 100% of teaching staff will work in small teams to build opportunities for team-teaching and modeled lessons
- 100% of school staff will work with NCTS and other professionals related to mental health and how to best support students, family members, and each other
- We currently follow a “daily de-brief” model at our school; where we discuss as an entire staff the strengths of the day, and the challenges related to instruction, behavior, or needs. This allows us to plan for the following day with more support and collaboration.
- We use the SBST format twice to three times each term, in addition to class reviews to discuss inclusive schooling strengths, needs, and challenges and to plan collaboratively for next steps.
- The principal/RISC/PST often hold individual meetings with teachers throughout each term (2 or three times) to collaboratively plan units of study, assist with interpreting assessment data, and to plan for students with SSP/IEPs.
- When a crisis occurs, our team will meet to hold a specific informal de-brief about the situation. This has assisted us in retaining staff over the years. We have had a number of very serious incidents (deaths, serious incidents, etc.) that have impacted our community, and in working together, we are better able to support our students, family, and community. Time for this work is incredibly important as our school is so often in the role of “system navigator”. It is not possible to quantify the number of meetings in advance.
- Teachers will collect and examine school-wide assessment data 3X each year; and more often if deemed appropriate; including standard reading, writing, assessments, and then will collaborate to examine assessment data and plan next steps for student learning

1.2 Regional Professional Development

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Following best-practice and research; adults learners require choice in order to be engaged, motivated, and to ultimately have their practice be positively impacted to support student learning.</p> <p>As we know that in addition to collaborative school and region-wide professional development and training opportunities, each member of our education staff in our school has different professional learning goals and paths, we support independent study, including course work related to the areas of:</p> <ul style="list-style-type: none"> • Student academic learning • Indigenizing education • Mental health and wellness • Action-research in education • Inclusion • Supporting families and community <p>The Dettah District Education Authority takes a personalized approach to professional development planning to best serve our students and prepare our education staff.</p> <p>Accessing learning opportunities outside of school hours, yet aligned with school/DEA goal areas will allow for an improvement in instruction and learning;</p> <p>Accessing learning opportunities outside of school hours, yet aligned with school/DEA goal areas will allow for an improvement in student learning and community engagement</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • We aim for 75% of our team to engage in coursework related to the above areas • We aim for 75% of our team to engage in professional development related to mental health

1.3 Evidence Examination to Support Student Assessment During each Reporting Period

<p>Program description, implementation strategy and relevance to regional priorities in the 2018-2019</p>	<p>Staff at Kaw Tay Whee School are committed to ensuring that students are taught at their grade level, that assessments, learning activities and planning are curricular aligned; and that students have goals to move forward. We have developed a review process to ensure that instruction, the use of instructional minutes, learning activities and assessments are authentic, inclusive, and differentiated.</p>
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school year:	
Regional performance targets:	<ul style="list-style-type: none"> • 100% of students will have their complete portfolios of learning; • School-wide and classroom assessments will be examined at least three times each year by the RISC/PST to ensure alignment with both curricula, student learning goals, and alignment between these samples of evidence and reporting tools

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

Numeracy Intervention Groups

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	As planning for and effectively teaching a number of grades in one classroom, the school will employ a whole-school approach to numeracy instruction; grouping students on a smaller scale and ensuring close mentorship between experienced and newer teachers
Regional performance targets:	<ul style="list-style-type: none"> • The PST will work to model lessons with newer teachers; and will work in cooperation with the principal and each classroom teacher to re-develop math journals; with a focus on open-ended questions; which will be assessed as a group during STIP days and examined at SBST meetings each term

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

3.1 CTS Credit Acquisition Program

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>As data indicates that many students from our community have difficulty earning a complete credit load in a semester at high school, we will enhance programming at Kaw Tay Whee School to ensure that students have the option to build up Career and Technology studies credits in the middle school year; thus ensuring that some earned credits will be waiting for students when they begin high school; therefore building in more flexibility in scheduling should a course need to be repeated or an extra elective be desired.</p>
<p>Regional performance targets:</p>	<p>100% of students in grades 7, 8, and nine will have an opportunity to earn at least one CTS credit in 2018-2019</p>

3.2 Collaboration to support our Indigenous Language Instructor

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>As we aim to support the growth and development of the Wiiliideh language in our school, and knowing that our highly valued Indigenous Language Instructor does not have an education degree, teachers in the building, including the Program Support Teacher and principal, will work very carefully to support the planning and implementation of lessons and the creation and implementation of assessments as per the curriculum.</p> <ul style="list-style-type: none"> • Other members of the school team will collaborate with the highly valued Indigenous Language Instructor to assist with the understanding and implementation of the curriculum document to plan for lessons • Other members of the school team will collaborate with the highly valued Indigenous Language Instructor to assist with assessment methods and the interpretation and reporting of assessment data; and planning for next steps for student learning • Other members of the school team will collaborate with the highly valued Indigenous Language Instructor to assist with working to carefully and meaningfully engage family and community members •
<p>Regional performance targets:</p>	<p>At the beginning of each term, the PST and Principal will meet with the Language Instructor to ensure that planning, lesson design, assessment and reporting are supported</p> <p>Prior to the end of each reporting period; the PST and Principal will meet with the Language Instructor to ensure that planning, lesson design, assessment and reporting are supported</p> <p>Teaching staff will also collaborate with the instructor as we employ a</p>



whole-school approach to language learning; this will occur at least once each term; likely at the mid-point

Health and Wellness Curriculum

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

Kaw Tay Whee School will participate actively in the Health and Wellness Curriculum Pilot at the middle school level

Regional performance targets:

- The cooperating teacher will receive specified release time of a minimum of two full days to be able to properly plan, prepare for, and collaborate in order to deliver the inquiry-based curricula to a high standard
- Our Public Health Nurse will be involved in the delivery of the new curricula as part of our school-team; when topics related to drugs and alcohol, personal safety, and units related to family life, puberty, and sexuality

Indigenous Languages and Education

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

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

4.1 Indigenizing Education

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Kaw Tay Whee School will continue to use the Dene Kede as the founding curricular document when planning for a year of study.</p> <p>New teachers will have the opportunity to attend the New to the North Conference; and through this experience will become familiar with the history of the NWT; including the history and implications of the Residential Schools experience.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • KTW will follow a three year school-wide planning cycle for the Dene Laws and for Dene Kede themes of the month; around which learning experiences for children will be designed • School events will begin with a prayer in the Wiilliideh language • The Wiilliideh language will be in the forefront in all classrooms in written form • The physical environment of the school will reflect the experiences, culture, and values of the Dene people

4.2 Key Cultural Experiences

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Children and school staff will engage in key cultural experiences throughout the school year; reflective of the natural timeline of the ways of knowing and doing in our community.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Students will participate in a berry picking day, will work for two weeks on our Birch Tap harvest line, and will participate in KTW Camp Week; which includes five full days immersed in cultural experiences outside; including learning how to work with several

	animals, engage in language-rich experiences, and games, story-telling, arts, and time with an Elder.
4.3 Community Support	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	KTW will continue to embrace an open-door philosophy and will work to engage parents and community members in our daily school life, as well as in our culture-based, and Wiiliideh-language based experiences.
Regional performance targets:	<ul style="list-style-type: none"> • Parents, Community members, and Elders will be invited to all events through a variety of means to ensure accessibility, inclusion and understanding (phone calls, Facebook, stickers, etc.) • KTW will employ various community members, Elders and parents to share cultural and language expertise
4.4 Teacher Cultural Orientation Days	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	Teachers and school staff will engage in a variety of culture- and language based experiences, including learning about the history of the Yellowknives Dene people.
Regional performance targets:	<ul style="list-style-type: none"> • Teachers will participate in two full days of on-the-land experiences with a special focus on the TRC Calls to Action, harvesting from the land, and practicing phrases in the Wiiliideh language
4.5 Elders in Schools	



Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	The School staff will work to engage Elders to come to our school on a regular basis to engage with the children and team.
Regional performance targets:	<ul style="list-style-type: none">• Engage an Elder at least twice each term to work with children related to the either the Dene Kede theme, or law of study.

Inclusive Schooling

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

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

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

5.1. Student supports aligned to the goals stated in Student Support Plans (SSPs) and/or Individual Education Plans (IEPs) and are provided in a timely manner.

Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:

In recognizing the importance of following through on student goals, the school Based Support Team (SBST) to meet more regularly to support teachers in their planning to align document design, flexible teaching strategies, and assessments with SSP and IEP goals with instruction. This has been a challenge due to lack of release time; and extra after-school duties for our school team. We will try to block in specific meeting time each term during STIP days.

Regional performance targets:

- SBST to meet at least three times each term; in addition to any work in this area during STIP days; including the classroom teacher, the PST, and the Principal/Regional Inclusive Schooling Coordinator
- The school will finalize 100% of SSPs and IEPs in Tienet by October 31
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5.2. Principals create conditions to support teachers in the use of flexible instructional strategies.

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>The principal will be an active participant in all SBST meetings in 2018-2019, and will support teachers and the PST by providing coverage to promote more job embedded professional learning and team teaching.</p>
<p>Regional performance targets</p>	<p>The principal will provide a block of covered time for each classroom teacher at the beginning of each term for each teacher to co-plan part of a unit for team-teaching purposes, with the goal of increasing use of flexible instructional strategies</p> <p>100% of Education staff will participate in a self-run book club related to flexible instructional strategies; and will work together each term to problem-solve, and observe these strategies in action.</p>
<p>5.3. Classroom teachers notify and access the School-based Support Team (SBST) to support students who experience persistent learning difficulties in spite of the use of responsive teaching strategies, or when a student needs significant enrichment.</p>	
<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>School Based Support Team to meet more regularly to support teachers in their planning to align instruction and assessment with SSP and IEP goals with instruction; with the flexibility to add in more meetings as needs arise.</p>
<p>Regional performance targets:</p>	<p>SBST to meet formally at least three times each term; in addition to any work in this area during STIP days; minutes will be recorded</p>
<p>5.4. IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.</p>	



<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>We will work to engage parents and families to become more familiar with what an Educational Psychology assessment entails to try to move forward to gain consent and then further develop SSPs and IEPs reflecting the data and recommendations provided by those reports.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • For students following an IEP gain signed permission for at least 50% (2.0) to access an Ed. Psych assessment • SSPs and IEPs will be reviewed each term; with parents or guardians being involved in the first and third term
<p>5.5. Program Support Teachers spend not less than 60% of their time engaged in activities that directly support classroom teachers.</p>	
<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>In our experience, newer teachers require more support in planning to meet the needs of a multi-grade classroom. As we will have at least one new teacher next year, we will work to ensure that adequate support is placed in this area to collaborate, model, and assist.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • The PST will schedule more time in the new classroom (as opposed to the existing classrooms/more experienced teachers) to engage in coaching and collaboration related to planning, instruction and assessment in a multi-grade environment.. Our PST will spend 60% of their time supporting teachers.



Student Wellness and Support

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

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

6.1 Mental Health Initiatives

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>For a variety of reasons, it has been very difficult to obtain consent for students to see a qualified counsellor. Due to a variety of needs; an onsite counsellor is crucial to support students and staff as they work through challenging circumstances as they occur. The provision of the services of an Northern Therapeutic and Counselling Services (NCTS) Counsellor is an important addition to the supports that we can offer children, families, and staff.</p> <ul style="list-style-type: none"> • On-site counselling at the school will provide a connector between families and the counsellor as many staff in the school have long-standing relationships with the families we serve • Class-and/or school-wide talking circles or mini-workshops related to themes such as anxiety, stress, coping, healthy relationships, conflict resolution, bullying will provide built-in supports for students, allowing them to build their skillsets across a number of areas related to mental health • Supporting staff to build skills related to working with children and families who may have, or may be experiencing trauma is an important role for the counsellor serving the school
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Three times during the 2018-2019 school year, 100% of school staff will receive professional development from the NCTS Counsellor related to a relevant mental health topic as identified within the school or community • Six times during the 2018-2019 school year, 100% of students will participate in a talking circle related to self-care or pertinent mental-health topics, designed specifically for their age group and needs

6.2 Healthy Foods for Learning Initiative

<p>Relevance to regional priorities and</p>	<p>Kaw Tay Whee School will offer a universal, cost-free daily breakfast, lunch, and snack program. Weekend snack packs will also be available and will be distributed based on need in a way that ensures dignity and privacy.</p>
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<p>strategies for program implementation in the 2018-2019 school year:</p>	
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of students will have daily access to cost-free, well-balanced healthy food for breakfast and lunch; 5 days each week during every week of the school year for ten months. • Food will be unprocessed as often as possible, and will follow guidelines as recommended by Canada’s Food Guide; and will include country foods wherever and whenever possible

6.3 Access to needed health experts

<p>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:</p>	<p>System navigation can be challenging, and many services are not available in the community; therefore causing a barrier to accessing to medical services. Currently, the Dettah District Education Authority is consistently well-served by our Public Health Nurse, Speech Language Pathologist, NTCS Counsellor and Occupational Therapist. We seek more services to be available in the school.</p>
<p>Regional performance targets:</p>	<p>Kaw Tay Whee School will receive the services of a paediatrician on-site twice during the 2018-2019 school year.</p>

6.4 Northern Therapeutic Counselling Services

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>For a variety of reasons, it has been very difficult to obtain consent for students to see a qualified counsellor. Due to a variety of needs; an onsite counsellor is crucial to support students and staff as they work through challenging circumstances as they occur. The provision of the services of an NTCS Counsellor is an important addition to the supports that we can offer children, families, and staff.</p> <ul style="list-style-type: none"> • On-site counselling at the school will provide a connector between families and the counsellor as many staff in the school have long-standing relationships with the families we serve • Class-and/or school-wide talking circles or mini-workshops related to themes such as anxiety, stress, coping, healthy relationships, conflict resolution, bullying will provide built-in supports for students, allowing them to build their skillsets across a number of areas related to mental health • Supporting staff to build skills related to working with children and families who may have, or may be experiencing trauma is an important role for the counsellor serving the school
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Three times during the 2018-2019 school year, 100% of school staff will receive professional development from the NTCS Counsellor related to a relevant mental health topic as identified within the school or community

6.5 Safe and Caring Schools

<p>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:</p>	<p>We aim for a safe and caring school and will employ the following methods to ensure that this occurs:</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 3 fire drills will be planned • 3 lock down drills will be planned • The Safe and Caring School Committee will meet on an as-needed basis • Students from junior kindergarten to grade four will use the Second Step program



- Students from grades five to nine will use the Mind Up Curricula
- We will offer workshop-style afternoons of learning each term with our public health nurse related to healthy relationships, personal safety, puberty, sexuality, addictions, and body image
- We will offer presentations each term from our RCMP Liaison Officer related to bullying, and personal safety

Human Resources Management

School Staff Recruitment and Retention

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

Table 3: Allocated and Budgeted Person Years for General School Staff.

		General School Staff									
		Regional Office Administration	Teachers*	Consultants	Secretaries	Custodians	Wellness Counsellors	Bus Drivers	Cooks	School Administration	Total
Budgeted	Regional Office										
	TOTAL	0	3.5	.50	0.0	.50	.25	0	0	0	5.85

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



Table 4: Allocated and Budgeted Person Years for Inclusive Schooling and Indigenous Languages and Education Staff.

	Inclusive Schooling (IS) Staff								Indigenous Languages & Education (ILE) Staff					
	Regional IS Coordinator		Program Support Teachers ³		Support Assistants	Wellness Counsellors	Magnet Facilities	Total IS	Regional ILE Coordinator		IL Instructors	IL Assistants	Total ILE	
	A*	B#	A	B	B	B	B		A	B	B	B	A	B
School	0.5	0.5	1.0	1.0	1.0	.25	0	2.7	0.5	0.5	1.0	0	1.5	0

TOTAL

Note: A - allocated; B# - budgeted.*

³ Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily/weekly work, PSTs are not focused on one specific curricular area, but support all student learning – with a particular emphasis on supporting students on Student Support Plans or Individualized Education Plans.

Completion of Staff Evaluations

All education staff is required to undergo evaluations as per Minister's *Direction on Evaluation and the Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012). Evaluations are important in developing individual staff growth plans.

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

Appendix A: Operating Budget

Department of Education, Culture & Employment District Approved Budget

Dettah District Education Authority Statement of Revenues and Expenses Annual Budget - Consolidated

	2018-2019 Budget	2017-2018 Approved Budget	2017-2018 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
Regular Contribution	1,624,744	1,296,267	1,210,464
French Language Contribution			
Aboriginal Language Contribution			
Other Contribution		6,400	14,104
Capital Contribution			
Total GNWT	1,624,744	1,302,667	1,224,568
Federal Government			
Property Tax Requisitioned			
Other School Authorities			
Education Body Generated Funds			
Rentals			
School Fees			
Sales			
Investment Income			
Other	25,000	3,000	30,462
Total Generated Funds	25,000	3,000	30,462
Transfers			
Transfers from Capital Fund			
Total Transfers	0	0	0
TOTAL REVENUES	1,649,744	1,305,667	1,255,030
<u>EXPENSES</u>			
Administration	113,600	120,500	364,584
School Programs	980,094	791,580	345,188
Inclusive Schooling	360,338	384,000	251,115
Indigenous Languages and Education	146,411	104,250	125,352
Transfers to Capital			
Debt Services			
TOTAL EXPENSES	1,600,443	1,400,330	1,086,239
SURPLUS (DEFICIT)	49,301	(94,663)	168,791
ACCUMULATED SURPLUS (DEFICIT)	497,920	185,165	448,619

**Department of Education, Culture & Employment
District Approved Budget**

**Dettah District Education Authority
Details of Expenses - Consolidated
Annual Budget**

	Administration	School Programs	Inclusive Schooling	Indigenous Languages and Education	Total
<u>SALARIES</u>					
Teachers' Salaries		407,565	231,026	110,000	748,591
Instruction Assistants			80,000		80,000
Non Instructional Staff	34,100	52,000	23,000		109,100
Board/Trustee Honoraria	18,000				18,000
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances		38,000	12,000		50,000
Leave And Termination Benefits					0
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services	56,500				56,500
Postage/Communication		8,000			8,000
Utilities					0
Heating					0
Electricity					0
Water/Sewage					0
Travel		18,000			18,000
Student Transportation (Busing)		64,000			64,000
Advertising/Printing/Publishing		37,000			37,000
Maintenance/Repair					0
Rentals/Leases					0
Other Contracted Services	5,000	302,825			307,825
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials		52,704	14,312	36,411	103,427
Freight					0
<u>TRANSFERS TO CAPITAL</u>					
TOTAL	113,600	980,094	360,338	146,411	1,600,443

**Department of Education, Culture & Employment
District Approved Budget**

**Dettah District Education Authority
Details of Inclusive Schooling Expenses
Annual Budget**

	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
<u>SALARIES</u>					
Regional Coordinator	78,039				78,039
Program Support Teachers	152,987				152,987
Support Assistants	103,000				103,000
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances		12,000			12,000
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services					0
Travel					0
Other Contracted Services					0
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials			14,312		14,312
Freight					0
TOTAL	334,026	12,000	14,312	0	360,338

**Department of Education, Culture & Employment
District Approved Budget**

**Dettah District Education Authority
Details of Indigenous Languages and Education Expenses
Annual Budget**

	General Indigenous Languages and Education	Teaching and Learning Centres	Community Support	Total
<u>SALARIES</u>				
Regional Coordinator				0
Language Instruction	110,000			110,000
Non Instructional Staff				0
Elders in Schools				0
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances				0
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services				0
Travel				0
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services				0
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	25,250		11,161	36,411
Freight				0
TOTAL	135,250	0	11,161	146,411

**Department of Education, Culture & Employment
District Approved Budget**

**Dettah District Education Authority
Details of Indigenous Languages and Education Expenses
Annual Budget**

	Regional Coordinator	Indigenous Language Instruction Staff	General Indigenous Education	Teaching and Learning Centres	Community Support	Total
Budget Distribution						
Regional Office						0
Kaw Tay Whee		110,000	25,250		11,161	146,411
TOTAL	0	110,000	25,250	0	11,161	146,411

Department of Education, Culture & Employment District Approved Budget

Dettah District Education Authority Schedule of Approved Person Years Annual Budget

	<u>Person Years</u>
Administration Staff	
Territorial Schools:	
Teachers	3.50
Consultants	
Classroom Assistants	
Secretaries	
Custodians	0.50
School Community Counsellors	
Inclusive Schooling:	
Regional Coordinator	0.50
Program Support Teachers	1.00
Support Assistants	1.00
Counsellors	
Indigenous Languages and Education:	
Regional Coordinator	
Indigenous Languages Instruction Staff	1.00
Total Person Years	<u><u>7.50</u></u>



**Dehcho Divisional Education Council
Operating Plan for 2018-2019 School Year
June 30, 2018**

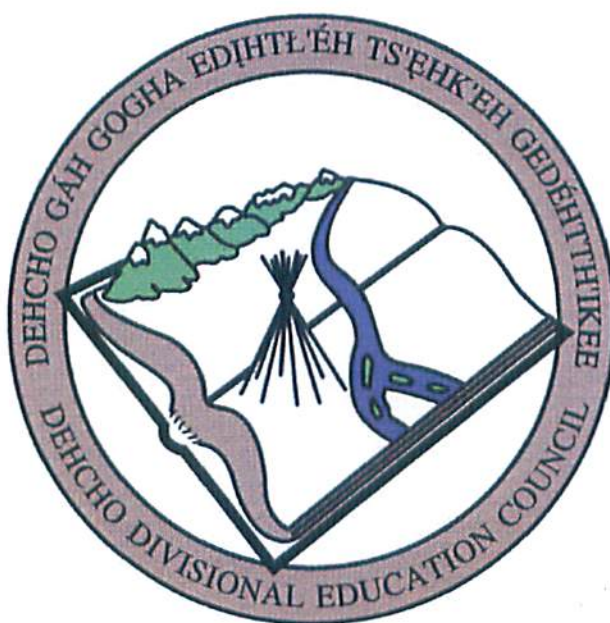


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Purpose of the Operating Plan

The Dehcho Divisional Education Council Operating Plan for the 2018-2019 school year was prepared in compliance with the *Financial Administration Act* that requires NWT Education Bodies to plan for and report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the GNWT Mandate and the Minister of Education's direction.

The Operating Plan is one of the key components of the Education Accountability Framework that was implemented in 2016 as part of the *Education Renewal and Innovation Framework: Directions for Change* (2013) and following new requirements of the *Financial Administration Act* that were put in force in 2016. The purpose of the Operating Plan is to:

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

Dehcho Divisional Education Council Operating Environment

School Profiles and Student Enrolment

Dehcho Divisional Education Council consists of nine schools that will serve approximately 494 students in the 2018-2019 school year. The DDEC serves eight communities: Jean Marie River, Sambaa K'e, Kakisa Lake, Nahanni Butte, Wrigley, Fort Liard, Fort Providence and Fort Simpson. These communities have schools of varying sizes.

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

Table 1: Dehcho Divisional Education Council School Profiles 2017-2018.

School	Community	Grades Offered	Enrolment (FTE) ¹	Teaching Staff (PY) ²
Echo Dene (EDS)	Fort Liard	JK-12	106	11
Deh Gáh (DGESS)	Fort Providence	JK-12	126	13
Bompas Elementary (BES)	Fort Simpson	JK-6	101	8
Thomas Simpson (TSS)	Fort Simpson	7-12	97	10.5

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

² PY stands for person years and refers to funded positions. Teaching staff includes staff providing instruction to students, such as teachers, teaching principals, and others.



Chief Julian Yendo (CJYS)	Wrigley	JK-9	21.5	3
Louie Norwegian (LNS)	Jean Marie River	JK-9	5	1
Kakisa Lake (KLS)	Kakisa Lake	JK-9	9	1
Charles Yohin (CYS)	Nahanni Butte	JK-10	5.5	1
Charles Tetcho (CTS)	Sambaa K'e	JK-9	23	2.5
DEC TOTAL			494	51

Table 2: Enrolment (FTE)³ by school and by grade as of September 30, 2017

		Number of Students														FTE Total
		JK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Fort Liard	Echo Dene	7.0	8.0	7.0	5.0	9.0	8.0	4.0	6.0	9.0	13.0	6.5	5.0	9.0	9.5	106.0
Fort Providence	Deh Gáh	2.5	9.0	6.0	12.0	9.0	5.0	7.0	13.0	8.0	8.0	5.0	11.0	8.5	22.0	126.0
Fort Simpson	Bompas Elementary	9.0	8.0	12.0	16.0	14.0	20.0	14.0	8.0	0.0	0.0	0.0	0.0	0.0	0.0	101.0
Fort Simpson	Thomas Simpson Secondary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13.5	17.0	14.0	15.0	15.5	22.0	97.0
Wrigley	Chief Julian Yendo	0.0	2.0	3.0	1.0	1.0	3.0	2.0	1.0	1.0	4.0	1.0	1.5	0.0	1.0	21.5
Jean Marie River	Louie Norwegian	0.5	1.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0	0.5	1.0	0.0	5.0
Kakisa Lake	Kakisa Lake	0.0	1.0	1.0	1.0	1.0	0.0	1.0	0.0	1.0	0.0	3.0	0.0	0.0	0.0	9.0
Nahanni Butte	Charles Yohin	0.5	1.0	1.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	5.5
Trout Lake	Charles Tetcho	0.0	5.0	2.0	0.0	1.0	1.0	2.0	1.0	3.0	3.0	2.0	0.0	2.0	1.0	23.0
DEC Total		19.5	35.0	32.0	35.0	36.0	39.0	30.0	29.0	35.5	45.0	32.5	34.0	36.0	55.5	494

Student and Teacher Population

The Dehcho region consists of nine schools in eight small communities resulting in small student populations. The community members are satisfied with the students attending high school in a larger centres. Thus, the smallest, one-teacher assignments in Jean Marie River and Kakisa Lake provide programs from JK to Grade 9 while Nahanni Butte's teacher offers programs to Grade 10.

³ FTE stands for home/origin school full-time equivalents with 60% or more attendance as of September 30, 2017.



An Itinerant Program Support Teacher (PST) based in the DDEC office will support these schools. Samba K'e and Wrigley have two teachers assigned, one of whom serves as PST, and offer JK to Grade 9 programming. Schools located in Fort Simpson, Fort Providence and Fort Liard have a full time PST and offer programs from Junior Kindergarten through Grade 12. Thomas Simpson School in Fort Simpson offers Core French in Grades 7-9 and Echo Dene School in Fort Liard offers Northern Distance Learning courses. Each school has Support Assistant(s) who work with teachers in delivering programs and/or Aboriginal Language Teachers who deliver the Dene language program.

The region has been faced with teacher turnover and frequent changes in teacher assignments in the last five years. In the last two years, all of the principals have turned over. There is only one Program Support Teacher returning to the same position next year. This presents considerable challenge at the district and school levels in terms of following strategic planning and consistency of program planning and delivery.

The decline in enrolment over the last ten years has meant there are 23% fewer students in the region's schools. There has been a corresponding reduction in school staff as funding was decreased. This year with less than 500 students, the Dehcho region was forced to lay off staff and not fill vacated positions as the decline reduced the budget by almost one million dollars. Another factor that impacted these staffing decisions was the partnership for Child and Youth Care Counsellors. DDEC funding for counsellors was transferred to Health and Social Services as this department would hire and employ the counselors who would work in the schools. Some of this funding had previously been used to staff support assistants.

90% of the Dehcho student population is Dene and Metis. The region's schools emphasize on the land programming to build connections to community and strengthen the Indigenous Language Education programming especially language acquisition.

Some challenges exist with students and class composition. Class sizes are small and multi-graded. The EDI (Early Development Instrument) reveals that a high percentage of Junior Kindergarten (JK) students are vulnerable in one or two areas. As a result, students are developmentally not ready for the program and pre-school programming must be completed prior to beginning the actual JK/Kindergarten program. Eleven students are identified with Autism Spectrum Disorder. Attendance in the region overall is below 90%. Close to 40% of Dehcho students are on modified plans as they are not able to meet grade level expectations in math and language arts.

The Student Success Initiative, and Professional Learning Communities work was taken on to support teachers to teach literacy skills and to work collaboratively on the various learner issues and unique situations of small school learning environments.

Dehcho Divisional Education Council Governance

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 Gáh Elementary and Secondary School), Fort Simpson (Bompas Elementary School and Thomas Simpson Secondary School). The Fort Simpson District Education Authority



will act to change the school names to Łíídlıı Kúé Regional High School and Łíídlıı Kúé Elementary School during this school year.), Jean Marie River (Louie Norwegian School), Kakisa Lake (Kakisa Lake School), Nahanni Butte (Charles Yohin School), Sambaa K'e (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 2018 and 2020.

Dehcho Divisional Education Council

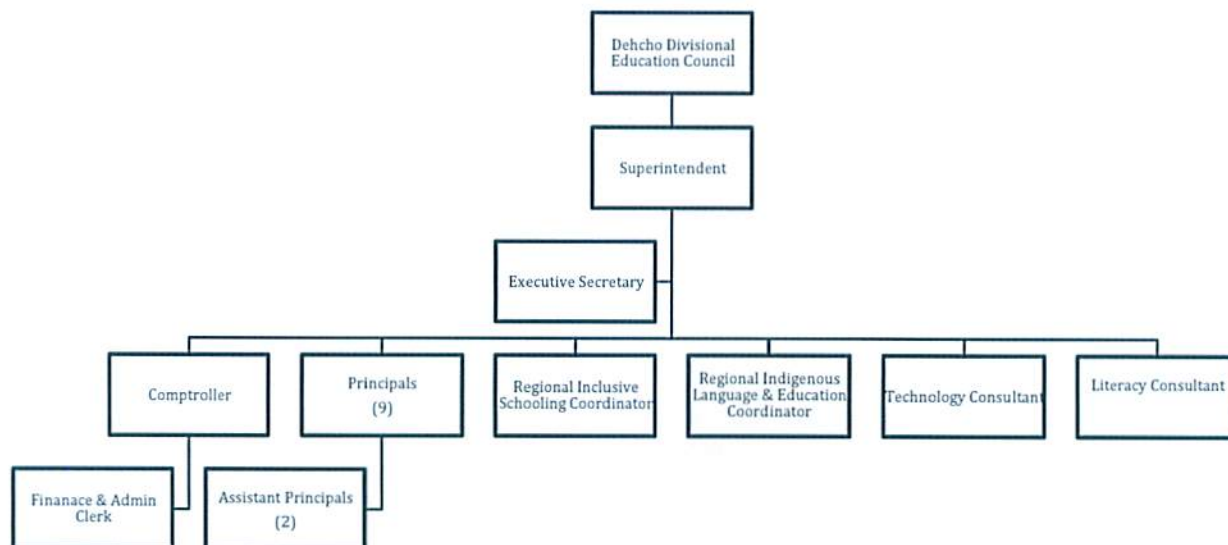
Community	Member	Position
Fort Liard	Herbert Berreault	Trustee
Fort Providence	Evelyn Sabourin	Trustee
Fort Simpson	Renalyn Pascua-Matte	Chairperson
Jean Marie River	Yvonne Norwegian	Trustee
Kakisa	Anita Chicot	Vice Chairperson
Nahanni Butte	Jayne Konisenta	Trustee
Sambaa K'e	Danna Auger	Trustee
Wrigley	Lisa Moses	Trustee

The Chairperson for the DDEC reports to the Minister of Education. The DDEC employs a Superintendent, Terry Jaffray who fulfills the role of the Deputy Head for the Public Service.

Dehcho Divisional Education Council Functional Organizational Chart

Figure 1: Dehcho Divisional Education Council Functional Organizational Chart





Governance Training

During the three-year tenure of trustees there are two training opportunities. The first is a half day workshop on the roles and responsibilities of the trustees. It is based on the information in the DEA/DEC Handbook. This will occur in March 2019, at the first meeting after the fall elections. The DDEC intends to request training from ECE for this purpose.

The second opportunity for training is attendance at a conference. Topics vary around the areas of strategic planning and policy making.

Divisional Education Council Meetings

According to section 109 of the Education Act, "A Divisional Education Council shall meet at least three times a year and at any other times that it may decide." The Dehcho Divisional Education Council maintains a schedule of quarterly meetings. Table 2 provides a schedule of DEC meetings planned for the upcoming school year.

Table 2: Dehcho Divisional Education Council Meetings Schedule.

Meeting Number	Planned Date	Planned Location
1	September 29 2018	Fort Liard
2	December 8 2018	Fort Simpson
3	March TBA, 2019	Fort Providence
4	June TBA, 2019	Fort Simpson



Teaching and Learning Programs and Performance Indicators

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

1. Education Renewal Objective: Supporting excellence in teaching.

1.1 Literacy in the Disciplines

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>Teams that have participated in Reading Apprenticeship training (i.e. established teams) will be maintained and continue training and implementation. This training will support teachers to build capacity for literacy in the disciplines and to</p> <ul style="list-style-type: none"> • facilitate the integration of literacy and numeracy in learning • make connections across curricular subject areas and in the world • offer teachers the opportunity to develop skills and approaches required for excellent teaching.
Regional performance targets:	<ul style="list-style-type: none"> • One school will include Reading Apprenticeship approach as STIP focus. • 100% of teachers (n=6) trained in Reading Apprenticeship approach will be implementing strategies.
School-level performance targets:	
Echo Dene School	<ul style="list-style-type: none"> • 100% of teachers (n=2) trained in Reading Apprenticeship approach will be implementing strategies.
Thomas Simpson School	<ul style="list-style-type: none"> • 100% of teachers (n=4) trained in Reading Apprenticeship approach will be implementing strategies.

1.2 Collaborative Professional Learning

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>Teachers in the Dehcho have long desired to be more collaborative. Physical distance, financial restrictions, and lack of time created roadblocks to collaboration. Another factor impeding collaboration was a lack of shared vision and purpose at the school level. Changes brought about by the Memorandum of Understanding, Supporting Teacher Instruction Practice in the NWTTA Collective Agreement provided the time for collaboration but there was not a clear understanding of how that collaboration would look. Solution Tree, a company specializing in the facilitation of Professional Learning Communities (PLCs,) provided guidance to begin this work in 2017-2018 and will continue to support efforts in 2018-2019.</p>
Regional performance	<ul style="list-style-type: none"> • All staff will participate in PLC training offered at the Regional Orientation. • All schools will provide STIP plans for 2019 – 20, including hours for



<p>targets:</p>	<p>collaborative professional learning.</p> <ul style="list-style-type: none"> All schools will engage in action research projects on literacy development. Projects will be supported by DDEC SSI project.
<p>School-level performance targets:</p> <p><i>Echo Dene School</i></p>	<ul style="list-style-type: none"> 33.25 STIP hours are allocated for collaborative professional learning. Staff planned STIP time to coincide with other schools to enable grade/division collaboration in unit/lesson planning and action research. Topics for collaborative professional learning opportunities include identifying instructional strategies to address ELA Essential Outcomes and the results of the 2017-18 Dehcho Student Writes and the Fountas and Pinnell Benchmark Assessments.
<p><i>Deh Gáh School</i></p>	<ul style="list-style-type: none"> 35.75 STIP hours are allocated for collaborative professional learning. Collaborative professional learning during STIP time will include: (1) establishing formal Professional Learning Communities processes, (2) collaborative literacy planning and program development, (3) developing and implementing clear initiatives for self-regulation practices in the classroom, and (4) setting focus literacy and self-regulation goals including measuring student learning and assessing impact and change. Topics for collaborative professional learning will be: Literacy with a focus on Daily 5, CAFÉ, Collaborative Lesson Planning, Assessment and Dene Zhatié program planning.
<p><i>Thomas Simpson</i></p>	<ul style="list-style-type: none"> 36.5 STIP hours are allocated for collaborative professional learning. During STIP time, PLC groups will meet to focus on English Language Arts and explore literacy strategies that can work in combination with any curriculum to teach students to work with academic text. Topics for this collaboration time will include the establishment of a shared vision to build a guaranteed curriculum from the essential curricular outcomes for English language arts and literacy.
<p><i>Bompas Elem</i></p>	<ul style="list-style-type: none"> 28.75 STIP hours are allocated for collaborative professional learning. Collaborative professional learning during STIP time will include PLC teams that will establish a guaranteed curriculum for English Language Arts and Mathematics. Topics for collaborative professional learning will be the Essential



Outcomes for English Language Arts and Mathematics.	
<p><i>Charles Tetcho</i> <i>Charles Yohin</i> <i>Chief Julian Yendo</i> <i>Kakisa Lake</i> <i>Louie Norwegian</i></p>	<p>The following amount of time is allocated for collaborative professional learning in these schools:</p> <p>CTS- 36 hours CYS- 36.4 hours CJYS-28.5 hours KLS - 32.5 hours LNS- 32 hours</p> <ul style="list-style-type: none"> • Collaborative professional learning during STIP time will include the establishment of a Small School Professional Learning Community (SSPLC) that includes: Charles Tetcho, Charles Yohin, Chief Julian Yendo, Louie Norwegian and Kakisa Lake schools. This SSPLC will develop a minimum of two, seven-week units that highlight the “have to know”, enrichment and/or extensions as appropriate. • Topics for collaborative professional learning opportunities: multi-grade instructional practices for ELA and Dene Yatie/ Dene Zhatié and PLC practices.

1.3 Curriculum Alignment

<p>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:</p>	<p>The Fort Simpson DEA sought assurance that teachers were addressing the curriculum. Questions about past school reviews and curriculum alignment projects prompted the development of a tool to be used to track teacher planning practices. Curriculum Alignment checklists will be distributed to all schools. Issues will be identified early and problem areas may be addressed and reviewed as necessary.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Principals will meet with all teachers at least twice per year to review Curriculum Alignment Teacher Checklist items • Principals will submit Curriculum Alignment School Checklists to the Superintendent at least twice per year.
<p>School-level performance targets:</p>	



<p>Echo Dene School Deh Gáh School Thomas Simpson Bompas Elem</p>	<ul style="list-style-type: none"> • 100% of teachers will meet with the principal to review Curriculum Alignment Teacher checklists.
<p>Louie Norwegian Kakisa Lake Charles Tetcho Charles Yohin</p>	<ul style="list-style-type: none"> • The principal/teacher will meet with the superintendent a minimum of two times per school year to review Curriculum Alignment Teacher Checklist items.
<p>Chief J Yendo</p>	<ul style="list-style-type: none"> • 100% of teachers will meet with the principal/superintendent a minimum of two times per school year to review Curriculum Alignment Teacher Checklist items.

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

2.1 Northern Distance Learning

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Dehcho students need access to a variety of high school courses. In the Dehcho, there are three communities in which high school courses are currently being offered – Fort Liard, Fort Providence and Fort Simpson. The selection of courses is limited by student enrolment, the number of teachers, and by the abilities of the students. Often there are at least two streams or two grade levels of courses being taught at in the same class. It is difficult for all student needs to be met.</p> <p>Since the 2015-16 school year, Echo Dene School has participated in the Northern Distance Learning pilot operated by the Beaufort Delta Education Council in partnership with Education, Culture and Employment. This enabled the school to expand the depth and breadth of courses they can offer to their high school students. Students are taking the Dash one courses for Grades 10 to 12 through videoconferencing with teachers and students in Inuvik. Initially the school offered one course each semester to approximately four to six students. In the 2017-18 school year the students had access to three classes of Distance Learning each semester.</p> <p>For the 2018 – 19 school year, Thomas Simpson School in Fort Simpson will enrol students in Northern Distance Learning courses.</p>
<p>Echo Dene School</p>	<ul style="list-style-type: none"> • Eight Grade 10-12 students will participate in NDL for the 2018-2019 school year.



	<ul style="list-style-type: none"> 63% of students will complete selected NDL courses.
Thomas Simpson School	<ul style="list-style-type: none"> Six Grade 10 - 12 students will participate in Northern Distance Learning in the 2018-2019 school year. 75% of students will complete selected NDL courses.

2.2 Building Teacher Capacity to Increase Student Literacy

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>This project strives to improve the literacy levels of Dehcho students by supporting its educators to provide comprehensive, effective literacy programs and engaging in practice that has a significant positive impact on achievement. Targets vary based upon school realities i.e. immersion programs, low enrollment, and irregular attendance.</p> <p>Currently,</p> <ul style="list-style-type: none"> 52% or less of students meeting expectations in each of the writing traits (i.e. Content, Organization, Word Choice, Sentence Fluency, Voice, Conventions) according to 'Dehcho Students Write' writing assessment 58% of students progressing at least one grade level in reading 41% of students are reading at or above age/grade level.
Regional performance targets:	<ul style="list-style-type: none"> 65% of students will be meeting expectations in writing according to 'Dehcho Students Write' writing assessment. 68% of students will be progressing at least one grade level in reading. 53% of students will be reading at or above age/grade level.
School-level performance targets:	
Echo Dene School	<ul style="list-style-type: none"> 65% of students will be meeting expectations in writing according to the 'Dehcho Students Write' assessment June 2019. 70% of students will be progressing at least one grade level in reading. 65% of students will be reading at or above age/grade level.
Deh Gáh School	<ul style="list-style-type: none"> 40% of students will be meeting expectations in writing according to the Dehcho Students Write assessment by June 2019. 60% of students progressing at least one grade level in reading. 40% of students will be reading at or above age/grade level.
Thomas Simpson	<ul style="list-style-type: none"> 50% of students in Grades 7 - 9 will meet expectations in writing according to the Dehcho Student Write assessment. by June 2019. 50% of students in Grades 7 - 9 will progress at least one grade level in reading when comparing spring 2018 and spring 2019 data. 50% of students in grade 7 through 9 will be reading at or above grade level by the end of the 2018-2019 school year.



<i>Bompas Elem</i>	<ul style="list-style-type: none"> • 60% of students will be meeting expectations in writing according to the 'Dehcho Students Write' assessment by June 2019. • 76% of students progressing at least one grade level in reading. • 60% of students reading at or above age/grade level.
<i>Louie Norwegian</i>	<ul style="list-style-type: none"> • 65% of students will be meeting expectations in writing according to the 'Dehcho Students Write' assessment by June 2019. • 68% of students will be progressing at least one grade level in reading. • 53% of students will be reading at or above age/grade level.
<i>Kakisa Lake</i>	<ul style="list-style-type: none"> • 65% of students will be meeting expectations in writing according to the 'Dehcho Students Write' assessment by June 2019. • 65% of students will be progressing at least one grade level in reading. • 50% of students will be reading at or above age/grade level.
<i>Charles Tetcho</i>	<ul style="list-style-type: none"> • 60% of students will be meeting expectations in writing according to the 'Dehcho Students Write' assessment June 2019. • 60% of students will be progressing at least one grade level in reading. • 50% of students will be reading at or above age/grade level.
<i>Charles Yohin</i>	<ul style="list-style-type: none"> • 65% of students will be meeting expectations in writing according to the 'Dehcho Students Write' assessment June 2019. • 75% of students will be progressing at least one grade level in reading. • 53% of students will be reading at or above age/grade level.
<i>Chief J Yendo</i>	<ul style="list-style-type: none"> • 65% of students will be meeting expectations in writing according to the 'Dehcho Students Write' assessment June 2019. • 65% of students will be progressing at least one grade level in reading. • 50% of students will be reading at or above age/grade level.

2.3 Numeracy Initiative

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Results from AATs, Departmental exams, and classroom-based assessments indicate that student achievement in numeracy is declining. The DDEC does not have established regional practices for collecting numeracy related data.</p> <p>During the 2018 – 19 school year efforts will begin to determine if practices used in other NWT school districts will support teacher practices and improve student outcomes in math. Given the number of initiatives that schools are required to participate in, one school is being asked to pilot Common Math Assessments and evaluate their practicality and efficacy in the DDEC before implementing them across the region.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Math Outcomes and Indicators checklists will be distributed to all JK-9 math teachers. • One school will pilot use of Common Math Assessments as standard practice. • Investigate and establish math assessment tool to gather regional



	data.
School-level performance targets:	
<i>Charles Yohin</i>	<ul style="list-style-type: none"> 65% of students will improve on their numeracy skills by grade level as measured by a common math assessment tool.

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

3.1 Our Languages: Indigenous Languages Curriculum

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>Indigenous Language Instructors (ILIs) in the Dehcho region have been participating in a pilot project to support instructional practices using a Neurolinguistics approach since 2016. Integral to the approach is the development of thematic lesson plans and resources for lesson delivery and a focus on oral language development and practice. The success of the pilot supported the development of the comprehensive <i>Our Languages: Indigenous Languages Curriculum (OLC)</i> introduced in a small pilot during the 2017 – 18 school year.</p> <p>ILIs in the Dehcho will continue to use the OLC in the 2018 – 19 school year with support and monitoring from their respective principals and the Regional Indigenous Language Educator (RILE).</p>
Regional performance targets:	<ul style="list-style-type: none"> Eight schools will pilot the Our Languages Curriculum in Grades 1 to 9 during the 2018 – 19 school year.
School-level performance targets:	<ul style="list-style-type: none"> 100% of Indigenous Language Instructors will receive a minimum of three in-person classroom observations during 2018 – 19 by the principal; 100% of Indigenous Language Instructors will participate in workshops offered by ECE and the DDEC as well as on-site training provided by the RILE 100% of students will have a base-line language assessment; 50% of students will improve on their language comprehension assessments.



3.2 Health and Wellness Curriculum

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Education, Culture and Employment, in collaboration with the Department of Health and Social Services developed a new Junior Kindergarten to Grade 9 Health and Wellness curriculum. Four Dehcho teachers, two each from Deh Gáh Elementary and Secondary and Bompas Elementary Schools participated in the initial small-scale pilot.</p> <p>In the 2018 – 19 school year, there will be an additional two teachers from Chief Julian Yendo School.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of pilot teachers will be required to attend any training provided by ECE. • Two teachers from each pilot school will have monthly collaborations to develop inquiry-based learning model strategies.
<p>School-level performance targets:</p> <p><i>Bompas Elem</i></p> <p><i>Deh Gáh Elem</i></p> <p><i>Chief Julian Yendo</i></p>	<ul style="list-style-type: none"> • Participating students will engage in a minimum of two units of study through a student directed inquiry framework.



Indigenous Languages and Education

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

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

4.1 Key Cultural Experiences

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Dehcho schools are in traditional Dene territory. Land based and other traditional activities support and provide opportunities to engage in various Dene cultural experiences. These experiences generate respect and understanding of Dene worldviews and beliefs. Key cultural experiences will be connected directly to the Our Languages Curriculum and resource guide. All Dehcho schools will use Dene Kede as a guiding tool while planning these experiences.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of Dehcho schools (n= 9) will provide a key cultural activity at least once per week as documented in long and unit plans.
<p>School-level performance targets:</p> <p><i>Echo Dene School</i></p>	<ul style="list-style-type: none"> • Echo Dene School will have a spring and fall culture camp for all students JK - 12.
<p><i>Deh Gáh School</i></p>	<ul style="list-style-type: none"> • At least once every four months, on-the-land camps will be offered for all students, JK-12, throughout the seasons (e.g. fall camp, Take A Kid Trapping, spring camps, varying experiential learning opportunities on the river) • At least once every three months, community resource people and territorial organizations such as Aboriginal Sports Circle will provide cultural experiences for JK-12 classrooms (e.g. Hand Games Tournaments, Arctic Sports, Dene Games)
<p><i>Thomas Simpson</i></p>	<ul style="list-style-type: none"> • 100% of students in Grades 7 - 12 will be provided with an opportunity to participate in on the land activities at least once during the 2018-2019 school year.



	<ul style="list-style-type: none"> • 100% of junior high teachers will document use of the Dene Kede curriculum as a foundation for planning during 2018-2019 school year.
<i>Bompas Elem</i>	<ul style="list-style-type: none"> • Two on-the-land camps will be held in the fall and spring, that provide all students in JK to Grade six with many key cultural experiences such as learning traditional skills, playing traditional games, the cultural importance of water, and assisting with food gathering and preparation. Students in Kindergarten to Grade 6 attend for a full day. JK students will only attend for half days.
<i>Louie Norwegian</i>	<ul style="list-style-type: none"> • Fall and Spring on-the-land camps will be held to provide key cultural experiences such as learning traditional skills, playing traditional games, the cultural importance of water, and assisting with food gathering and preparation.
<i>Kakisa Lake</i>	<ul style="list-style-type: none"> • KLS will provide key cultural activities once a week. • In consultation with the community, KLS will provide seasonal on-the-land hunting camps which will provide many key cultural experiences such as learning traditional skills, playing traditional games, and assisting with food gathering and preparation. • KLS will offer a hunting/trapping program weekly from December 1 to March 31.
<i>Charles Tetcho</i>	<ul style="list-style-type: none"> • CTS will provide Fall and Spring seasonal on-the-land camps which will provide many key cultural experiences such as learning traditional skills, playing traditional games, and assisting with food gathering and preparation.
<i>Charles Yohin</i>	<ul style="list-style-type: none"> • CYS will provide a Fall and Spring seasonal on-the-land camps which will provide many key cultural experiences such as learning traditional skills, playing traditional games, and assisting with food gathering and preparation.

4.2 Indigenous Language Instruction

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	A new approach to second language acquisition has been introduced with the NWT Our Languages Curriculum. Indigenous Language Instructors are provided with training and strategies to improve fluency and use of Dene Zhatié within their classrooms and communities. Support will also be given to develop a base line assessment, unit planning and curriculum implementation.
Regional	<ul style="list-style-type: none"> • Eight Dehcho schools will offer Dene Zhatié classes through core



<p>performance targets:</p>	<p>programming in grade JK-9</p> <ul style="list-style-type: none"> • Three Dehcho schools will offer Dene Zhatié classes to Grade 12 • 100% of Indigenous Language Teachers will attend DDEC and ECE in-service and training workshops.
<p>School-level performance targets:</p> <p><i>Echo Dene School</i></p>	<ul style="list-style-type: none"> • Students in JK to Grade 9 will receive 37-40 minutes of Dene Yati instruction daily. • Students in Grades 10-12 receive 37 – 40 minutes of Slavey 15, 25, 35 daily. • The morning message and national anthem will be in Dene Yati daily.
<p><i>Deh Gáh School</i></p>	<ul style="list-style-type: none"> • Deh Gáh School will offer Dene Zhatié immersion program for all JK to Grade 3 students • Dene Zhatié core language classes will be offered for all Grades 4 to 9 students for 30 minutes at least three times per week • The Dene Zhatié locally developed language course (Slavey 15, 25, 35) for students in Grades 9-12 will be offered should a cohort of 10 students register for the course.
<p><i>Thomas Simpson</i></p>	<ul style="list-style-type: none"> • Dene Zhatié core language classes will be offered for all Grades 7- 9 students for 45 minutes at least three times per week • The Dene Zhatié Locally Developed Language Course (Slavey 15, 25, 35) for students in grades 10-12 will be offered should a cohort of 10 students register for the course.
<p><i>Bompas Elem</i></p>	<ul style="list-style-type: none"> • Dene Zhatié core language classes will be offered for students from JK to Grade 6.
<p><i>Kakisa Lake</i></p>	<ul style="list-style-type: none"> • Dene Zhatié core language classes will be offered for all students in grades one, two, three, and nine, for 30 minutes at least three times per week.
<p><i>Charles Tetcho</i></p>	<ul style="list-style-type: none"> • Dene Yatie core language classes will be offered daily for all students as follows: Grades K for 15 minutes, Grades 1-3 for 30 minutes and Grades 4 to 9 for 60 minutes at least three times per week.
<p><i>Charles Yohin</i></p>	<ul style="list-style-type: none"> • Dene Zhatié core language classes will be offered for all Grade 1 to 9 students for 45 minutes daily.



4.3 Teaching and Learning Centre

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>The Teaching and Learning Centre exists to support the language and culture of the Indigenous languages of the Dehcho region. The DDEC recognizes that the new curriculum calls for instructors to change their practice and that requires ongoing support both on-site and through workshops and meetings with their peers.</p> <p>The Teaching and Learning Centre will offer support to the Indigenous Language Instructors in unit and lesson planning, instructional practice, linguistics, and resource production as requested by the Indigenous Language Instructors.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Three regional meetings will be held for Indigenous Language Instructors, which will include training workshops on Dene Zhatié morphology, syntax and writing which will reflect the specific dialects. • TLC staff will develop ten visual resources, two thematic games about winter, and two reading books to be used by /for Indigenous language instructors. • TLC staff will access two professional training opportunities. • TLC staff will oversee the review of the Immersion Program at Deh Gáh Elementary and Secondary School. • TLC staff will travel to each school at least three times to provide classroom support in areas of curriculum implementation and instruction.

4.4 Community Support

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>All school improvement plans include goals to improve community relationships and support Indigenous Language and/or culture.</p> <p>Community support looks different in the Dehcho communities. School programs benefit from both in-kind and financial support from community organizations and businesses. Programs varied from month long language and culture camps at the Horn River to classroom demonstrations on how to stretch a lynx pelt.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of Dehcho schools will provide at least two opportunities to connect with community groups to collaborate on cultural opportunities that encourage and promote the use of the Dene Zhatié. • Indigenous Language and Culture professional development opportunities will be provided at least once per month through local STIP, school-wide language initiatives and/or ECE and DDEC training opportunities. • On-the-land equipment and supplies will be purchased or rented for each camp and land-based experiential learning opportunity.



<p>School-level performance targets:</p> <p><i>Echo Dene School</i></p>	<ul style="list-style-type: none"> • At least two land and culture-based camps will be organized throughout the school year. Community resource experts will be hired to support the facilitation and maintenance of each camp and land-based experiential learning opportunity.
<p><i>Deh Gáh School</i></p>	<ul style="list-style-type: none"> • At least eight land and culture-based camps are organized throughout the school year. Community resource experts will be hired to support the facilitation and maintenance of each camp and land-based experiential learning opportunity.
<p><i>Thomas Simpson</i></p>	<ul style="list-style-type: none"> • At least two land and culture-based camps are organized throughout the school year. Community resource experts will be hired to support the facilitation and maintenance of each camp and land-based experiential learning opportunity.
<p><i>Bompas Elem</i></p>	<ul style="list-style-type: none"> • At least two on-the-land camps will be held, one in the fall and one in the spring. Community members and elders will assist with supplying boats on the river as well as assisting to teach the students about living on the land.
<p><i>Louie Norwegian</i></p>	<ul style="list-style-type: none"> • At least two land and culture-based camps will be organized at LNS throughout the school year. Community resource experts will be hired to support the facilitation and maintenance of each camp and land-based experiential learning opportunities.
<p><i>Kakisa Lake</i></p>	<ul style="list-style-type: none"> • At least two land/culture based experiences will be organized throughout the school year. Community resource persons will be hired to facilitate these experiential learning opportunities.
<p><i>Charles Tetcho</i></p>	<ul style="list-style-type: none"> • At least three land and culture-based camps are organized throughout the school year. Community resource experts will be hired to support the facilitation and maintenance of each camp and land-based experiential learning opportunity. • Indigenous Language and Culture professional development opportunities will be provided at least once per month through local STIP, school-wide language initiatives and/or ECE and DDEC training opportunities.
<p><i>Charles Yohin</i></p>	<ul style="list-style-type: none"> • A minimum of two land and culture-based camps will be organized throughout the school year. Community resource experts will be hired to support the facilitation and maintenance of each camp and land-based experiential learning opportunities.



Chief Yendo	<ul style="list-style-type: none"> • All CJYS students will be given the opportunity to participate in the annual Fall or Spring land-based culture camp. CJYS will work in partnership with Pehdzeh Ki First Nation for this camp. • Community resource experts will be hired to support the facilitation and maintenance of the camp and land based experiential learning opportunity. This camp will focus on indigenous language, hunting, fishing, berry picking, the preparation of traditional foods, and the awareness of traditional lands.

4.5 Teacher Cultural Orientation Days

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>Cultural Orientation days are mandated by ECE to provide time for 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 will be 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 the teachers will join the community fall hunt or arrange winter camping experiences.</p>
Regional performance targets:	<ul style="list-style-type: none"> • All schools will collaborate with their DEA and local First Nation to provide a Cultural Orientation.

4.6 Elders in Schools

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>Dene Elders have always had a role as teachers with all age groups in their communities. Including Elders in the school programs provides an opportunity for students and staff to learn from the Elders as they share their knowledge and skills through their stories, traditional skills, etc.</p> <p>Ensuring that Elders participate in a range of school programs provides opportunities for students and staff to understand the relevance of language and culture in education and daily life.</p>
Regional performance targets:	<ul style="list-style-type: none"> • 100% of Dehcho schools will work with the Indigenous language instructor to provide involvement of Elders in the Dene Zhatié classes as well as with the regular classrooms.
School-level performance targets:	



<i>Echo Dene School</i>	<ul style="list-style-type: none"> Each teacher (n = 7) will have at least two Elder visits in their classroom each semester.
<i>Deh Gáh School</i>	<ul style="list-style-type: none"> Elders will be invited to be involved in culture camps, ceremonies (e.g. school opening, graduation), and K-12 classrooms dependent on individual classroom activities.
<i>Bompas Elem</i>	<ul style="list-style-type: none"> Elders will assist the school during on-the-land camps (2 times per year), during the Dene Zhatié classes (4 times during school year), Culture classes (2 times per week).
<i>Thomas Simpson</i> <i>Louie Norwegian</i> <i>Kakisa Lake</i> <i>Charles Tetcho</i> <i>Charles Yohin</i> <i>Chief J Yendo</i>	<ul style="list-style-type: none"> 100% of teachers will invite Elders into their classrooms at least once by June 2019. Elders will be invited to be involved in the two culture camps as well as other ceremonies taking place at the school.

4.7 NWT Residential Schools Awareness Training

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	Residential Schools Cultural Awareness Training is a part of the regional Cultural Orientation cycle. It is done in this way to provide opportunities to all staff to increase their awareness and understanding of the people of the Dehcho.
Regional performance targets:	<ul style="list-style-type: none"> 75% of educators will have completed training by end of the school year; 70% of non-teaching staff will have completed training by the end of the school year.



French and/or English Second Language Instruction

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

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

5.1 French as a Second Language (FSL) Instruction

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>French as a Second Language Instruction was originally offered to students in Grades 1 through 9 at Bompas and Thomas Simpson Schools. Due to the decline in enrolment, it is now only offered at Thomas Simpson School in Fort Simpson.</p> <p>Offering a second language program meets the expectations of parents in the community.</p>
<p>School-level performance targets:</p> <p><i>Thomas Simpson</i></p>	<ul style="list-style-type: none"> • FSL is a core program • FSL instruction is a language study option offered in Grades 7 – 9 • FSL instruction will be offered to students in Grades 7 - 9 and will occur daily for 45 minutes during the 2018-2019 school year.



Inclusive Schooling

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

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

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

6.1. Student supports aligned to the goals stated in Student Support Plans (SSPs) and/or Individual Education Plans (IEPs) and are provided in a timely manner.

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>Dehcho DEC teachers require ongoing support completing SSPs and IEPs, as well as implementing appropriate supports in the classroom. To address this need, PSTs will have mandatory weekly scheduled meetings with all classroom teachers and Indigenous Language Instructors to review/discuss 3-5 SSPs and any IEPs. The goal is to identify a support that the teacher can implement for the student with follow-up by the PST. In addition, based on recommendations and support provided by ECE in response to our compliance report, PSTs require additional skills in Universal Design for Learning so they can effectively assist teachers in the delivery of supports in a timely manner.</p>
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| <p>Regional performance targets:</p> | <ul style="list-style-type: none"> • 90% of SSPs and IEPs will be finalized in Tienet by October 31, 2018 • 90% of SSPs and IEPs will be reviewed and revised where necessary at each reporting period. • 75% of teachers (n=39) will report implementing at least three supports identified in the SSP/IEP by second reporting period • 80% of PSTS (n=8) will have weekly meetings with teachers to discuss |
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	<p>SSP and IEP design and implementation</p> <ul style="list-style-type: none"> 80% of PSTS (n=8) will participate in an online course in Universal Design for Learning (http://udlresource.ca/2017/11/a-self-directed-course/)
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6.2. Principals create conditions to support teachers in the use of flexible instructional strategies.

Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:	<p>In 2017-2018 Professional Learning Communities (PLCs) were introduced to all Dehcho staff at the Regional Orientation. This training continued throughout the year with Principals, PSTs and Literacy Leaders. In the 2018-19 school year all Dehcho schools will use PLCs and continue training. This PLC process will provide opportunities to support teachers in the use of flexible instructional strategies. It will take place during the 50% collaboration time that is outlined in STIP plans.</p>
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Regional performance targets	<ul style="list-style-type: none"> 100% (n=9) of Dehcho schools will identify a minimum of two flexible instruction strategies that will be used by classroom teachers and support assistants in the 2018-2019 school year. 100% (n=4) of PSTs at Bompas Elementary School, Echo Dene School, Deh Gáh Elementary and Secondary School, and Thomas Simpson School will meet with support assistants biweekly to provide training on their support role with flexible instructional strategies and other areas of need to support student learning. 100% (n=4) of PSTs at Louie Norwegian, Kakisa Lake, Charles Tetcho, Charles Yohin, and Chief Julian Yendo will meet with support assistants monthly to provide training on their support role with flexible instructional strategies and other areas of need to support student learning.
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<p>School-level performance targets:</p> <p><i>Echo Dene School</i></p>	<ul style="list-style-type: none"> • 65% of teachers will use differentiated instruction, group work, and activity centers as flexible instructional strategies during STIP and PST collaboration time. • 35% of teachers will focus on co-teaching with the PST as a flexible instructional strategy during PST collaboration time and STIP.
<p><i>Deh Gáh School</i></p>	<ul style="list-style-type: none"> • 100% of JK - 3 teachers will focus on activity centers and flexible groupings as flexible instructional strategies during STIP and PST collaboration time • 100% of Grade 4-12 teachers will focus on entrance and exit tickets as flexible instructional strategies during STIP and PST collaboration time.
<p><i>Thomas Simpson</i></p>	<ul style="list-style-type: none"> • 100% of teachers will identify and implement by September 30, 2018, two flexible instruction strategies to implement with the PST during STIP and PST collaboration time: (examples include menu of assignments, scaffolding, co-teaching, chunking, peer teaching, Reading Apprenticeship etc.)
<p><i>Bompas Elem</i></p>	<ul style="list-style-type: none"> • 100% (n=6) of teachers will regularly use differentiated instruction. • 30% (n=6) of teachers will focus on co-teaching with the PST during STIP and PST collaboration time. • Teachers and PST will use STIP time and weekly PST/teacher meetings to plan and discuss successes and challenges.
<p><i>Louie Norwegian</i></p>	<ul style="list-style-type: none"> • The teacher and support assistant will focus on: Differentiated Instruction and Activity Centers as flexible instructional strategies during STIP.



<i>Kakisa Lake</i>	<ul style="list-style-type: none"> The teacher and support assistant will focus on: guided writing and non-linguistic representations as flexible instructional strategies during STIP.
<i>Charles Tetcho</i>	<ul style="list-style-type: none"> 100% of teachers (n=3) will focus on non-linguistic representations and guided writing as flexible instructional strategies during STIP.
<i>Charles Yohin</i>	<ul style="list-style-type: none"> The teacher and support assistant will focus on: Identifying similarities and differences, questions, cues, and advanced organizers and Non-linguistic representations as flexible instructional strategies during STIP.
<i>Chief J Yendo</i>	<ul style="list-style-type: none"> 100% of staff (n=4) will focus on: guided writing and non-linguistic representations as flexible instructional strategies during STIP.

6.3. Classroom teachers notify and access the School-based Support Team (SBST) to support students who experience persistent learning difficulties in spite of the use of responsive teaching strategies, or when a student needs significant enrichment.

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>School-based Support Teams (SBST) are still in their infancy in Dehcho Schools. Over the last two years there has been significant turnover of PSTs and principals resulting in the need for retraining.</p> <p>Based on the recommendations and support provided by ECE, a referral process will be established by each school. Each school will have a referral form (a sample will be provided from the Regional Inclusive Schooling Coordinator), a dedicated time for SBST meetings, as well as a documentation process for these meetings that includes timelines of follow-up by the PST. In addition, the PST will provide an overview of the Teachers Helping Teachers model for SBST problem solving meetings to all staff.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> 90% (n=9) of Dehcho schools will have a referral process established at their schools by September 30th, 2018. 90% (n=9) of Dehcho schools will have a referral form for SBST meetings by September 30th, 2018. 90% (n=9) of Dehcho schools will have a written documentation process



	<p>established for SBST by September 30th, 2018.</p> <ul style="list-style-type: none"> • 90% (n=9) of Dehcho schools will have had a staff review of the Teachers Helping Teachers model for SBST by September 30th, 2018. • 90% (n=9) of Dehcho schools will establish a weekly time slot for SBST meetings that is given priority at the school.
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6.4. IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>The SSP and IEP review process in Dehcho schools is satisfactorily established. There are guidelines around the expectations for SSP and IEP consultation in the SSP and IEP checklists of procedures provided to all schools from the Regional Inclusive Schooling Consultant. In an effort to help make this process further established, schools will be responsible for providing targets on parent consultation, student consultation, and SBST meetings that are specifically designed to review/revise SSPs and IEPs. In addition, based on recommendations provided by ECE in response to our Compliance Report, the MAPS process will be used for all students on IEPs to engage parents in the planning process.</p>
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<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 60% of Dehcho School SSPs will indicate at least one year's growth in Math and/or Language Arts over the 2018-2019 school year. • 80% of students on an IEP (n=8) will have participated in the MAPS process with their family and/or significant others. • 80% of Dehcho schools (n=9) will provide an outline of the consultation process for IEPs and SSPs and collect data to submit to the Regional Inclusive Schooling Coordinator after each reporting/review period. • 100% (n=9) of Dehcho Schools will formally review SSPs and IEPs three times per year with parents and students using the SBST.
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6.5. Program Support Teachers spend not less than 60% of their time engaged in activities that directly support classroom teachers.



<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>PSTs in Dehcho schools are approaching the target of 60% of their time engaged in activities that directly support classroom teachers. The challenge identified in the schools is the resistance from some classroom teachers to work/collaborate with the PST. This results in the PST taking on more of a support assistant role rather than a co-teaching role. In order to develop PST skills in coaching and co-teaching so that they can effectively meet the 60% target, they will participate in an instructional coaching e-course (https://us.corwin.com/en-us/nam/book/instructional-coaching-ecourse) as well as a book study of "Quiet Leadership" by David Rock.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 80% of PSTS (n=8) will participate in the coaching e-course with the Regional Inclusive Schooling Coordinator with completion by June 2019 • 100% of PSTS and Principals (n=17) will participate in the book study "Quiet Leadership" with reflection on how it applies to their schools. • 100% (n=4) of large schools will submit a timetable for PSTs that establishes weekly teacher meetings and co-teaching opportunities that outlines the 60% target each reporting term. • 100% (n=4) of large school principals will establish a weekly schedule of PST/Teacher meeting time that is mandatory for all teachers by September 30th, 2018. • 100% of PSTs (n=8) will have a written plan when co-teaching in any classroom with teachers that is developed by the PST in collaboration with the classroom teacher. • The itinerant PST will spend one week per month in small schools (KLS, CTS, CYS).
<p>School-level performance targets:</p>	



Louie Norwegian

Kakisa Lake

Charles Tetcho

Charles Yohin

Chief J Yendo

- The itinerant PST will collaborate with staff to develop and follow a timetable for monthly visits that include 60% of PST time directly supporting classroom teachers.



Student Wellness and Support

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

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

7.1 Healthy Foods for Learning

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Dehcho Divisional Education Council schools access funding from various organizations to provide breakfasts, snacks, lunches and nutrition programs to students. The meals and/or programs offered vary by community. Likewise, the rationale for the provision of food and programs varies. In many cases students report that they are hungry either because they did not have time to eat before school or that there is no food at home. Research tells us that students who are hungry are not able to focus and thus their learning is affected. Nutrition and cooking programs teach students the value of eating healthy foods and how to prepare foods that are nutritionally sound.</p> <p>All schools attempt to provide sugar-free and non-processed foods in their food programs. This is not always possible as these types of foods may not be available for purchase.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> All Dehcho schools will adhere to the guidelines and parameters for purchasing food/drink provided by the funding organizations.
<p>School-level performance targets:</p> <p><i>Echo Dene School</i></p> <p><i>Deh Gáh School</i></p>	<ul style="list-style-type: none"> Fresh fruit, yogurt, and whole grain toast will be offered to students throughout every instructional day of the school year. Hot breakfast, morning snack and hot lunch will be offered daily The healthy foods program will run every school sessional day for ten



	months - 172 days, unless there are unforeseen circumstances or events planned
<i>Thomas Simpson</i>	<ul style="list-style-type: none"> • Healthy breakfast, transition snacks, and additional snacks for hungry students will be offered each day throughout the school year.
<i>Bompas Elem</i>	<ul style="list-style-type: none"> • A breakfast program and a mid-morning snack are provided to all students who wish to participate. This program is offered daily in partnership with LKFN and runs throughout the school year.
<i>Louie Norwegian</i> <i>Charles Tetcho</i> <i>Charles Yohin</i> <i>Chief J Yendo</i>	<ul style="list-style-type: none"> • The schools will offer a morning and afternoon snack program daily.
<i>Kakisa Lake</i>	<ul style="list-style-type: none"> • The school will provide healthy snacks daily and healthy breakfast when required and offer a cooking program for students when funding is available.

7.2. Self-Regulation Initiative

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	The Dehcho DEC participated in the initial wave of the self-regulation initiative. Bompas Elementary School was the key school for two years. Other schools received support through materials and training when requested. In the second wave of the self-regulation initiative, Deh Gáh Elementary and Secondary School requested to be the key school. In 2017-2018 they received funding for materials and participated in training sessions and classroom observations supporting self-regulation. Deh Gáh will receive further support in the 2018-2019 school year through a site visit to further support school-wide implementation of self-regulation.
Regional performance	<ul style="list-style-type: none"> • Two Dehcho schools will have active school-wide implementation of self-regulation in 2018-2019.



targets:	<ul style="list-style-type: none"> 100% (n=9) of Dehcho Schools will access training provided by ECE where funding is provided.
School-level performance targets:	
<i>Deh Gáh School</i>	<ul style="list-style-type: none"> 80% of teachers will implement a minimum of three self-regulation strategies in their classrooms in 2018-19. This can be chosen from the following menu of options: reframing behaviours and recognizing stressors, reducing stressors, developing student "tool kits" to promote restoration and resilience, body and brain breaks, zones of regulation, don't walk in the halls, sensory circuit, turtle time, alternative seating and work spaces, breathing exercises. 75% of classrooms will have a classroom environment that is self-regulation friendly (e.g. reduced visual clutter, soft lighting, reduced noise options, and hydration and nutrition options).
<i>Bompas Elem</i>	<ul style="list-style-type: none"> 80% of teachers will implement a minimum of four school-wide self-regulation strategies such as zones of regulation, sensory circuit, size of my problem, body and brain breaks, alternate seating and breathing exercises. 75% of classrooms will have a classroom environment that is self-regulation friendly (e.g. reduced visual clutter, soft lighting, reduced noise options and hydration and nutrition options).

7.3 Mental Health Initiatives

Relevance to regional priorities and strategies for program	<p>Mental Health initiatives were a priority during the 2017-2018 school year. Two schools accessed support from Northern Counselling Therapeutic Services (NCTS) resulting in three visits to the schools throughout the year. 46% (n=67) of teachers and support assistants were trained in the Go-To-Educator course (Mental Health Literacy) and five educators participated in</p>
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implementation in the 2018-2019 school year:	the Applied Suicide Intervention Skills Training (ASIST). The Regional Counsellors provided support to all schools in the Dehcho. Dehcho Health and Social Services also provided in-school counselling support for students. The DDEC organized a mental health conference for all students in Grades 7-12. The data collected from this conference highlighted the significant need for increased mental health services and awareness for all students in all communities in the 2018-2019 school year.
Regional performance targets:	<ul style="list-style-type: none"> • 100% (n=9) of Dehcho schools will have access to mental health support in their community. • 90% (n=8) of PSTs will be training in Mental Health First Aid. • 80% (n=67) of Dehcho staff will have been trained in “Go-To Educator from 2017-2019. • Three Dehcho schools will participate in the Talking About Mental Illness (TAMI) program.
School-level performance targets:	<p data-bbox="144 914 400 946"><i>Echo Dene School</i></p> <ul style="list-style-type: none"> • Mental Health Counsellors from Health and Social Services provide individual counselling two half days a week. • 100% of staff will participate in the Go-To Educator Mental Health Literacy Training by June 2019. <p data-bbox="144 1109 400 1141"><i>Deh Gáh School</i></p> <ul style="list-style-type: none"> • Health and Social Services will visit the school for counselling services one half day per week. • 100% of staff will participate in the Go to Educator Mental Health Literacy Training. • The junior high Health teacher will implement the TAMI program by June 2019. <p data-bbox="144 1369 400 1401"><i>Thomas Simpson</i></p> <ul style="list-style-type: none"> • One junior high Health teacher will participate in the Talking About



	Mental Illness (TAMI) program and will implement the program as part of the health curriculum
<i>Bompas Elem</i>	<ul style="list-style-type: none"> Mental Health Counselors will visit the school two, half days per week to provide individual counselling.
<i>Louie Norwegian Kakisa Lake Charles Tetcho Charles Yohin Chief J Yendo</i>	<ul style="list-style-type: none"> As part of the Child and Youth Mental Wellness Action Plan, mental health support services will be available to students through Northern Counselling Therapeutic Services (NCTS) during a minimum of three-week long visits to the schools throughout 2018-19. 100% of school staff will use their "Go to Teacher" training as required in support of students; recording the number and nature of sessions.

7.4 Safe and Caring Schools

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	Everyone should feel safe and included in their school. In September 2016, regulations and a territorial School Code of Conduct came into effect for all schools in the NWT. The regulations and code are meant for everyone, including visitors, in the school community. Copies of the Code of Conduct are posted in Dehcho schools and reviewed with students and staff regularly. All schools also have <i>Safe and Caring School</i> plans that reflect their communities. Bullying continues to be an issue and the <i>Safe and Caring School</i> Plans include training for staff to deliver such programs as WITS (elementary), the Fourth R (junior high) and Healthy Relationships Plus (high school). In the Dehcho, two teachers are master trainers of the Fourth R and Healthy Relationships Plus programs.
Regional performance targets:	<ul style="list-style-type: none"> The superintendent will review the Safe School Plans in all schools (n = 9) in anticipation of the review by ECE.
School-level performance	



<p>targets:</p> <p><i>Echo Dene School</i></p>	<ul style="list-style-type: none"> • Four (two in fall and two in spring) Emergency Evacuation (fire) drills will be completed by June 2019. • Three Lock Down drills will be completed by June 2019. • Four Safe and Caring School Committee meetings will be completed by June 2019. • The JK-6 will implement the WITS and WITS Leads programs. The Fourth R program will be implemented for Grades 7-12 by June 2019. • The FOXY/SMASH Programs will be offered by June 2019. • One LGBTQ2 activity will be held before June 2019.
<p><i>Deh Gáh School</i></p>	<ul style="list-style-type: none"> • Two Emergency Evacuation (fire) drills will be completed by June 2019. • One Lock Down procedure drill will be completed by June 2019. • Three school- school-based Safe and Caring School Committee meetings will be completed by June 2019. • The K-6 will implement the WITS and WITS Leads programs. The Fourth R program will be implemented for Grades 7-12 by June 2019. • The FOXY/SMASH and D.A.R.E. Programs will be implemented by June 2019.
<p><i>Thomas Simpson</i></p>	<ul style="list-style-type: none"> • Three planned Emergency Evacuation (fire) drills by June 2019. • One planned Lock Down procedure by June 2019. • Two planned school-based Safe and Caring School Committee meetings June 2019. • Fourth R will be implemented for all junior high students. • Fourth R will be implemented for all high school students during their CALM class. • All students will have the opportunity to participate in FOXY/SMASH during the 2018-2019 school year. • Students will have the opportunity to participate in LGBTQS2+ inclusion



	activities such as the Gay-Straight Alliance.
<i>Bompas Elem</i>	<ul style="list-style-type: none"> • Four planned Emergency Evacuation (fire) drills by June 2019. • Two (external and internal) planned Lock Down procedure drills by June 2019. • Two planned school-based Safe and Caring School Committee meetings by June 2019. • WITS (JK-3) and WITS LEADS (4-6) will be implemented for 100% of students. • A partnership with Health Promotions (DHSS) will provide monthly information sessions to all grade levels in the areas of health and safety. • One planned LGBTQ2 discussion with all school staff. Activities and/or discussion with students will be determined on an as need basis.
<i>Louie Norwegian</i> <i>Kakisa Lake</i> <i>Charles Tetcho</i> <i>Charles Yohin</i> <i>Chief J Yendo</i>	<ul style="list-style-type: none"> • A minimum of four planned Emergency Evacuation (fire) drills. • A minimum of two planned internal Lock Down procedure drills. • A minimum of two planned school-based Safe and Caring School Committee meetings. • Continue Healthy relationship program WITS. • Staff training on <u>Guidelines for Ensuring LBGQT2S + Inclusion and Safety in NWT Schools</u>

Human Resources Management

School Staff Recruitment and Retention

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



Table 3: Allocated and Budgeted Person Years for General School Staff.

		General School Staff									
		Regional Office Administration	Teachers*	Consultants	Secretaries	Custodians	Wellness Counsellors	Bus Drivers	Cooks	School Administration	Total
Budgeted	Regional Office	3		1	1						5
	<i>Echo Dene</i>		8		.8	1.5					10.3
	<i>Deh Gáh</i>		10		.8	1.5					12.3
	<i>Bompas</i>		6		.5	2					8.5
	<i>Thomas Simpson</i>		8		.8	2					10.8
	<i>Chief Julian Yendo</i>		1.5			.5					2
	<i>Louie Norwegian</i>		1			.25					1.25
	<i>Kakisa Lake</i>		1			.25					1.25
	<i>Charles Yohin</i>		1			.5					1.5
	<i>Charles Tetcho</i>		2			.25					2.25
	TOTAL	3	38.5	1	3.9	8.75					55.15

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



Table 4: Allocated and Budgeted Person Years for Inclusive Schooling and Indigenous Languages and Education Staff.

	Inclusive Schooling (IS) Staff							Indigenous Languages & Education (ILE) Staff							
	Regional IS Coordinator		Program Support Teachers ⁴		Support Assistants	Wellness Counsellors	Magnet Facilities	Total IS		Regional ILE Coordinator or		IL Instructors	IL Assistants	Total ILE	
	A*	B†	A	B	B	B	B	A	B	A	B	B	B	A	B
Regional Office	1	1						1	1	1	1			1	1
Echo Dene School			1	1.5	.8			2.65	2.3			1		1.24	1
Deh Gáh School			1.06	2	3			3.02	5			1		1.38	1
<i>Bompas Elementary</i>			1	1	2			2.54	3			1		.9	1
<i>Thomas Simpson</i>			1	1	2			2.54	3			1		.91	1
<i>Chief Julian Yendo</i>			.5	.5				.8	.5			1		.5	1
<i>Louie Norwegian</i>			.5					.55	0			.5		.5	.5
<i>Kakisa Lake</i>			.5					.64	0			.75		.5	.75
<i>Charles Yohin</i>			.5					.57	0			.75		.5	.75
<i>Charles Tetcho</i>			.5		.5			.81	.5			.5		.5	.5
TOTAL	1	1	6.56	6	8.3			15.12	15.3	1	1	6.5		6.93	7.5

Note: A* - allocated; B† - budgeted.

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⁴ Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily/weekly work, PSTs are not focused on one specific curricular area, but support all student learning – with a particular emphasis on supporting students on Student Support Plans or Individualized Education Plans.

Completion of Staff Evaluations

All education staff is required to undergo evaluations as per Minister's *Direction on Evaluation and the Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012). Evaluations are important in developing individual staff growth plans. In 2018-2019 school year,

- Four principals will be in year two and three principals will be in year one of the evaluation process.
- Seven evaluations should be completed for the principals: Three interim evaluations and four final evaluations. Two principals will do a Personal Growth Plan.
- 16 teachers will be in their evaluation year.

Financials



**Ndilo District Education Authority
Operating Plan for 2018-2019 School Year
June 30, 2018**



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Purpose of the Operating Plan

The Ndilo District Education Authority (NDEA) Operating Plan for the 2017-2018 school year was prepared in compliance with the *Financial Administration Act* that requires NWT Education Bodies to plan for and report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the GNWT Mandate and the Minister of Education's direction.

The Operating Plan is one of the key components of the Education Accountability Framework that was implemented in 2016 as part of the *Education Renewal and Innovation Framework: Directions for Change* (2013) and following new requirements of the *Financial Administration Act* that were put in force in 2016. The purpose of the Operating Plan is to:

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

Ndilo District Education Authority Operating Environment

School Profiles and Student Enrolment

The Ndilo District Education Authority consists of one school that will house approximately 110 students in 2018-2019 school year. K'alemi Dene School (KDS) has been operating since 1998. Over the year, has grown to include junior kindergarten to grade 12. KDS follows all NWT curriculum with a special emphasis on Dene Kede to ensure Wilhìdeh language and culture is integrated as much as possible. Junior Kindergarten to grade 8 students receive twice weekly instruction in Wilhìdeh Yatù. High School students participate in Wilhìdeh 3 language blocks throughout the year.

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

Table 1: Ndilo District Education Authority School Profiles 2017-2018.

School	Community	Grades Offered	Enrolment (FTE) ¹	Teaching Staff (PY) ²
K'alemi Dene School	Ndilo	JK-12	110	12.25

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

² PY stands for person years and refers to funded positions. Teaching staff includes staff providing instruction to students, such as teachers, teaching principals, and others.

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

School	Grades													
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
KDS	7	11	9	10	9	7	11	7	8	7	4	5	12	3
DEA Total	7	12	9	10	9	7	11	7	8	7	4	5	12	3

Student and Teacher Population

Student and Teacher Population

K'alemi Dene School's school population is 100% Indigenous. The large majority of students are Yellowknives Dene First Nation while other students identify as Dene with a small number of Inuit students. This greatly influences the programming offered at K'alemi Dene School and is a priority to the Ndilo District Education Authority. We strive to offer as many culturally appropriate programs and lessons including weekly Wiilhideh Yatì lessons with a fluent speaker, seasonally appropriate culture camps and integrated lessons using Dene Kede.

Being so close to the community of Yellowknife, K'alemi Dene School often attracts families from Yellowknife. We offer bus service for those families, which in recent years has grown to three bus routes for approximately 60 students.

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. We are fortunate to have low staff turnover that allows us to focus on long term goals that encourage sustainable changes to our programming. Six (6) members of our teaching staff have been employed at KDS for five (5) years and another six (6) staff members 10 or more years.

The 2018/19 school year will see a challenging staff change as our Culture and Language Coordinator goes on a deferred leave. This is a challenging position to hire for as it is integral to core KDS programming and requires a specific skill set. At this time, we hope during the year to maintain our current level of programming.

Ndilo District Education Authority Governance

Ndilo District Education Authority:

1. Lila Erasmus, Chairperson
2. Cecilia Beaulieu, Vice Chairperson
3. Nyra Mackenzie, Trustee

4. George Goulet, Trustee
5. Muriel Betsina, Trustee
6. Sarah Erasmus, Trustee
7. Vacant Position

- Superintendent – Metro Huculak
- Last election – May 2016.
- Members serve 3-year terms. An election is called every 3rd May.
- Meetings occur at minimum once per month but more often as required
- The number of staff at the Ndilo District Education Authority is 1 (Superintendent Services)
- At this time, the NDEA is actively seeking to full the vacant positions

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.

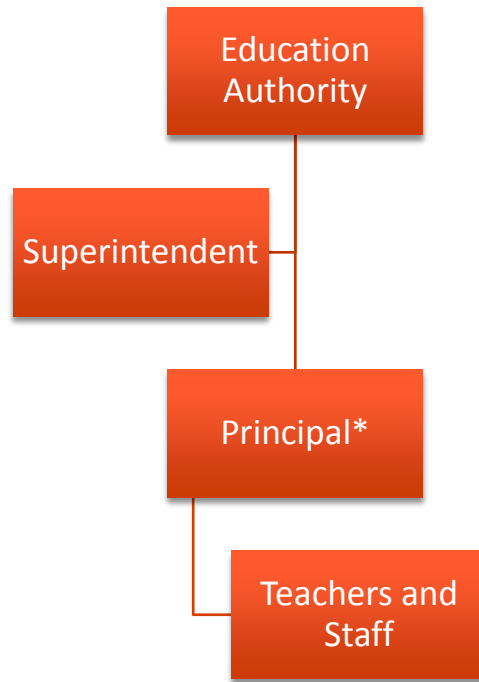
The NDEA is an independent legal and accounting entity with an elected Education Authority as stipulated in Section 82 of the Education Act. The Education Authority has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

Prior to this 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 the 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 principal and staff.

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, 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.

Ndilo District Education Authority Functional Organizational Chart



Governance Training

The NDEA will participate in an annual retreat to discuss future planning and visioning for K’alemi Dene School. This event is organized by the contracted Superintendent and held in the early fall. The NDEA has built professional development into their regular meeting agendas. At each regular meeting, the NDEA reads and discusses a section of ECE’s *DEA and DEC Member Handbook: 2016-2017*. At this time, the NDEA is not planning any additional training from ECE, but will contact ECE if this changes or as situations arise.

Finally, NDEA members attend pertinent conferences when necessary. In 2017-18, the NDEA Chairperson attended Indspire’s National Gathering for Indigenous Education. For the 2018-19 school year, two members are schedule to attend the Canadian School Board Association’s National Trustee Gathering on Aboriginal Education in July 2018. NDEA members share the information they have gathered from their conferences and then share it with all Trustees during their regular meetings.

District Education Authority Meetings

Table below provides a schedule of the DEA meetings planned for the upcoming school year.

Table 3: Ndilo District Education Authority Meetings Schedule.

Meeting Number	Planned Date	Planned Location
1	Wednesday, September 26, 2018	K’alemi Dene School
2	Wednesday, October 24, 2018	K’alemi Dene School
3	Wednesday, November 28, 2018	K’alemi Dene School
4	Wednesday, January 30, 2019	K’alemi Dene School
5	Wednesday, February 20, 2019	K’alemi Dene School
6	Wednesday, April 24, 2019	K’alemi Dene School
7	Wednesday, May 29, 2019	K’alemi Dene School
8	Wednesday, June 19, 2019	K’alemi Dene School

Teaching and Learning

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

1. Education Renewal Objective: Supporting excellence in teaching.

1.1 Collaborative Professional Learning

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>To support excellence in teaching and the NDEA’s mission statement of providing quality education, KDS will continue to implement collaborative professional learning communities. Improving student learning will be the focus as teachers work in small groups to analyze assessment data and plan next steps in learning. The themes for CPL will include:</p> <ul style="list-style-type: none"> • Indigenous education – focusing on integrating Wìlìideh language and culture • Assessment for learning – reflecting on assessment data and steps to improve instruction. <p>Time for professional learning communities will be built into the KDS weekly schedule. As well, time has been scheduled into three STIP days. During professional learning communities teachers will use a process named “Assessment to Instruction’ to analyze the assessments used at KDS, plan teaching strategies and then reassess the goal at the end of the six-week cycle.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Teachers will be provided 45 minutes per week (not during Culture Camp weeks) in the KDS schedule to meet for professional learning communities. • Teachers will complete “Assessment to Instruction” 3 times per year. • 100% of KDS teachers will have access to collaborative PLC time to focus on Indigenous Education and Assessment for Learning.

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

2.1 Increasing Oral Language Skills in the Early Years

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Using Student Success Initiative Funding in the 2017/18 school year, KDS was able to hire a speech and language pathologist to provide The Hanen Centre's Learning Language and Loving It Program for our Junior Kindergarten/Kindergarten teacher and early childhood educator. This program helped to increase their understanding of oral language development and gave them strategies to help all students develop a strong oral language basis.</p> <p>As oral language development is the foundation of literacy development, we would like to continue this professional development opportunity for the 2018/19 school year. With funding from ECE's Health, Wellness and Student Support Division, we will extend the program to include the JK/K teacher and both grade 1/2/3 teachers. For the 2018/19 school year, KDS will work with a trained speech and language pathologist to complete the Hanen Centre's ABC and Beyond. Embedding professional development into our schedule throughout the entire school year where teachers can apply it immediately is a more effective model and will directly impact teacher's understanding of oral language development how to build emergent literacy skills in students. The focus of this program is to improve the teacher's understanding of oral language development and strategy use with their students.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Three teachers will participate in the ABC and Beyond program this will include seven training sessions and three individual coaching, videotaping and feedback sessions. • Through video coaching and a rubric created by the program teachers will be able to compare their use of strategies from September 2018 to May 2019 effectively help children develop their oral language. All teachers who participate in the program will demonstrate improvement in their use of oral language strategies. • All JK, K, grade 1, 2 and 3 students will participate in the program and be exposed to oral language strategies.

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

3.1 Our Languages: Indigenous Languages Curriculum.

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019</p>	<p>K'alemi Dene School will continue to offer the Our Languages: Indigenous Languages Curriculum in the 2018/19 school year using Wilhidah Yatì. With the expertise of our Language Instructor and the support of our Regional Indigenous Language and Education Coordinator, we have successfully used the new curriculum with Junior Kindergarten to grade 12 students.</p> <p>K'alemi Dene School takes a different approach to language instruction that suits the developmental needs of our students. Grade one through eight</p>
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school year:	receive instruction twice a week for 45 minutes. Classroom teachers also attend with their students for one of those classes. JK and Kindergarten students received playful instruction twice a week for 20 minutes. We have taken a different approach for our high school students by providing three 3-week intensive blocks throughout the year. As well, we have created a weekly staff Willìdeh Yatì class to encourage teachers to use the language in their classrooms.
Regional performance targets:	<ul style="list-style-type: none"> • KDS Language Instructor and Regional Indigenous Language and Education Coordinator will participate in 100% of training offered from ECE. • All JK to grade 7 teachers will observe and participate with students once per week • JK and Kindergarten students will have the opportunity to receive instruction for 20 minutes twice a week. • Grade one through eight students will have the opportunity to receive instruction twice a week for 45 minutes. • High School students will have the opportunity to receive instruction for one hour/day during three, 3-week intensive blocks. • 100% of students present will participate in Willìdeh Yatì as per school schedule. • 100% of students present during the assessment days will be assessed.

3.2 Health and Wellness Curriculum

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	KDS will participate in the Health and Wellness Curriculum. In September 2018, one teacher will attend the two-day in-service. Following the in-service, KDS will make decision regarding professional development for the whole staff and next steps.
Regional performance targets:	<ul style="list-style-type: none"> • KDS will be piloting the curriculum in one grade appropriate classroom.



Indigenous Languages and Education

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

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

4.1 Indigenizing Teaching and Learning Practice – Dedicated Planning Time

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>As a long-term goal, KDS will continue to provide teachers with dedicated time throughout the school year to integrated indigenous (specifically Yellowknives Dene First Nation focused) content into their long range, unit and lesson plans. The KDS mission statement and goals support this goal as learning language and culture is a priority to KDS families and the community of Ndilo.</p> <p>The KDS STIP plan includes time dedicated time for integrated language and culture planning. There will also be a focus on planning during the ECE mandated Culture Orientation Days with support provided by the school Elder and coordinator.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Classroom teachers will include evidence of their language and culture planning in their long range, unit and lesson plans to be reviewed bi-annually during class reviews. • 100% of KDS staff will participate in the two Culture Orientation Days. • Classroom teachers will participate in integrated planning time during STIP days.

4.2 Key Culture Experiences

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>KDS will continue to implement Key Culture Experiences through the school year. Currently we plan for several culture experience throughout the year. These experiences are coordinated with several YKDFN community members.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • YKDFN community members will be involved in all Key Culture Experiences. • Key Culture Experience will include: Berry Harvesting (JK to grade 8), Net Fishing during winter months (Grade 1 to grade 12), Trapping and

	<p>snaring fur bearing animals (Grade 1 to grade 12), Overnight Snowshoe Trip (grade 8 to grade 12), Ducking Plucking (JK to grade 8), three multi-day Canoe trips (grade 5/6, grade 7/8 and High School), Traditional Games Unit during Physical Education classes (JK to grade 12).</p> <ul style="list-style-type: none"> • Students will participate in a minimum of 5 days of Key Cultural Experiences.
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4.3 Indigenous Language Instruction

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>KDS will continue to provide core language instruction in Wilhìdeh. Instruction with a Wilhìdeh Yatì speaker. As outlined in a previous section, KDS will use the Our Languages: Indigenous Languages Curriculum for a second year. At this time, we recognize that KDS is not meeting the mandated time for language minutes in JK to grade 8. As we developed relationships with language speakers, we will increase the minutes.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • JK/K students will receive 20 minutes of Wilhìdeh Yatì through songs and games three times/week. • Grade 1 to grade 8 students will receive 45 minutes of Wilhìdeh Yatì core instruction twice weekly. • High School students will participate in three, 3-week blocks of Wilhìdeh Yatì core instruction. During these blocks students will receive instruction every day for 60 minutes.

4.4 Community Support

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>For the 2018/19 school year, KDS will work closely with several community members to provide culturally relevant program for our middle school aged students. This programming will be rooted in learning about oneself during puberty with focused discussions about becoming a capable person and relationships. Drumming and hand games practices will be offered to our male students with a beading project for our female students. We will work with YKDFN Elders and community members to provide this programming for students. With a switch in staffing, this Community Support project will be planned in September 2018</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Students in grade five to eight will have the opportunity to participate in a drumming or beading project. • KDS will hire a minimum of 5 community members at different times throughout the year to complete this project.

4.5 Teacher Cultural Orientation Days

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>As mandated by ECE, KDS will provide two full days of on-the-land culturally appropriate orientation for staff. During these days, teachers and support staff will spend time on the land with community members learning about their perspectives and history of the Yellowknives Dene First Nation.</p> <p>As well, KDS classroom teachers will attend seasonal Culture Camps with their students (Please see Key Culture Experiences for more information). This allows teachers to learn with their students and spend time on the land with community members. Whenever possible, we allow all staff members to attend.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • KDS will take a school-based approach to planning Culture Orientation Days. • KDS will organize two Cultural Orientation Days. One will happen in September 2018 and the second day in June 2019. • YKDFN community members will be involved and employed whenever possible for both Culture Orientation Days and Culture Camps. • KDS Culture Orientation Days and Culture Camps will reflect the YKDFN seasonal calendar and the necessary skills needed to support each activity.

4.6 Elders in Schools

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>KDS will continue to have an Elder present at the school. Our Elder will have a presence in classrooms. We have found success in having them involved in language instruction and working on their own craft work while being in classrooms.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • KDS will have an Elder, on a part-time basis, available for students.



Inclusive Schooling

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

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

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

5.1. Student supports aligned to the goals stated in Student Support Plans (SSPs) and/or Individual Education Plans (IEPs) and are provided in a timely manner.

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>In collaboration, KDS Regional Inclusive Schooling Coordinator (RISC) and Program Support Teacher (PST) will create a process and timeline to help guide teachers through setting up their Student Support Plans and Individual Education Plans. This will include contact with families, developing the plans and implementing the supports. To support this process, teachers will have access to the School Based Support Team and planning time with the PST.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of SSPs and IEPs will be finalized by November 30, 2018. • 100% of SSPs and IEPs will be reviewed and revised, once per reporting period. • KDS principal will allocate 25% (when necessary) PST time to work directly with students as specified by the directive. • 100% of teachers will implement at least one support as identified by SSP/IEPs by the second reporting term.

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

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>KDS PST will spend 60% of their time working with classroom teachers and meeting with teachers helping teachers to strengthen flexible instructional strategies. PST will work with classroom teachers during weekly PLCs, scheduled planning and coaching time and while co-teaching. PST will help to create and lead learner profiles and class reviews that will guide their time with classroom teachers. Furthermore, the PST will support Educational Assistants (EAs) through meetings and professional development.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Class Reviews and Learner Profiles will be complete for all JK to Grade 12 classrooms in collaboration with classroom teachers and SBST. • 100% of classroom teachers will individually and collectively meet regularly (through weekly PLCs and monthly meetings) with the PST to plan, collaborate, reflect and co-teach. • 100% of Educational Assistants will meet bi-monthly with PST regarding their role in support of learning, with additional meetings being held as needed.
<p>5.3. Classroom teachers notify and access the School-based Support Team (SBST) to support students who experience persistent learning difficulties in spite of the use of responsive teaching strategies, or when a student needs significant enrichment.</p>	
<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>KDS will put a process into place so teachers can refer students to the SBST and help address learning needs of identified students as well as systemic issues that arise. KDS's SBST did not gain momentum during the 2017-18 school year. It is felt a clearer process will encourage teachers to participate.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • KDS's SBST will continue to meet three times per month, following a referral protocol that has been developed. Documentation of meetings will be maintained.
<p>5.4. IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.</p>	



<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>KDS will ensure that SSPs and IEPs are completed, updated and reviewed at the end of each term with all stakeholders. This will include: classroom teachers, PST, EAs, SBST and Principal/RISC, parents and students (if applicable).</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • KDS will review, and update as needed, all SSPs and IEPs with parents and students (when applicable) during each reporting period (November, March and June). • Classroom teachers will review all SSPs and IEPs in June proposing revisions and changes as needed for the beginning of the following school year.
<p>5.5. Program Support Teachers spend not less than 60% of their time engaged in activities that directly support classroom teachers.</p>	
<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>It is our goal to have the PST working with teachers for 60% of their time. The KDS program support teacher contributes to the education of all students by helping classroom teachers as a colleague, role model and coach with regards to inclusive instructional practices.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • KDS principal will ensure that the PST is supporting teachers as per the 60%-time allocation in the directive. • KDS principal will develop a schedule that allows 100% of teachers to meet with the PST during the school day.



Student Wellness and Support

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

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

6.1 Wellness Coordinator

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

During the 2017/18 school year, KDS was fortunate to join the Northern Counselling and Therapeutic Services pilot program. This program provided KDS with a counsellor for one-week intervals, 3 times throughout the year and access to the same person via phone and email between visits. Having regular access to a counsellor provided students and staff with one-on-one counseling, family support, behaviour interventions, small group work, professional development, sharing circles and more. While KDS has access to the counsellor in between visits, we realize that more wellness programming is necessary.

Piecing together counselling funds from our School Programming and Inclusive Schooling budget, NDEA will create a 0.5 Wellness Coordinator position. This teacher will be responsible for running social skills groups, structured recesses, collaborating with the SBST to create behaviour plans, coordinating behaviour programs, co-teaching with classroom teachers, and helping families navigate the mental health system.

Regional performance targets:

- KDS to hire a 0.5 Wellness Coordinator
- Wellness Coordinator will implement social skills groups, structured recesses, collaborating with the SBST to create behaviour plans, coordinating behaviour programs, co-teaching with classroom teachers, and helping families navigate the mental health system.

6.2 Mental Health Initiatives – Professional Development

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

KDS will offer Mental Health First Aid for Northern People for all teachers at the beginning of the 2018/19 school year. This course will increase KDS staff's awareness of mental illness and help to reduce stigmas. It will also help KDS staff to appropriately respond the mental health situations in a respectful and appropriate manner. With financial support provided by ECE, KDS will be able to offer this course in the fall before school starts.

Regional performance targets:

- 90% of staff will participate in the 3-day training session.
- Teachers will have increased training regarding mental health through Mental Health First Aid.

	<ul style="list-style-type: none"> • 100% of students will have access to staff trained with Mental Health First Aid for Northern People.
<p>6.3 Safe and Caring Schools</p>	
<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Our Safe and Caring School Plan will be updated to include the implementation of the Second Step Program: Skills for Social and Academic Success and Second Step: Bullying Prevention Program for all students in Junior Kindergarten to grade six. As a staff we have observed and reacted to numerous behaviour concerns through-out this year and feel it is necessary to use a research-based program that explicitly teaches social skills as well as update our approach to bullying prevention.</p> <p>Furthermore, KDS will expand the use of Positive Behavioural Interventions and Supports (PBIS). During the 2017/18 school year, four staff members participated in PBIS Train the Coaches program then planned and piloted the program at KDS. Since implementation in January 2018, teachers have observed a positive shift in their classroom climates. For the 2018/19 school year, KDS will further expand the program to include three positive behaviour expectations.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of classroom teachers will participate in professional development for Second Step. • With support from the Wellness Coordinator, 100% JK-grade 6 classrooms will implement Second Step: Skills for Social and Academic Success and Second Step: Bullying Prevention. • Safe School Committee will develop and execute an implementation plan for PBIS. • KDS will have 6 emergency evacuations or fire drills during the 2018/19 school year: 3 in the fall, 1 in the winter, 2 in the spring. • KDs will have 3 Lock Down procedure drills during the 2018/19 school year: 2 in the fall and 1 in the winter • KDS's Safe and Caring School Committee will execute ten school inspections during the 2018/19 school year. These will happen at the end of each month. • KDS's Safe and Caring School Committee will meet monthly with recorded minutes. • KDS's Safe School Plan will be reviewed and implementation monitored by the Superintendent.



Human Resources Management

School Staff Recruitment and Retention

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

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

		General School Staff									
		Regional Office Administration	Teachers*	Consultants	Secretaries	Custodians	Wellness Counsellors	Bus Drivers	Cooks	School Administration	Total
Budgeted	Regional Office										
	<i>K'alemi Dene School</i>		12.25	0	0	0.6	0.25	0.5	0.7	1.0	16.45
TOTAL			12.25	0	0	0.6	0.25	0.5	0.7	1.0	16.45

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

Table 5: Allocated and Budgeted Person Years for Inclusive Schooling and Indigenous Languages and Education Staff.

	Inclusive Schooling (IS) Staff							Indigenous Languages & Education (ILE) Staff							
	Regional IS Coordinator		Program Support Teachers ³		Support Assistants	Wellness Counsellors	Magnet Facilities	Total IS		Regional ILE Coordinator		IL Instructors	IL Assistants	Total ILE	
	A*	B [‡]	A	B	B	B	B	A	B	A	B	B	B	A	B
Regional Office															
<i>K'alemi Dene School</i>	0.5	0.5	1.0	1.0	4.0	0.25	0	1.5	5.7	0.5	0.5	0.5	1.0	2.0	
									5						

TOTAL

Note: A - allocated; B[‡] - budgeted.*

³ Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily/weekly work, PSTs are not focused on one specific curricular area, but support all student learning – with a particular emphasis on supporting students on Student Support Plans or Individualized Education Plans.

Completion of Staff Evaluations

All education staff is required to undergo evaluations as per Minister's *Direction on Evaluation and the Promotion of Professional Growth for Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012). Evaluations are important in developing individual staff growth plans. In 2018-2019 school year, one principal and five teachers (including Program Support Teachers) who will be in their evaluation year will undergo an evaluation.

Appendix A: Operating Budget

Department of Education, Culture & Employment District Approved Budget

Ndilo District Education Authority Statement of Revenues and Expenses Annual Budget - Consolidated

	2018-2019 Budget	2017-2018 Approved Budget	2017-2018 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
Regular Contribution	2,414,646	2,423,062	2,438,063
French Language Contribution			
Aboriginal Language Contribution			
Other Contribution	16,000		43,430
Capital Contribution			
Total GNWT	2,430,646	2,423,062	2,481,493
Federal Government			
Property Tax Requisitioned			
Other School Authorities			
Education Body Generated Funds			
Rentals			
School Fees			
Sales			
Investment Income			224
Other	100,000		77,822
Total Generated Funds	100,000	0	78,046
Transfers			
Transfers from Capital Fund			
Total Transfers	0	0	0
TOTAL REVENUES	2,530,646	2,423,062	2,559,539
<u>EXPENSES</u>			
Administration	48,000	133,000	10,330
School Programs	2,053,904	1,667,475	1,780,868
Inclusive Schooling	529,861	416,182	350,209
Indigenous Languages and Education	217,931	206,267	176,302
Transfers to Capital			
Debt Services			
TOTAL EXPENSES	2,849,696	2,422,924	2,317,709
SURPLUS (DEFICIT)	(319,050)	138	241,829
ACCUMULATED SURPLUS (DEFICIT)	691,773	691,635	860,805

**Department of Education, Culture & Employment
District Approved Budget**

**Ndilo District Education Authority
Details of Expenses - Consolidated
Annual Budget**

	Administration	School Programs	Inclusive Schooling	Indigenous Languages and Education	Total
<u>SALARIES</u>					
Teachers' Salaries		1,292,210	120,804	54,776	1,467,790
Instruction Assistants		87,288	210,849		298,137
Non Instructional Staff		209,227	113,208	109,155	431,590
Board/Trustee Honoraria	18,000				18,000
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances		200,000	65,000	26,000	291,000
Leave And Termination Benefits					0
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services	30,000	55,000			85,000
Postage/Communication		9,033			9,033
Utilities					0
Heating					0
Electricity		2,640			2,640
Water/Sewage		1,500			1,500
Travel		40,000			40,000
Student Transportation (Busing)		29,214			29,214
Advertising/Printing/Publishing					0
Maintenance/Repair		20,792			20,792
Rentals/Leases		7,000			7,000
Other Contracted Services				15,000	15,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials		100,000	20,000	13,000	133,000
Freight					0
<u>TRANSFERS TO CAPITAL</u>					
TOTAL	48,000	2,053,904	529,861	217,931	2,849,696

**Department of Education, Culture & Employment
District Approved Budget**

**Ndilo District Education Authority
Details of Inclusive Schooling Expenses
Annual Budget**

	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
<u>SALARIES</u>					
Regional Coordinator	76,639				76,639
Program Support Teachers	120,804				120,804
Support Assistants	210,849				210,849
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	65,000				65,000
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services	36,569				36,569
Travel					0
Other Contracted Services					0
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials			20,000		20,000
Freight					0
TOTAL	509,861	0	20,000	0	529,861

**Department of Education, Culture & Employment
District Approved Budget**

**Ndilo District Education Authority
Details of Indigenous Languages and Education Expenses
Annual Budget**

	General Indigenous Languages and Education	Teaching and Learning Centres	Community Support	Total
<u>SALARIES</u>				
Regional Coordinator	73,155			73,155
Language Instruction	54,776			54,776
Non Instructional Staff				0
Elders in Schools	36,000			36,000
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances	26,000			26,000
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services				0
Travel				0
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services	15,000			15,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials			13,000	13,000
Freight				0
TOTAL	204,931	0	13,000	217,931

**Department of Education, Culture & Employment
District Approved Budget**

**Ndilo District Education Authority
Details of Indigenous Languages and Education Expenses
Annual Budget**

	Regional Coordinator	Indigenous Language Instruction Staff	General Indigenous Education	Teaching and Learning Centres	Community Support	Total
Budget Distribution						
Regional Office						0
Kalemi Dene School	73,155	54,776	77,000		13,000	217,931
TOTAL	73,155	54,776	77,000	0	13,000	217,931

Department of Education, Culture & Employment District Approved Budget

Ndilo District Education Authority Schedule of Approved Person Years Annual Budget

Person Years

Administration Staff

Territorial Schools:

Teachers	12.25
Consultants	-
Classroom Assistants	1.00
Secretaries	-
Custodians	0.60
School Community Counsellors	-

Other

Resiliency Coordinator	1.00
Food Services Assistant	1.00
Bus Driver	0.60

Inclusive Schooling:

Regional Coordinator	0.50
Program Support Teachers	1.00
Support Assistants	3.00
Counsellors	

Indigenous Languages and Education:

Regional Coordinator	0.50
Indigenous Languages Instruction Staff	0.50

Total Person Years

21.95

Sahtu Divisional Education Council



Operating Plan for 2018-2019

(School Year ending June 30, 2019)

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Purpose of the Operating Plan

The Sahtu Divisional Education Council Operating Plan for the 2017-2018 school year was prepared in compliance with the *Financial Administration Act* that requires NWT Education Bodies to plan for and report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the GNWT Mandate and the Minister of Education's direction.

The Operating Plan is one of the key components of the Education Accountability Framework that was implemented in 2016 as part of the *Education Renewal and Innovation Framework: Directions for Change* (2013) and following new requirements of the *Financial Administration Act* that were put in force in 2016. The purpose of the Operating Plan is to:

Ensure that Education Bodies set realistic and measurable goals that adequately meet educational needs of NWT students;

Ensure that the goals set by Education Bodies are in line with the strategic and mandated priorities of the Department of Education, Culture, and Employment;

Ensure that Education Bodies are accountable for their performance and use of public funds.

Sahtu Divisional Education Council Operating Environment

School Profiles and Student Enrolment

Sahtu Divisional Education Council (DEC) consists of 8 schools that will house approximately 556 students in 2018-2019 school year.

Mackenzie Mountain School (MMS) JK-12: Slavey, Core French

Chief Albert Wright School (CAWS) JK-12: Slavey, 10-12: Distance Learning

Ehtseo Ayha School (EAS) JK-12: Slavey, 10-12: Distance Learning

Chief Tselehye School (CTS) JK-12: Slavey, 10-12: Distance Learning

Colville Lake School (CLS) JK-12: Slavey, 10-12: Distance Learning

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

Table 1: Sahtu Divisional Education Council School Profiles 2017-2018.

School	Community	Grades Offered	Enrolment (FTE) ¹	Teaching Staff (PY) ²
Mackenzie Mountain	Norman Wells	JK-12	153	11.5
Chief Albert Wright	Tulita	JK-12	90.5	10.0
Ehtseo Ayha	Deline	JK-12	107.5	10.5
Chief Tselehye	Fort Good Hope	JK-12	147.5	13.25
Colville Lake	Colville Lake	JK-12	58.25	5.5

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

² PY stands for person years and refers to funded positions. Teaching staff includes staff providing instruction to students, such as teachers, teaching principals, and others.



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

School	Grades													
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
MMS	14	7	13	9	9	6	10	17	17	8	9	18	8	8
CAWS	4	5	4	8	6	4	3	11	10	7	5	11.5	7	5
EAS	10	9	10	5	3	14	4	11	6	7	4	3	9	12.5
CTS	10	9	6	5	10	10	8	12	12	7	6	13.5	19.7	19.3
CLS	5	1	4	4	3	4	6	5	1	2	12	11	0.25	0
DEC TOTAL	43	31	37	31	31	38	31	56	46	31	36	57	44	44.8

Student and Teacher Population

Early Development Instrument

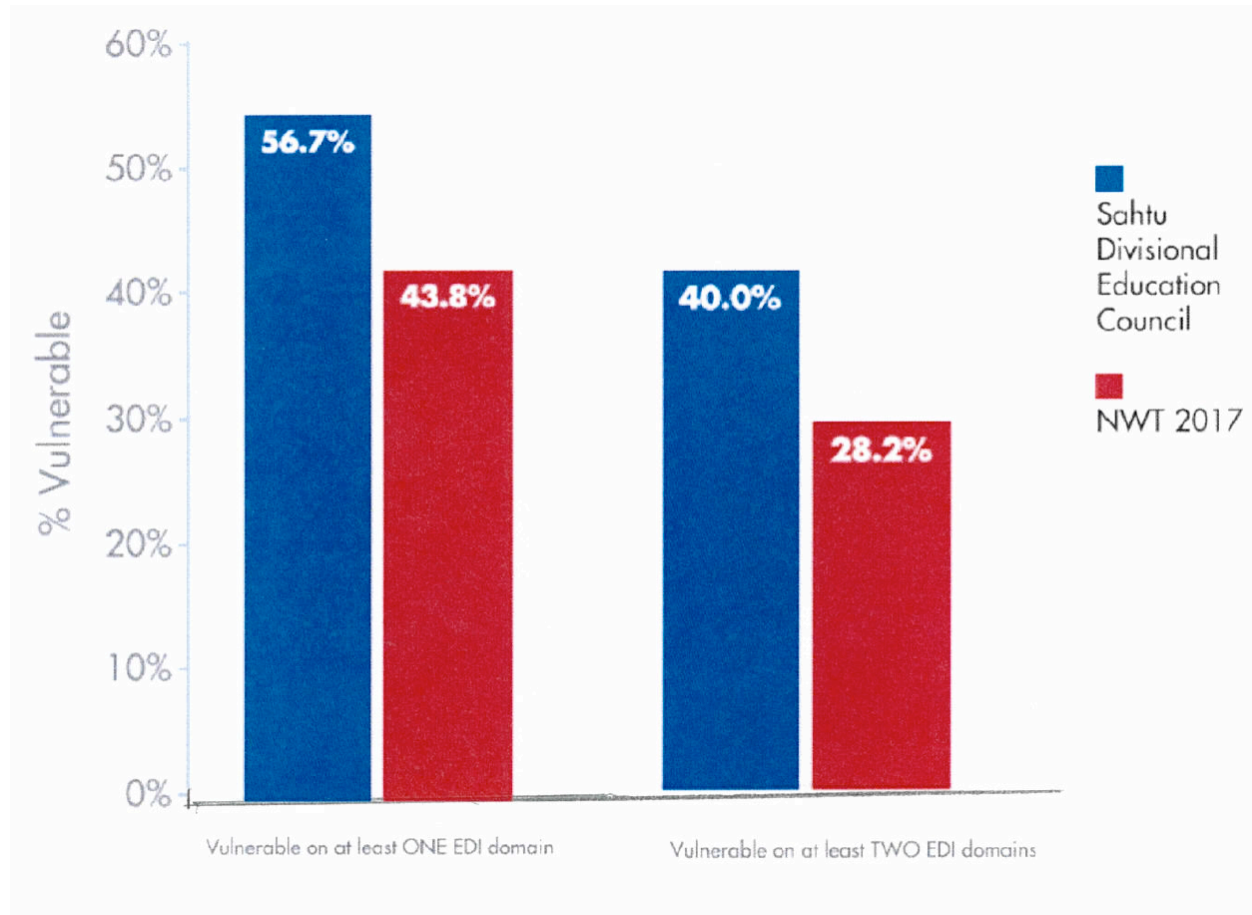
The Early Development Instrument (EDI) is a population-based measure that assesses children’s readiness to learn at school. Developed by the Oxford Center of Child Studies at McMaster University, it is used across Canada. EDI is a checklist completed by all kindergarten teachers. EDI does not diagnose children, but instead provides a snapshot of the learning readiness of groups of four and five year olds as they get ready to enter senior kindergarten and/or grade one. The EDI measures children’s developmental health by asking questions about the five areas of their early development – referred to by researchers as developmental domains: physical health and well-being; emotional maturity, communication skills & general knowledge; social competence; and language and cognitive development.

The results from the EDI determine the percentage of children who are ready to learn as they enter grade one and the percentage that are falling behind. The average EDI scores are divided into three segments: children falling into the bottom 10% are considered ‘vulnerable’ and children scoring in the lower 10% to 25% are considered ‘at risk’. Children scoring above 25% are considered to be on track and ready to learn. These segments are based on established norms for child development across Canada. Vulnerable refers to the portion of children, which, without additional support and care, may experience future challenges in school and society. In the context of EDI, vulnerability is a statistical definition, which can mean being behind in developmental health.

From the EDI 2016-17 results (see Figure 1), we see that 56.7% of Kindergarten students were reported as being vulnerable on at least one domain and 40 % were reported vulnerable on two domains. This puts the vulnerability rate for our region above below the NWT average.



Figure 1: Early Development Instrument Results for Sahtu DEC & NWT Percentage of Children Vulnerable at least ONE or TWO domains



Middle Years Development Instrument

The Middle Years Development Instrument (MDI) is a population-based measure that uses a self-report survey to ask students in Grades 4 and 7 about their thoughts, feelings and experiences in school and in the community. The work is managed by researchers at the Human Early Learning Partnership (HELP) at UBC. MDI includes questions that are linked to 3 areas of students' development: Well Being; health; and academic achievement. The Well-Being Index focuses on critical areas of students' development: Optimism, happiness, self-esteem, absence of sadness and general health. Scores from these areas are combined to correspond to 3 categories of Well-Being: 'Thriving'(Green), 'Medium to High'(Yellow), and 'Low Well-Being'(Red).

According to the MDI in 2016-17 results (see figure 3), 48% of students in Grade 4 and 21% of students in Grade 7 in the Sahtu are considered "thriving" on the Well-Being Index. Our grade 4s are well above the average in the NWT, while our grade 7s are a bit below the NWT average.



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

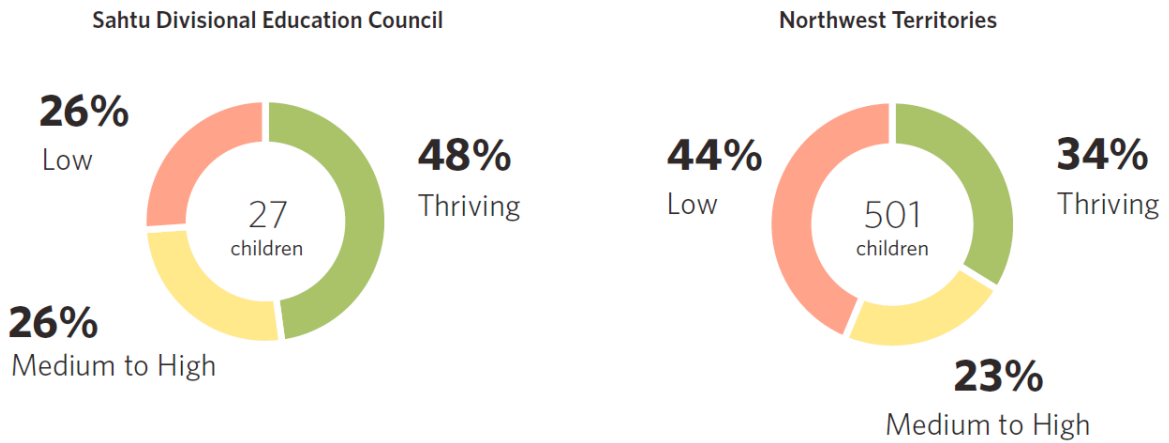
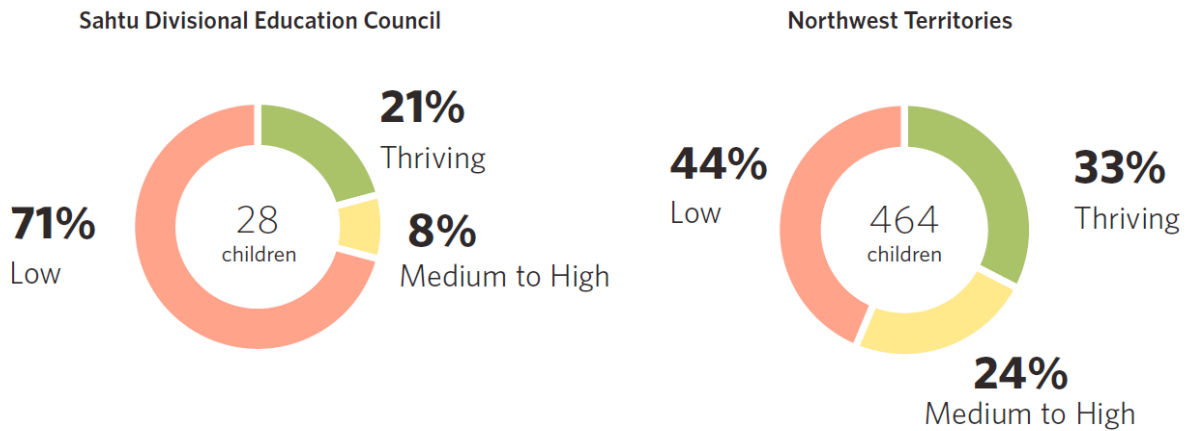


Figure 4: The Well-Being Index Results for Grade 7 Students in Sahtu DEC and NWT



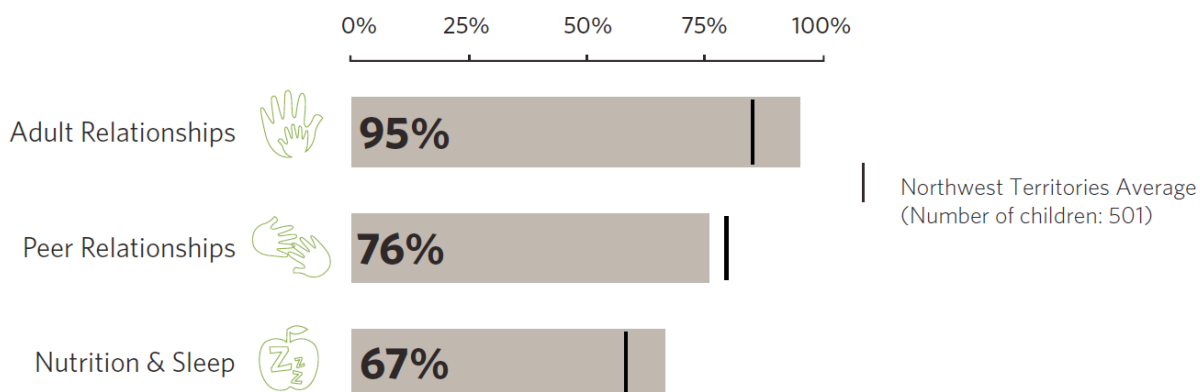
The MDI also included questions on the Assets Index. The Assets Index combines measures that highlight 4 key assets that help to promote children’s positive development. Assets are positive experiences; relationships or behaviours present in children’s lives.

We see from Figure 5 below that 95 % of our grade 4s had an adult relationship present (higher than NWT average), 76% had positive peer relationships (lower than NWT average), and 67% were getting adequate nutrition and sleep (higher than NWT average).

Figure 5: The Assets Index Results for Grade 4 Students in South Slave DEC and NWT

Number of children: 27

Percentage of children reporting the presence of the following assets in their lives:



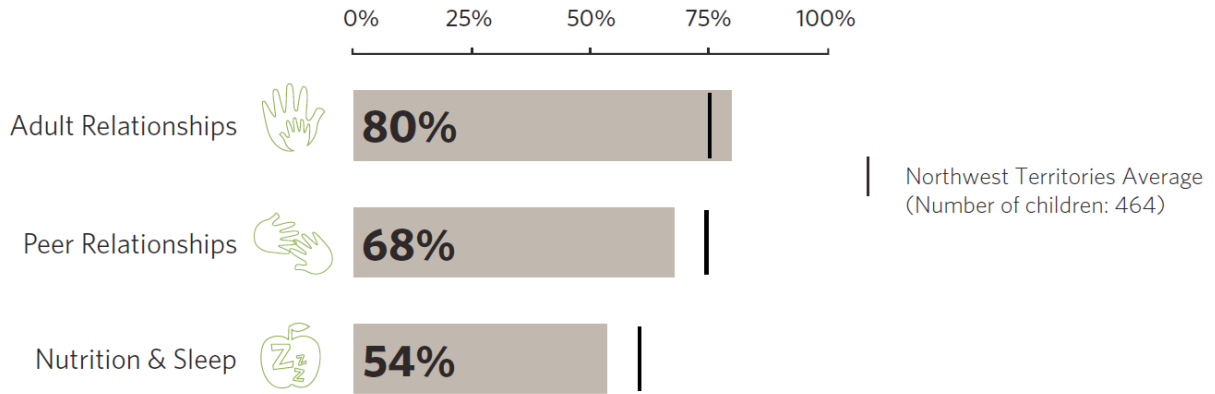
The percentages of Grade 7 students in the Sahtu (see figure 6) that reported the presence of Adult Relationships, Peer Relationships, and Nutrition & Sleep were 80%, 68% and 54% respectively. The percentages of Grade 7 students that reported a presence of Adult Relationships is above the NWT average, while the percentage of Grade 7 students who reported positive peer relationships and adequate Nutrition & Sleep, was slightly below the NWT average.



Figure 6: The Assets Index Results for Grade 7 Students in Sahtu and NWT

Number of children: 28

Percentage of children reporting the presence of the following assets in their lives:



Teacher Population

Our teachers, with some notable exceptions, tend to stay typically two to three in their positions. For the upcoming year, 2018-2019, we will be replacing sixteen teachers. This represents almost 30% of our teaching staff.



Sahtu Divisional Education Council Governance

The Sahtu Divisional Education Council was created by a proclamation of the Minister of Education on March 31st, 1989. It began exercising its educational governance duties and responsibilities at the beginning of the 1989-1990 school year. Individuals from each community are elected to serve on the District Education Authority (DEA) by local community members, according to the *Local Authorities Elections Act* and the *Education Act*. Each DEA appoints one of its members to serve as Trustee on the Sahtu Divisional Education Council (Sahtu DEC). The Sahtu DEC trustees elect a Chairperson and in turn, that community DEA sends a second representative to sit on the council as the Chairperson is impartial and serves all of the Sahtu Region, and only votes to break a tie.

For more information on Divisional Education Councils see the NWT *Education Act*.

Role of Trustees

Like the DEA, the Council of Trustees is only an official body while they are meeting. However, the Chairperson has numerous duties to perform between meetings, including meetings twice annually with the Minister of Education and other DEC Chairpersons.

Role of the Divisional Education Council

The DEC is responsible for governance of Education within the Sahtu Region. They make policy decisions and establish the budget for the Council's operations.

The DEC meets five times per year in Norman Wells (most economical location). A schedule of meetings is published with the minutes and circulated to agencies within the Region as well as on the Sahtu DEC's web-site (www.sahtudec.ca).

The public is welcome to attend all meetings of the Council. Anyone wishing to make a presentation or delegation to the Council must contact the Council Office in advance to be placed on the agenda as an order of the day.

The Council hires a Superintendent to run the day-to-day operation of education in the Region; the Superintendent is the Chief Executive Officer of the Sahtu DEC and is also a Government of the Northwest Territories Deputy Head.



DEA Elections are held every three years in Mid October. The most recent elections were held in October, 2015 and the terms of our current DEAs and DEC will end in October, 2018.

Currently, our DEC is made up of the following trustees:

Norman Wells:	Karea Peachey (Chair)
Fort Good Hope:	Angela Grandjambe
Norman Wells:	Myles Erb
Tulita:	Sally Ann Horassi (Vice-Chair)
Deline:	Mary Ann Vital
Colville Lake:	Trudy Kochon

A total of ten staff-members work at the DEC office. The Superintendent is Seamus Quigg and the Assistant-Superintendent is Dr. Renee Closs. In addition, there are three consultants, an IT manager, a comptroller, a finance officer and two clerical staff.

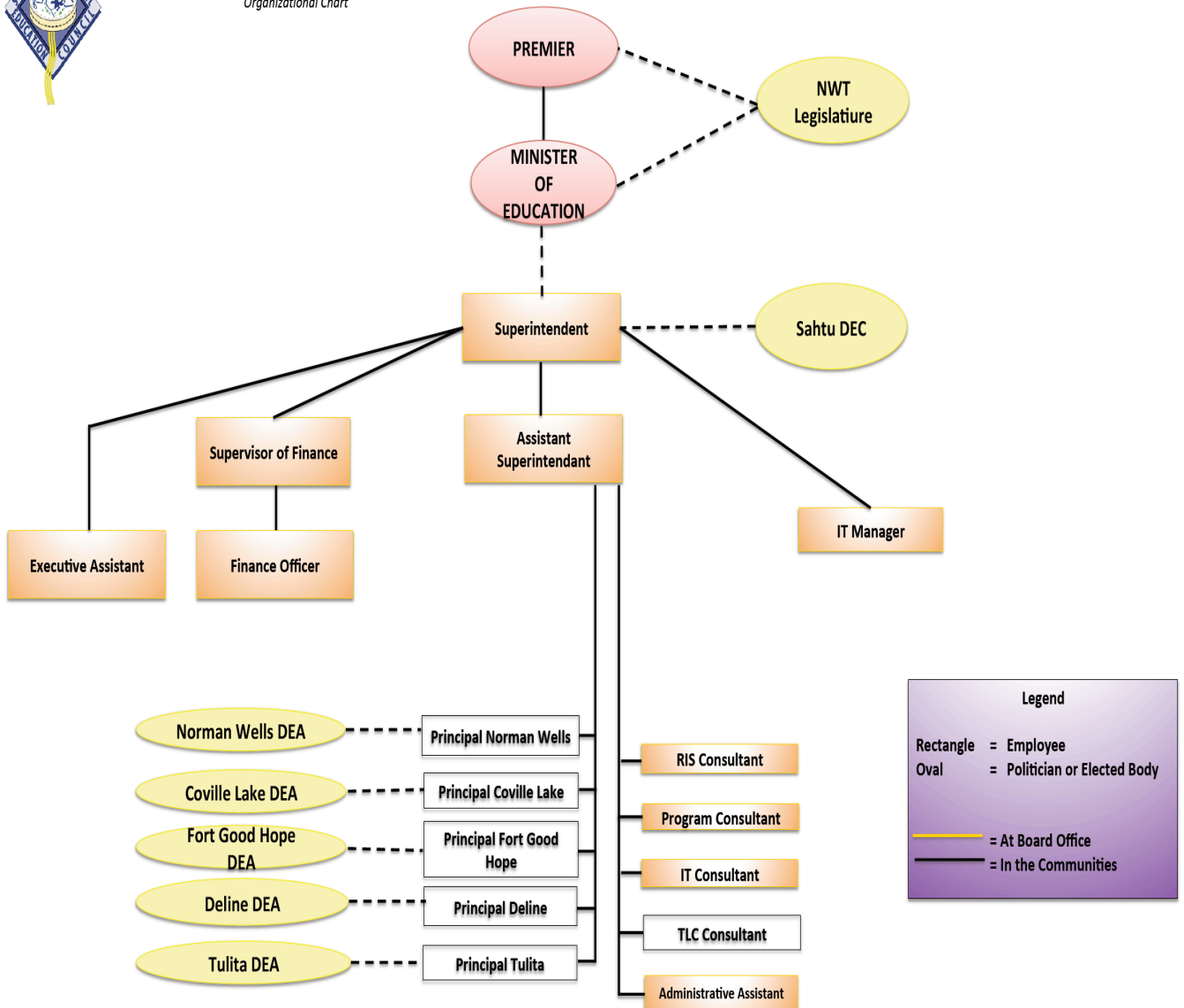


Sahtu DEC Organizational Chart



SAHTU DEC

Organizational Chart



Legend

- Rectangle = Employee
- Oval = Politician or Elected Body
- = At Board Office
- - - = In the Communities



Governance Training

After the DEA elections, training workshops are held for each of the DEAs and also for the DEC. Typically, these sessions are a full day in length and cover such topics as the *Education Act*, the duties and responsibilities of DEA members and DEC trustees, the role of the principal, the role of the superintendent, the role of the minister, how to conduct a meeting, the history of education in the NWT, etc. The next training sessions will be scheduled as soon as possible after the October 2018 DEA elections.

Divisional Education Council Meetings

According to section 109 of the *Education Act*, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. Table 3 below provides a schedule of DEC meetings planned for the upcoming school year.

Table 3: Sahtu DEC Meetings Schedule.

Meeting Number	Planned Date	Planned Location
1	September 2018	Fort Good Hope
2	December 2018	Norman Wells
3	March 2019	Norman Wells
4	May 2019	Norman Wells



Teaching and Learning

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

1. Education Renewal Objective: Supporting excellence in teaching.

1.1 Literacy in the Disciplines

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

The Sahtu DEC's primary improvement target is focused on Literacy. The goal is to increase the percentage of students meeting or exceeding the acceptable standard in reading and writing. Currently, 41% of Grade 1-9 students are reading at or above grade level. Grade 10-12 content area teachers have identified a systemic challenge of effectively teaching content when students read below grade level. For example, comprehension of the subject-specific text book language in the sciences and math is particularly challenging for many high school students. Creating high school classrooms that embed reading and learning comprehension strategies across the content areas supports improved achievement across the spectrum of learners. Training grade 5-12 teachers in these targeted and effective instructional strategies will build capacity, and sharing best practices through lateral mentorship will enhance both teaching and learning.

Regional performance targets:

- The Reading Apprenticeship team will attend the training workshop in Yellowknife, October 2-5, 2018
- Fourteen returning teachers are trained in Reading Apprenticeship (RA); In 2018/19 two teachers will receive year 2 training, and 4 teachers in the junior high divisions will receive new training.
- By October 2018, 29% of Sahtu teachers will be trained in RA and all five schools have at least 2 – 5 teachers trained in RA.
- By June 2019, each school will have 1-2 champions of RA effectively implementing RA pedagogical practice in grades 5-12, measured by Team Tool 6:23, What does a Reading apprenticeship Classroom Look Like?
- Teachers will collaborate to analyze Reading and Writing data through the Dossier software



1.2 Regional Professional Development

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<ul style="list-style-type: none"> • School-Based Professional Learning Communities • Leadership Team • Literacy • Numeracy • Northern Studies Book Club • JK/K Team • Post-Kindergarten Team • Program Support and Inclusive Education • Various Go-to-meetings throughout the year
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • School-Based Professional Learning Communities, which includes all teachers, support staff, and the administrator <ul style="list-style-type: none"> ○ Establish the Purpose of a Learning Community ○ Establishment of a School-Based Team to share resources, analyze assessment data, and exchange best practice strategies • Leadership Team <ul style="list-style-type: none"> ○ Regional principals meeting: at least 8 days per year ○ Various Go-to-meetings throughout the year • Literacy <ul style="list-style-type: none"> ○ Reading Apprenticeship meetings in Yellowknife: at least once per year ○ Reading Apprenticeship Go-to-meetings: at least 4 times per year ○ Pilot program for Whole Region Writes: 3 times per year ○ Work with external consultant on Reading and Writing via Go-to-meeting: at least 3 times per year • Numeracy <ul style="list-style-type: none"> ○ Embedded numeracy training (Grades 7-9) with external consultant: once per year ○ Work with external consultant on Numeracy (Grades 1-9) via Go-to-meeting: 3 times per year • Northern Studies Book Club <ul style="list-style-type: none"> ○ Go-to-meeting: 3 times per year



- JK/K Team
 - Go-to-meeting: 3 times per year
- Post-Kindergarten Team
 - Go-to-meeting for Grade 1-4 teachers: 3 times per year
- Program Support and Inclusive Education
 - Regional Program Support meetings: at least 6 days per year
 - Various Go-to-meetings throughout the year

1.3 Collaborative Professional Learning

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>The Sahtu DEC will begin the journey of developing Professional Learning Communities (PLC) with the guidance of an external consultant. The development of Learning Teams will take place over the next 3-5 years and will continue into the future.</p> <p>Stage 1: Develop a Principal Professional Learning Community</p> <p>Stage 2: Develop staff Professional Learning Communities at the school level</p>
Regional performance targets:	<ul style="list-style-type: none"> • The Sahtu DEC Leadership Team will comprise: Superintendent, Assistant Superintendent, five principals, the Regional Inclusive Schooling Coordinator, and the Programs Coordinator • The Leadership Team will meet a minimum of four times per year (12 hours/meeting) • The Program Support Teachers will join the Leadership Team for one meeting
School-level performance targets:	
<i>MMS</i>	<ul style="list-style-type: none"> • 34.5 hours allocated for school-based collaborative professional learning • Topics: to be determined with consultant but will focus on 2018-19 School Goals
<i>CAWS</i>	<ul style="list-style-type: none"> • 24.5 hours allocated for school-based collaborative professional learning • Topics: to be determined with consultant but will focus on 2018-19 School Goals
<i>CTS</i>	<ul style="list-style-type: none"> • 28.8 hours allocated for school-based collaborative professional learning • Topics: to be determined with consultant but will focus on 2018-19 School Goals



EAS	<ul style="list-style-type: none"> • 24.4 hours allocated for school-based collaborative professional learning • Topics: to be determined with consultant but will focus on 2018-19 School Goals
CLS	<ul style="list-style-type: none"> • 35.8 hours allocated for school-based collaborative professional learning • Topics: to be determined with consultant but will focus on 2018-19 School Goals

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

2.1 [True North Program]

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>Some student requires more than three years to obtain their high school diploma while there are others who wish to return to school after they have dropped out of school. The True North Program is flexible in nature. It allows students to study at their own pace and during hours outside of regular school hours.</p> <p>The True North Program Programs is where evening courses are offered Monday to Thursday for those students who do not attend during the regular school day. These courses will be determined based on the needs of the students, which may or may not include core subjects. One staff member's schedule will be adapted to supervise and offer support at that time.</p>
Regional performance targets:	The Region is aiming for 20% more high school graduates.
School-level performance targets:	
CAWS	<p>Weekly evening courses will be offered that reflect students' interests and needs.</p> <p>To run the program, a minimum of five participants for each course offered.</p>



2.2 Literacy Initiatives: Reading, Writing and Assessments

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

Building on previous years, Sahtu schools will focus improved reading achievement in grades 1-9 and improved writing achievement in grades 1-12. Consistent focus on reading in grades 1-6 over 10 years has brought about gradual but measurable growth in reading across the region, with 2 out of 5 schools making significant gains, while in 3 schools with less consistent implementation and data collection it is more difficult to categorize growth.

In 2018/19 Sahtu schools will focus:

Comprehensive Literacy (Balanced Literacy) in all five schools

Guided Reading (3 to 5 times per week) for explicit reading instruction. Two schools will focus grades 1-6, and three schools will focus grades 1-9.

Levelled Literacy Intervention (LLI). All schools will provide LLI, with four schools providing LLI throughout the year, and one school providing LLI for the second half of the year. LLI is targeted reading intervention for struggling readers.

Sahtu schools will enter Year 3 of the focus on Writing. Whole Region Writes saw the selection, introduction and implementation of region-wide rubrics in Year 1; the building of teacher capacity to apply rubrics to assess writing and collect data in Year 2, and Year 3 will focus:

Building teacher capacity to analyse classroom and individual student writing data to determine changes in instructional practice and foci for teaching writing

Building capacity at the school level to create PLCs to focus teacher learning about writing instruction specific to schools and grade levels

The electronic library *Overdrive* allows students to check out electronic books at school or after the school day facilitating greater access to independent reading materials.

Regional performance targets:

- SDEC will report back to schools in October, February and June the percentage of students reading within grade level measured by Fountas & Pinnell Reading Assessments so that individual schools can establish realistic targets and SMART goals for reading growth.
- SDEC will report back to schools in October, February and June the percentage of students writing within grade level measured by region-wide rubrics so that individual schools can establish realistic targets and SMART goals for writing growth.



- Through GoToMeetings with all reading and writing teachers in September and October, and February and March, the SDEC will build teacher capacity to work with their collected data to identify next steps for teaching practice and student learning, in reading and writing.
- By monitoring the number of check-outs from the electronic library *Overdrive* and through initiatives to encourage the love of reading, the SDEC will enhance students' accessibility to books within homes and encourage greater independent reading region-wide.
- There will be on-going implementation of *Daily 5* in K-9 to facilitate differentiation in reading and writing.

2.3 [Literacy Initiatives] Daily 5

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>The Daily 5 framework is divided into structured literacy strategies. These strategies are daily practices so students will develop lifelong habits of reading, writing and working independently. These strategies include, reading to self, work on writing, reading to someone else, listening to reading and word work.</p>
<p>Regional performance targets:</p>	<p>Currently, different grades have percentage of students meeting grade levels. We are collecting data longitudinally over the student's school career and hoping to see individual reading and writing assessments will improve over the years of implementation.</p>
<p>School-level performance targets: <i>MMS</i></p>	<p>Daily 5 will be used in grades 3-5 and will be expanded as more staff members become familiar with the program. This will allow for differentiation of reading and writing process</p>



2.4 Numeracy Initiatives

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

The Sahtu DEC’s Numeracy Project has a core mission of increasing the percentage of students meeting or exceeding the acceptable standards in mathematics as measured by curriculum-aligned formative assessments and standardized assessments such as Alberta Achievement Tests (AATs).

Grade 1 – 6 teachers use the Numeracy Assessment tool developed by an external consultant. Grade 7-9 teachers use the Key Math Assessment tool.

Sahtu schools have completed two years of working with a contracted Math specialist. Foci in year 1 were: Grade 1-3 curriculum-aligned formative assessments and instructional practices to support higher student engagement and increased conceptual understanding in math. Foci in year 2 were: Grade 1-6 instructional year planning in numeracy, Grade 1-3 support in implementation, and introduction to grade 3-6 curriculum-aligned formative assessments. In year 3 the contracted Math specialist will check in via GoToMeeting with all five schools, in the Fall and Spring. The School Programs Consultant will work one-on-one with grade 1-6 teachers to introduce and support implementation of curriculum-aligned assessments through in-person visits to the schools and via GoToMeetings. A database to collect formative data will be rolled out in the Fall (a facet of Gradebook Pro).

Focus on improved Math achievement has helped identify the following areas:

- The need to plan math instruction so that all strands and facets of the grade-level curriculum are covered
- The need to address math instruction in multi-grade classrooms so students receive curriculum-aligned instruction at grade level
- The need for interventions for individual students or groups of students to address lapses in mathematical knowledge
- Differentiation and support for diversity within numeracy classrooms
- Contemporary and enhanced instructional practices to support deeper concept attainment, higher engagement with mathematical thinking, and overall better teaching and learning in math classrooms

Regional performance targets:

- Grade 1 – 6 numeracy year plans will guide instruction so that all strands and facets of grade-level curriculum are present and covered
- Formative assessments in grades 1-6 will guide and inform teacher instruction and student learning
- Data in grades 1-6 will be used at the classroom level by the classroom teacher to inform changes in instruction and learning



	<ul style="list-style-type: none"> • Data in grades 1-6 will be used at the school-based level to target improved numeracy achievement • Data will be entered in the database Gradebook Pro and teachers, through in-service, will become increasingly adept and confident in the use of numeracy data to inform changes in teaching and learning, and to use data while communicating student progress.
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2.5 ADLC Alberta Distance Learning Centre

<p>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:</p>	<p>Alberta Distance Learning Centre (ADLC) offers distance learning options to students for courses that either may not either be offered in their schools or the courses are not offered at the time they are needed. Many of these courses will address an interest for the students that may not be available in their communities.</p>
<p>Regional performance targets:</p>	<p>All ADLC courses will be available to all students if the student has requested a course that is not available by any other means. These courses will be offered if students need them to graduate or if they fulfill an interest of the student. Majority of these courses tend to be CTS courses.</p>

2.6 Northern Distance Learning

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Northern Distance Learning (NDL) allows students to access courses that may not normally be offered in their schools. NDL is hosted by Beaufort Delta and is funded by ECE and the Sahtu DEC. NDL offers courses to students that may not be available on-site and this frees up teachers in the schools to concentrate on courses that are offered on site in the schools</p>
<p>Regional performance targets:</p>	<p>More students being able to take a wider variety of courses not currently in offered in the schools. Students who are capable of doing the dash 1 courses will have a better opportunity of enrolling in the dash 1 courses.</p>



<p>School-level performance targets:</p> <p>CAWS</p>	<p>There are two students enrolled in NDL. One in ELA 10-1 and one in Social Studies 10-1. These students will complete these courses by June 2019.</p>
<p>EAS</p>	<p>There are two students enrolled in NDL. One in Biology 20 and one in ELA 30-1. These students will complete these courses by June 2019.</p>
<p>CTS</p>	<p>There are five students enrolled in NDL. Five students in Biology 20. These students will complete this course by June 2019.</p>

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

3.1 Our Languages: Indigenous Languages Curriculum

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>All Sahtu schools will be implementing (piloting) the new Our Languages curriculum (OLC). The development of the new OLC and its up-coming implementation in Sahtu schools will offer increased rigour, depth, and variety in both skills and content in Indigenous Language classrooms.</p> <p>The OLC curriculum offers: The potential for higher student engagement with language learning The potential for higher retention of language learning The potential for higher transferability to real-life, school, and community settings The potential to revitalize Indigenous Language within community contexts</p> <p>All Sahtu communities identify the need to improve oral fluency in North Slavey.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of Indigenous Language instructors will receive in-person classroom observations. • 100% of Indigenous Language instructors will take training opportunities offered by ECE • 100% of Indigenous Language instructors will be given training in implementing the OLC • 100% of K-9 students enrolled in Indigenous Language instruction (335) will receive instruction using the OLC



- All student participants (100%) will undergo base-line language assessments
- All students will improve oral fluency in North Slavey (the ability to speak North Slavey), as measured by on-going follow-up assessments



Indigenous Languages and Education

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

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

4.1 *Naiʔeʔa 15 (LDC 1382)*

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Naiʔeʔa 15 is a locally developed course for high school students to learn North Slavey language and the traditional culture of the Sahtu community in which he/she lives. The course promotes adolescents' increasing discovery of identity, as revealed through Indigenous Language acquisition, exploration of cultural traditions, and <i>on the land</i> activities that promote a deep sense of connection with land, place and Indigenous spirituality. The course addresses the need to provide high school students with a means to continue learning North Slavey and cultural practices and traditions of the community.</p> <p>A -25 level and -35 level of the course is under development and will be submitted to ECE by June 29 for approval. Pending this approval, -25 and -35 will be offered in Sahtu schools by second semester (January 2019).</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 70 high school students in 5 schools will learn North Slavey language in experiential hands-on learning contexts, where language is infused in cultural activities and <i>on the land</i> settings. Base-line and on-going assessments, using course rubrics, will measure student growth. • 70 high school students in 5 schools will learn culture and traditions as practised by their ancestors and taught by Elders, community experts, and Indigenous Language instructors. Student learning growth will be measured using course rubrics. • 70 high school students in 5 schools will learn deep respect for the land and the wildlife that it sustains through course content covered and interaction with community expert teachers and measured by holistic rubrics in the course assessments. • 55 high school students in 4 schools will be enrolled in Naiʔeʔa 25 and 35, pending ECE approval of these courses, for second semester, January 2019.



4.2 Key Cultural Experiences

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Sahtu schools will offer a comprehensive array of authentic cultural experiences integrated with North Slavey language learning, and in addition to the language classroom. While the primary focus is students in grades JK-9, high school students will have access to these key cultural experiences within the school in everyday school experiences, as well as through the Naizeza 15 course offerings.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • All 5 Sahtu schools will have at least one school-wide key authentic cultural experience spanning all grades each month. Examples include shared community/school feasts or celebrations, drum dances, shared story-telling by an Elder or community leader at an assembly, seasonal <i>on-the-land</i> activities and Indigenous games. These events include students, school staff, parents and community. • In all 5 Sahtu Schools, JK-K students will have a daily key cultural activity embedded within North Slavey language learning and integrated within the whole-class play-based learning activities underway in the JK and K classroom. • In all 5 Sahtu schools, Grade 1-9 students will have a weekly key cultural activity embedded within North Slavey language learning and integrated across other curricular areas. For example, grade 5 students may learn to set hooks to catch a seasonal fish of the area and in Science and English Language Arts those students will adopt a scientific and a writer’s lens to supplement the cultural learning underway. • In all 5 Sahtu schools, grade 8-12 students will have the opportunity to participate in at least one <i>on the land</i> authentic key cultural experience yearly. For example, grade 8-12 students will have the opportunity to participate in at least one seasonal camp with seasonal cultural activities led by community experts. • Most (the majority) of key cultural activities will involve community in planning or implementation if the activity is land-based or takes place outside the school. In-school key cultural activities will mostly be planned by Indigenous language instructors and at least half of the time implementation will include community members.



4.3 Indigenous Language Instruction	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>All Sahtu schools will be implementing (piloting) the new Our Languages curriculum (OLC).</p> <p>The development of the new OLC and its up-coming implementation in Sahtu schools will offer increased rigour, depth, and variety in both skills and content in Indigenous Language classrooms.</p> <p>For 2018-2019 the focus is the smooth implementation of the new curriculum and the training and professional development of Indigenous Language instructors to instruct in language, using the community-appropriate North Slavey dialect, and using the OLC.</p>
Regional performance targets:	<ul style="list-style-type: none"> • 100% of Indigenous Language instructors will take training opportunities offered by ECE • 100% of Indigenous Language instructors will be given training in implementing the OLC • 100% of K-9 students (335) enrolled in Indigenous Language instruction will receive instruction using the OLC in daily blocks of 30 to 60 instructional minutes • All student participants (100%) will undergo base-line language assessments • All students will improve oral fluency in North Slavey (the ability to speak North Slavey), as measured by on-going follow-up assessments
4.4 Teaching and Learning Centres	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>The Teaching and Learning Centres will function to support and promote Indigenous Language Learning in all five Sahtu schools for 335 students enrolled in Indigenous language learning, JK-9. These centres will implement professional learning opportunities for the nine Indigenous language instructors in the region. Resources will be developed in three Sahtu dialects.</p>



<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Nine Indigenous language instructors will receive professional development, as and when needed, to become confident in the use of Smart Boards and I-pads to teach OLC. • Nine Indigenous language instructors will receive professional development, as and when needed, to develop assessments to support the implementation of OLC and measurement of students' language learning growth • Resources will be developed by Indigenous Language instructors, supported by TLC coordinators, in three Sahtu dialects, to support the OLC. The target resources are: books, Dene Laws and classroom rules kits, and language posters • 100% of TLC staff will access professional learning opportunities along with Indigenous language instructors
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4.5 Community Support

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Involving community members in students' cultural learning within schools, in the wider community, and <i>on the land</i> enriches the experience for all and deepens the learning for students. Connections between school and community are strengthened.</p>
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<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Five Sahtu schools will hire cultural resource experts for at least one <i>on-the-land</i> seasonal experience such as a winter or spring camp for students in grades 8-12. Two out of five schools will offer more than one <i>on-the land</i> experience in a year, requiring cultural resource experts to be hired. • Five Sahtu schools will purchase or rent equipment and supplies for one key <i>on-the-land</i> seasonal experience for students in grades 8-12. Five Sahtu schools will purchase or rent equipment and supplies as and when needed throughout the school year for implementation of key cultural experiences for students in grades J-12. • Five Sahtu schools will hire cultural resource experts for a monthly key cultural activity. Five Sahtu schools will hire cultural resource experts, as and when needed throughout the school year, to implement key authentic cultural activities.
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	<ul style="list-style-type: none"> Five Sahtu schools will hold two cultural orientation days for school staffs, and additional Indigenous Language and Culture professional development opportunities as requested (in collaboration with teachers) for designated STIP collaboration time.
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4.6 Teacher Cultural Orientation Days

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Each Sahtu school staff will participate in two teacher cultural orientation days to facilitate learning about the culture of the Sahtu community. For teachers new to the community, these two days will allow time to learn from local cultural experts. For all teachers and staff, these days provide opportunities for deeper learning and for developing relationships with community.</p>
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<p>Regional performance targets:</p>	<ul style="list-style-type: none"> Teachers and school staffs will dedicate two days in the fall for community-based cultural orienteering, and for deepening understandings of traditional knowledge and cultural customs of the community, as instructed by community cultural experts in the five Sahtu communities. Two out of five school staffs will participate in authentic community on-the-land camps and three out of five school staffs will participate in activities such as learning about Dene laws and values, traditional seasonal harvesting and processing of food, and Dene Kede.
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4.7 Elders in Schools

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>The presence of Elders in schools and their role to advise and provide counsel in the culture, language, values, and beliefs of the community signals that the school is making strong efforts to connect with the people and the place where teaching and learning occurs. The presence of Elders in schools signals that Indigenous language and culture, and Indigenous ways of knowing are highly valued and integral to learning and teaching, and to building strong relationships between school and community.</p>
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<p>Regional performance targets:</p>	<ul style="list-style-type: none"> Five Sahtu schools will have an Elder employed at least part-time, as and when needed and/or available, throughout the school year Five Sahtu schools will have an Elder or Elders as a respected presence in the school, advising on culture, language and community values and beliefs
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French and/or English Second Language Instruction

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

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

5.1 Core French

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>One Sahtu DEC school offers a Core French Language program. The purpose of the core French as a second language program is intended to enable students to communicate using some very basic communication skills. In addition to communication skills, the core French program will expose students to French Canadian culture.</p>
<p>Regional performance targets:</p>	<p>Only one school in the region offers core French, therefor regional targets are the same as that one school, MMS</p> <p>Core French is offered from Grades 1 – 9 and optional at Grade 10 – 12</p> <p>Frequency and duration: 40-50 minutes blocks four times per week per homeroom</p>
<p>School-level performance targets:</p> <p><i>MMS</i></p>	<p>Core French is offered from Grades 1 – 9 and optional at Grade 10 – 12</p> <p>Frequency and duration: 40-50 minutes blocks four times per week per homeroom</p>



Inclusive Schooling

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

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

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

6.1. Student supports aligned to the goals stated in Student Support Plans (SSPs) and/or Individual Education Plans (IEPs) and are provided in a timely manner.

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>The Principal and/or PST will meet with each teacher to determine what SSPs and IEPs are required.</p> <p>The School Programs Consultants at the DEC office with the PSTs will be meeting with teachers to tie the data to the strategies in the SSPs and IEPs throughout the year.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of SSPs and IEPs will be created on TieNet by October 31 of each year. • All SSPs and IEPs will be finalized when meetings are completed and signatures are collected. Last date to finalize plans is May 31. • All teachers who have created SSP will ensure that they have implemented at least one support identified in the SSP before the first reporting period. • All SSPs and IEPs will be reviewed at each reporting period or earlier as needed. • New SSPs and IEPs will be created as required.



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

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>The region will be supporting team teaching, co-teaching, using SSI funds to bring in consultants for Professional Development. The DEC office staff will meet with teacher (and SBST if necessary) to analyze student data to determine next steps. The DEC office staff will coordinate on-going PLCs for Inquiry based learning, trauma informed learning and student resiliency.</p> <p>An Education Psychologist and Behaviourist specializing in Autism will be contracted using Inclusive Schooling funding at least once a school year.</p> <p>The Consultants at the DEC office are available for consultation at any time.</p>
<p>School-level performance targets:</p> <p><i>MMS</i></p>	<ul style="list-style-type: none"> Principal and both PSTs will be working together to support teachers and students through modeling, observing and team teaching. The SSAs will meet with the PSTs at least once a month.
<p><i>CAWS</i></p>	<ul style="list-style-type: none"> At least eight times in the school year, the Principal and PST will offer PLCs with all staff members during STIP time on topics that the staff select.
<p><i>CTS</i></p>	<ul style="list-style-type: none"> At least eight times in the school year, the Principal and PST will offer PLCs with all staff members during STIP time on topics that the staff select.
<p><i>CLS</i></p>	<ul style="list-style-type: none"> Eighty percent of the staff in this school will be new therefore the Principal and PST with the assistance of the School Programs Consultants will explore diverse needs education, team teaching, inquiry based learning, and self-regulation.
<p><i>EAS</i></p>	<ul style="list-style-type: none"> Principal will lead regular classroom reviews with all teachers at the end of each semester to identify student needs. These reviews will include discussion of strategies to support diverse student needs. All relevant staff members, including SSA will be part of these meetings.



6.3. Classroom teachers notify and access the School-based Support Team (SBST) to support students who experience persistent learning difficulties in spite of the use of responsive teaching strategies, or when a student needs significant enrichment.

Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:

SBST meetings are for teachers to bring any concerns to so that strategies can be developed to deal with the issues. All schools have regular SBST meetings. The goal is to have one meeting per week. This has been a challenge in the past.

Regional performance targets:

Every month, the PSTs will report back to the School Programs Consultants how often SBST meetings have occurred. The target of once a week by June 2019 is expected. PSTs will contact the School Programs Consultants if any further consultation is required. The topics covered during SBST meetings range from differentiation, supports for students with Down Syndrome, students with FASD, wellness, academics, student who are on the Autism Spectrum and any other issues as they arise.

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

Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:

Teachers and PSTs will complete their meetings about any students who will require a SSPs or IEPs. An SSP or IEP will be completed by October 15. These will be reviewed after the first reporting period scheduled in November. The teacher will determine if the outcomes on the SSP and IEP have or have not been accomplished. The outcomes will be adjusted accordingly. Regular reading, writing and math assessments have been scheduled. If outcomes are reached during these assessments, outcomes on the plans will be evaluated and adjusted as needed.

Regional performance targets:

- SSPs and IEPs will be reviewed at every reporting period (November and February) and more frequently as necessary (after reviews of reading, writing and math assessments. This occurs in October, February and May).
- Communication with every parent regarding SSPs will occur at a minimum at each reporting period.
- Meetings will occur with every parent of students who are on an IEP at



	least at every reporting period (November and February).
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6.5. Program Support Teachers spend not less than 60% of their time engaged in activities that directly support classroom teachers.

Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:	All schools will have their PSTs spend 60% of their time in activities that directly support classroom teachers. The 60% time consists of team teaching, coaching, and modeling. The other 40% of their time may consist of but not limited to pull out of students, assessment of students, and any other tasks that may come up.
Regional performance targets:	All schools will have their PSTs spend 60% of their time in activities that directly support classroom teachers. PSTs will have regular scheduled meetings with all teachers each month.



Student Wellness and Support

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

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

7.1 Healthy Foods for Learning

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Through data gathered from the Household Food Insecurity in Canada (2014) and the Middle-Years Development Instrument for the region, evidence is provided that hunger is a real issue for many children across the Sahtu, the Northwest Territories, and the rest of Canada. 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>Regional performance targets:</p>	<ul style="list-style-type: none"> • Five schools will access funds through the Healthy Foods for Learning program during the 2018-19 school year
<p>School-level performance targets: <i>MMS</i></p>	<ul style="list-style-type: none"> • Type: Breakfast • Number of days program will operate per week: 5 • Number of months program will operate in the school year: 10 • Amount of times food/drinks offered will be sugar free and non-processed: most of the time
<p><i>CAWS</i></p>	<ul style="list-style-type: none"> • Type: Breakfast and Snacks • Number of days program will operate per week: 5 • Number of months program will operate in the school year: 10 • Amount of times food/drinks offered will be sugar free and non-processed: most of the time
<p><i>CTS</i></p>	<ul style="list-style-type: none"> • Type: Breakfast and Morning Snack



	<ul style="list-style-type: none"> • Number of days program will operate per week: 5 • Number of months program will operate in the school year: 10 • Amount of times food/drinks offered will be sugar free and non-processed: most of the time • This school has received funding for a Healthy School Facilitator through APPLE Schools funding. The school is able to hire a 0.5 coordinator to facilitate the delivery of a wellness program, which will include the organizing the Healthy Foods for Learning program.
<i>EAS</i>	<ul style="list-style-type: none"> • Type: Breakfast and Snacks • Number of days program will operate per week: 5 • Number of months program will operate in the school year: 10 • Amount of times food/drinks offered will be sugar free and non-processed: most of the time
<i>CLS</i>	<ul style="list-style-type: none"> • Type: Breakfast and Snacks • Number of days program will operate per week: 5 • Number of months program will operate in the school year: 10 • Amount of times food/drinks offered will be sugar free and non-processed: most of the time

7.2 Mental Health Initiatives

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

Mental health has a direct impact on learning, as well as children’s emotional, social, and physical development. In order for students to be resilient, have positive self-esteem, achieve success, and build healthy relationships, children need to have positive mental health.

Talking About Mental Illness (TAMI): is a program for youth in schools that aims to raise awareness and increase understanding of mental illness. The primary goal of TAMI is to reduce the stigma surrounding mental illness so that youth are more likely to seek help and/or help others, thereby improving their chances for managing mental health and improving long term outcomes.

Fourth R – Strategies for Healthy Youth Relationships: This program promotes healthy youth relationships by building capacity of schools and communities through innovative programming, research, education, and consultation.



	<p>Self-Regulation: The ability to monitor and control our own behaviour, emotions and thoughts by altering them in accordance with the situation. Self-regulation is taught through the use of effective strategies and the use of tools.</p> <p>Education Data System: An online data system to record and track instances of student behaviour and discipline.</p> <p>Effective Behaviour Support: is a whole-school approach to managing student discipline and behaviour. The approach involves developing effective protocols regarding behaviour and discipline, which includes consistent discipline policies and positive rewards.</p> <p>Applied Suicide Intervention Skills Training: An intensive, interactive, and practice-dominated course designed to help caregivers recognize and review risk, and intervene to prevent the immediate risk of suicide.</p> <p>Mind Up is a researched based program that activates mindful awareness for Social-Emotional Learning. When students are more mindful, they are better at focusing on what is necessary to learn.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Two teachers in each school will access training in Mental Health First Aid and Applied Suicide Intervention Skills Training (ASIST). • 100% of students in JK – Grade 12 will be using self-regulation strategies and tools to regulate behaviours. • All schools will have an Effective Behaviour Support (EBS) approach implemented for student behaviour and discipline from JK to Grade 12. This will include using the Education Data System tracking system to record and track instances of discipline. Each school will have a rewards system to recognize positive behaviour. • 100% of students in Grades 7, 8, and 9 will learn about healthy relationships and safe choices through the Fourth R program. • The Mind-Up Curriculum will be offered in all of the JK-4 classes. • In JK-K classes, Mind-Up will be offered for 15 minutes twice a week. • In grades 1-4, Mind-Up will be offered for 30 minutes once a week.



<p>School-level performance targets:</p> <p><i>MMS</i></p>	<ul style="list-style-type: none"> • Programs available: Talking About Mental Illness (TAMI), Gay-Straight Alliance.
<p><i>CAWS</i></p>	<ul style="list-style-type: none"> • Partnership with Health Clinic where the community nurse visits with students who request a private session to discuss health matters, such as birth control, STDs, pregnancy and other counselling services.
<p><i>EAS</i></p>	<ul style="list-style-type: none"> • This school has a partnership with Northern Counselling services. This pilot will continue for 2018-19 and brings a counsellor to the school for a week-long period three times per year. The counsellor provides direct support to students and staff and helps support other wellness initiatives

7.3 Safe and Caring Schools

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Schools need to be a positive, safe, and caring environment for all 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>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of schools will have a Safe School Plan which will be reviewed by the Superintendent by Sept 30th and monitored by the Superintendent throughout the year. • 100% of schools will have an Emergency Response Plan which will be reviewed by the superintendent by Sept. 30th and will be monitored by the Superintendent throughout the year. • All staff and students will sign the Technology Usage Agreement prior to using the Sahtu DEC technology
<p>School-level performance targets:</p> <p><i>MMS</i></p>	<ul style="list-style-type: none"> • Planned Fire Drills: a minimum of 3 • Planned Lock Down Drills: a minimum of 2 • Planned Safe and Caring School Committee meetings: a minimum of 2



	<ul style="list-style-type: none"> • Program: Whole school monthly assemblies, attendance awards for students in JK-12 • 100% of staff will follow ECE’s Guidelines for Ensuring LGBTQ2S+ Inclusion and Safety in NWT Schools
CAWS	<ul style="list-style-type: none"> • Planned Fire Drills: a minimum of 2 • Planned Lock Down Drills: a minimum of 3 • Planned Safe and Caring School Committee meetings: a minimum of 2 • 100% of staff will follow ECE’s Guidelines for Ensuring LGBTQ2S+ Inclusion and Safety in NWT Schools
CTS	<ul style="list-style-type: none"> • Planned Fire Drills: a minimum of 2 • Planned Lock Down Drills: a minimum of 2 • Planned Safe and Caring School Committee meetings: a minimum of 4 • Programs: quarterly assemblies for all students, Stars of the Week • 100% of staff will follow ECE’s Guidelines for Ensuring LGBTQ2S+ Inclusion and Safety in NWT Schools
EAS	<ul style="list-style-type: none"> • Planned Fire Drills: a minimum of 3 • Planned Lock Down Drills: a minimum of 3 • Planned Safe and Caring School Committee meetings: at least once per month • Programs: Daily talking circles • 100% of staff will follow ECE’s Guidelines for Ensuring LGBTQ2S+ Inclusion and Safety in NWT Schools
CLS	<ul style="list-style-type: none"> • Planned Fire Drills: a minimum of 3 • Planned Lock Down Drills: a minimum of 2 • Planned Safe and Caring School Committee meetings: a minimum of 2 • 100% of staff will follow ECE’s Guidelines for Ensuring LGBTQ2S+ Inclusion and Safety in NWT Schools

7.4 Self-Regulation

Relevance to regional priorities and strategies for	Stress has a significant impact on learning. Stressors can come in many different forms including lack of sleep, lack of nutritious food, feeling unsafe in an environment, too many distractions, etc. To be ready for learning, students need to develop self-regulation strategies. Self-regulation strategies will give
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<p>program implementation in the 2018-2019 school year:</p>	<p>students the tools to monitor their stress levels and develop ways on controlling stressors in life.</p> <p>Each school will identify what their needs are in regards to self-regulation strategies they wish to implement. With the assistance of the DEC staff, staff will identify needs for Occupational Therapy, Speech-Language Pathology, Educational Psychology, Behaviour Specialist support.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • All five schools will implement school-wide at least two of the self-regulation strategies identified through the work with Stacey Bernard • Schools will identify what self-regulation strategies they wish to implement each year from JK – 12.



Human Resources Management

School Staff Recruitment and Retention

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

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

	General School Staff									Total
	Regional Office Administration	Teachers*	Consultants	Secretaries	Custodians	Wellness Counsellors	Bus Drivers	Cooks	School Administration	
Regional Office	5.0	n/a	1.5	1.0	n/a	n/a	n/a	n/a	n/a	7.5
Norman Wells	n/a	11	n/a	1.0	1.5	n/a	n/a	n/a	n/a	13.5
Tulita	n/a	8	n/a	1.0	1.5	n/a	n/a	n/a	n/a	10.5
Fort Good Hope	n/a	11	n/a	1.0	1.5	n/a	n/a	n/a	n/a	13.5
Deline	n/a	9	n/a	1.0	1.5	n/a	n/a	n/a	n/a	11.5
Colville Lake	n/a	4.5	n/a	n/a	0.5	n/a	n/a	n/a	n/a	5.0
TOTAL	5.0	43.5	1.5	5.0	6.5	n/a	n/a	n/a	n/a	61.5

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



Table 5: Allocated and Budgeted Person Years for Inclusive Schooling and Indigenous Languages and Education Staff.

	Inclusive Schooling (IS) Staff								Indigenous Languages & Education (ILE) Staff							
	Regional IS Coordinator		Program Support Teachers ³		Support Assistants		Wellness Counsellors	Magnet Facilities	Total IS		Regional ILE Coordinator		IL Instructors	IL Assistants	Total ILE	
	A*	B [‡]	A	B	A	B	B	B	A	B	A	B	B	B	A	B
Regional Office	1.0	1.5	n/a	n/a	n/a	n/a	n/a	n/a	1.0	1.5	1.0	1.0	n/a	n/a	1.0	1.0
MMS	n/a	n/a	1.29	2	2.4	1.6	n/a	n/a	1.29	3.6	n/a	n/a	0.5	n/a	1.09	0.5
CAWS	n/a	n/a	1.0	1	1.4	1.2	n/a	n/a	1.0	2.2	n/a	n/a	2.0	n/a	1.08	2.0
CTS	n/a	n/a	1.24	1	2.3	2.8	n/a	n/a	1.24	3.8	n/a	n/a	2.0	0.4	1.63	2.4
EAS	n/a	n/a	1.0	1	1.7	2.8	n/a	n/a	1.0	3.8	n/a	n/a	2.0	n/a	1.26	2.0
CLS	n/a	n/a	1.0	1	0.9	1.2	n/a	n/a	1.0	2.2	n/a	n/a	1.4	n/a	1.00	1.4
TOTAL	1.0	1.5	5.53	6	8.7	9.6	n/a	n/a	5.53	15.6	n/a	n/a	7.9	0.4	6.06	8.3

Note: A - allocated; B[‡] - budgeted.*

³ Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily/weekly work, PSTs are not focused on one specific curricular area, but support all student learning – with a particular emphasis on supporting students on Student Support Plans or Individualized Education Plans.

Completion of Staff Evaluations

All education staff is required to undergo evaluations as per Minister's *Direction on Evaluation and the Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012). Evaluations are important in developing individual staff growth plans. In 2018-2019 school year, twenty-nine principals (including assistant principals) and teachers (including Program Support Teachers) who will be in their evaluation year will undergo an evaluation.



Appendix A: 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

	2018-2019 Budget	2017-2018 Approved Budget	2017-2018 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
Regular Contribution	14,354,596	14,276,421	14,317,648
French Language Contribution	55,000	55,000	55,000
Aboriginal Language Contribution			
Other Contribution	55,000	113,000	765,787
Capital Contribution			
Total GNWT	14,464,596	14,444,421	15,138,435
Federal Government			
Property Tax Requisitioned			
Other School Authorities			
Education Body Generated Funds			
Rentals	12,000	12,650	12,000
School Fees			
Sales			
Investment Income			
Other	30,000	25,000	806,515
Total Generated Funds	42,000	37,650	818,515
Transfers			
Transfers from Capital Fund			
Total Transfers	-	-	-
TOTAL REVENUES	14,506,596	14,482,071	15,956,950
EXPENSES			
Administration	1,433,023	1,418,025	1,395,656
School Programs	9,120,292	9,256,359	10,721,496
Inclusive Schooling	2,475,235	2,347,704	2,083,148
Indigenous Languages and Education	1,489,744	1,528,180	1,765,028
Transfers to Capital	-		
Debt Services	-		
TOTAL EXPENSES	14,518,294	14,550,268	15,965,328
SURPLUS (DEFICIT)	(11,698)	(68,197)	(8,378)
ACCUMULATED SURPLUS (DEFICIT)	357,222	377,298	368,920



Department of Education, Culture & Employment					
Council Approved Budget					
Divisional Education Council/District Education Authority					
Details of Expenses - Consolidated					
Annual Budget					
	Administration	School Programs	Inclusive Schooling	Aboriginal Languages	Total
<u>SALARIES</u>					
Teachers' salaries	-	6,204,429	1,122,491	817,365	8,144,285
Instruction Assistants	-	-	968,488	43,170	1,011,658
Non Instructional Staff	849,571	1,506,663	266,755	584,210	3,207,199
Board/Trustee Honorarium	25,000	-	-	-	25,000
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/ Allowances	52,000	414,000	35,000	10,000	511,000
Leave And Termination Benefits	-	80,000	-	-	80,000
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services	3,000	-	30,000	-	33,000
Postage/Communication	6,000	-	-	-	6,000
Utilities	-	-	-	-	-
Heating	-	-	-	-	-
Electricity	-	-	-	-	-
Water/Sewage	-	-	-	-	-
Travel	92,000	127,000	35,000	5,000	259,000
Student Transportation (Busing)	-	175,000	-	-	175,000
Advertising/Printing/Publishing	-	-	-	8,000	8,000
Maintenance/Repair	42,200	-	-	-	42,200
Rentals/Leases	106,752	-	-	-	106,752
Other Contracted Services	-	-	-	-	-
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials	250,000	612,200	14,500	17,000	893,700
Freight	6,500	1,000	3,000	5,000	15,500
<u>TRANSFERS TO CAPITAL</u>					
TOTAL	1,433,023	9,120,292	2,475,235	1,489,744	14,518,294



Department of Education, Culture & Employment
Council Approved Budget

Divisional Education Council/District Education Authority
Details of Inclusive Schooling Expenses
Annual Budget

	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
<u>SALARIES</u>					
Regional Coordinator	266,755				266,755
Program Support Teachers	1,122,491				1,122,491
Support Assistants	968,488				968,488
<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	12,000		2,500		14,500
Freight	3,000				3,000
TOTAL	2,437,735	35,000	2,500	0	2,475,235



Department of Education, Culture & Employment
Council Approved Budget

Divisional Education Council/District Education Authority
Details of Indigenous Languages and Education Expenses
Annual Budget

	General Indigenous Languages and Education	Teaching and Learning Centres	Community Support	Total
SALARIES				
Regional Coordinator	533,210			533,210
Language Instruction		860,534		860,534
Non Instructional Staff				0
Elders in Schools		51,000		51,000
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	10,000			10,000
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services				0
Travel	5,000			5,000
Advertising/Printing/Publishing		18,000		18,000
Rentals/Leases				0
Other Contracted Services				0
MATERIALS/SUPPLIES/FREIGHT				
Materials	7,000			7,000
Freight	5,000			5,000
TOTAL	560,210	929,534	0	1,489,744



Department of Education, Culture & Employment
Council Approved Budget

Divisional Education Council/District Education Authority
Details of Indigenous Languages and Education Expenses
Annual Budget

	Regional Coordinator	Indigenous Language Instruction Staff	General Indigenous Education	Teaching and Learning Centres	Community Support	Total
<u>Budget Distribution</u>						
Regional Office	533,210		10,000	35,000		578,210
Mackenzie Mountain School		60,379		5,000		65,379
Chief Albert Wright School		272,245		13,000		285,245
Chief T'Selehye School		209,115		12,000		221,115
Ehtseo Ayha School		189,225		13,000		202,225
Colville Lake School		129,571		8,000		137,571
TOTAL	533,210	860,534	10,000	86,000		1,489,744

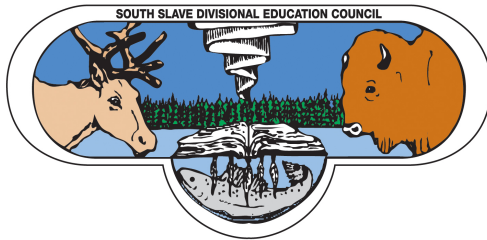


Administration Staff	6.00
Territorial Schools:	
Teachers	41.50
Consultants	2.50
Classroom Assistants	-
Secretaries	4.00
Custodians	6.50
School Community Counsellors	-
Other - Specify	-
Inclusive Schooling:	
Regional Coordinators	1.50
Program Support Teachers	7.00
Support Assistants	9.60
Counsellors	-
Other - Specify	-
Indigenous Languages and Education	
Regional Coordinators	2
Indigenous Languages Instruction Staff	8.30
Other - Specify	
Total Person Years	<u>88.90</u>





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



*Creating
Futures*



Government of
Northwest Territories

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Purpose of the Operating Plan

The South Slave District Education Council (SSDEC) Operating Plan for the 2018-2019 school year was prepared in compliance with the *Financial Administration Act* that requires NWT Education Bodies to plan for and report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the GNWT Mandate and the Minister of Education's direction.

The Operating Plan is one of the key components of the Education Accountability Framework that was implemented in 2016 as part of the *Education Renewal and Innovation Framework: Directions for Change* (2013) and following new requirements of the *Financial Administration Act* that were put in force in 2016. The purpose of the Operating Plan is to:

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

SSDEC Operating Environment

School Profiles and Student Enrolment

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

Table 1: SSDEC School Profiles 2017-2018.

School	Community	Grades Offered	Enrolment (FTE) ¹	Teaching Staff (PY) ²
Chief Sunrise Education Center [CSEC]	K'atloodeeche First Nation (Hay River Reserve)	JK-12	41.0	6.6
Diamond Jenness Secondary School [DJSS]	Hay River	8-12	213.0	17.3
Deninu School [DN]	Fort Resolution	JK-12	95.0	10.7
Harry Camsell School [HC]	Hay River	JK-3	171.5	12.6
Joseph Burr Tyrell Elementary School [JBT]	Fort Smith	JK-6	283.5	20.5
Lutsel K'e Dene School [LKDS]	Lutsel K'e	JK-12	62.5	7.9
Princess Alexandra School [PA]	Hay River	4-7	161.0	10.3
Paul William Kaeser High School [PWK]	Fort Smith	7-12	257.75	21.2
DEC Total			1285.25	107.2

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

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

² PY stands for person years and refers to funded positions. Teaching staff includes staff providing instruction to students, such as teachers, teaching principals, and others.

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

School	Grades													
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
CSEC	0.5	2.0	4.0	3.0	2.0	5.0	2.0	5.0	4.0	4.0	4.0	3.5	2.0	0.0
DJSS										44.0	33.5	64.0	34.0	37.5
DN	3.5	9.0	7.0	4.0	2.0	11.0	5.0	11.0	6.0	8.0	6.0	10.0	7.5	5.0
HC	14.0	36.0	38.0	46.0	37.5									
JBT	13.0	43.0	43.0	46.0	26.0	28.0	40.5	44.0						
LKDS	0.0	5.0	2.0	6.0	0.0	5.0	2.0	5.0	7.0	6.0	2.0	11.0	8.25	3.25
PA						38.0	44.0	46.5	32.5					
PWK									41.5	30.0	34.0	42.0	66.5	44.75
DEC Total	31.0	95.0	94.0	105.0	67.5	87.0	93.5	111.5	91.0	92.0	79.5	130.5	117.25	90.5

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

Table 3: Language instruction by school and by grade.

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

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

Student and Teacher Population

Teachers

The SSDEC is facing a staffing turnover (teachers) of almost 20% next year. This will have an impact on the amount of training/support required from the Regional Office. This will continue to be an issue for the next 3-5 years as the number of teachers reaching retirement age is high.

Students: Early Development Instrument

The Early Development Instrument (EDI) is a population-based measure that assesses children's readiness to learn at school. Developed by the Oxford Center of Child Studies at McMaster University, it is used across Canada. EDI is a checklist completed by all kindergarten teachers. EDI does not diagnose children, but instead provides a snapshot of the learning readiness of groups of four- and five-year-olds as they get ready to enter senior kindergarten and/or Grade 1. The EDI measures children's developmental health by asking questions about the five areas of their early development – referred to by researchers as developmental domains: physical health and well-being; emotional maturity, communication skills & general knowledge; social competence; and language and cognitive development.

The results from the EDI determine the percentage of children who are ready to learn as they enter Grade 1 and the percentage that are falling behind. The average EDI scores are divided into three segments: children falling into the bottom 10% are considered 'vulnerable' and children scoring in the lower 10% to 25% are considered 'at risk'. Children scoring above 25% are considered to be on track and ready to learn. These segments are based on established norms for child development across Canada. Vulnerable refers to the portion of children, who, without additional support and care, may experience future challenges in school and society. In the context of EDI, vulnerability is a statistical definition, which can mean being behind in developmental health.

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

Figure 1: Early Development Instrument Results for South Slave DEC & NWT Percentage of Children Vulnerable at least ONE or TWO domains

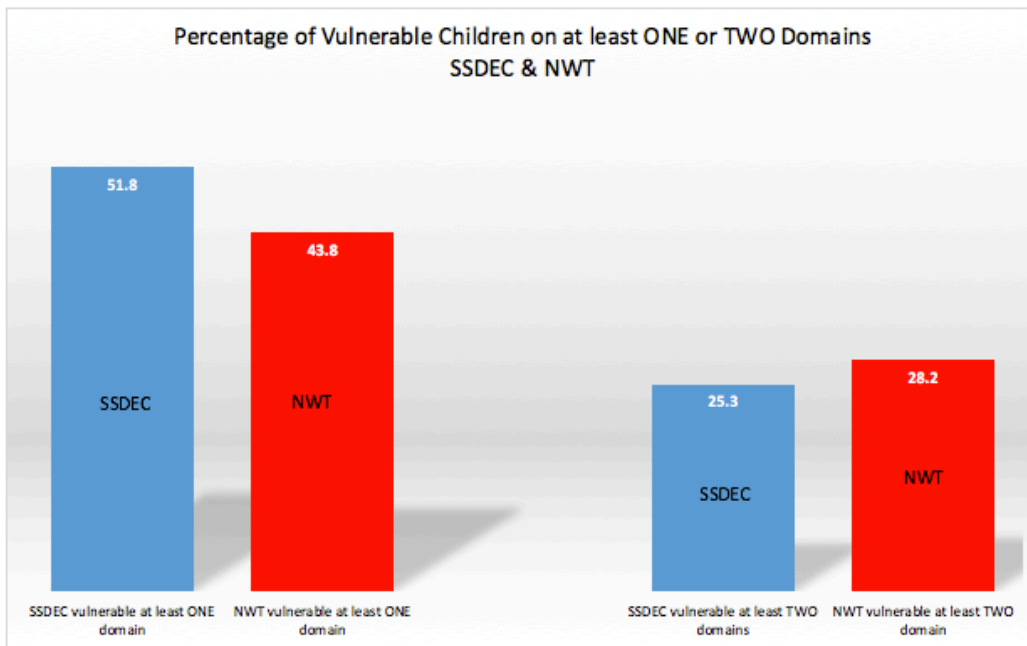
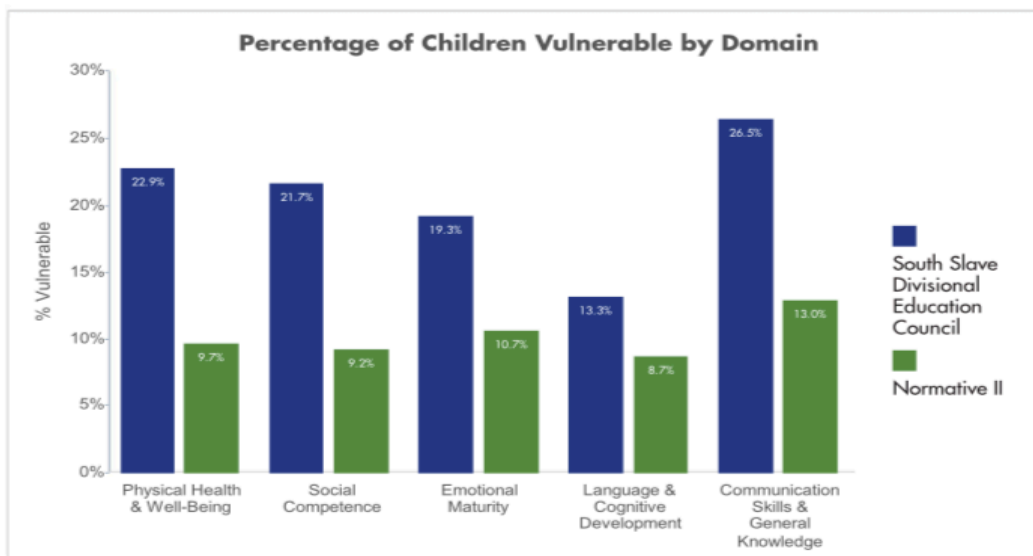


Figure 2: Early Development Instrument Results for South Slave DEC & Normative II population.



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



Students: Middle Years Development Instrument

The Middle Years Development Instrument (MDI) is a population-based measure that uses a self-report survey to ask students in Grades 4 and 7 about their thoughts, feelings, and experiences in school and in the community. The work is managed by researchers at the Human Early Learning Partnership (HELP) at UBC. MDI includes questions that are linked to 3 areas of students’ development: well-being; health; and academic achievement. The Well-Being Index focuses on critical areas of students’ development: optimism, happiness, self-esteem, absence of sadness, and general health. Scores from these areas are combined to correspond to 3 categories of Well-Being: ‘Thriving’(Green), ‘Medium to High’(Yellow), and ‘Low Well-Being’(Red).

According to the 2017-18 MDI results (see figure 3), 32% of students in Grade 4 and 27% of students in Grade 7 in the South Slave Region are considered “thriving” on the Well-Being Index. In Grade 4 we are above the average in the NWT and in Grade 7 we are below the NWT average.

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

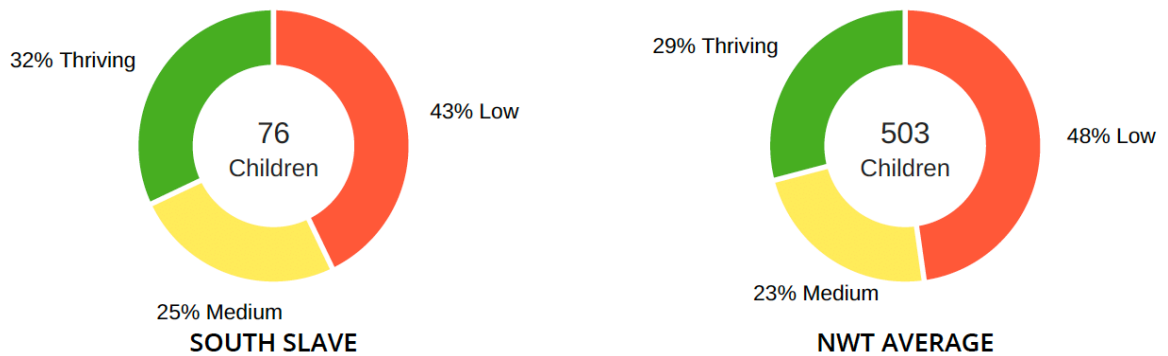
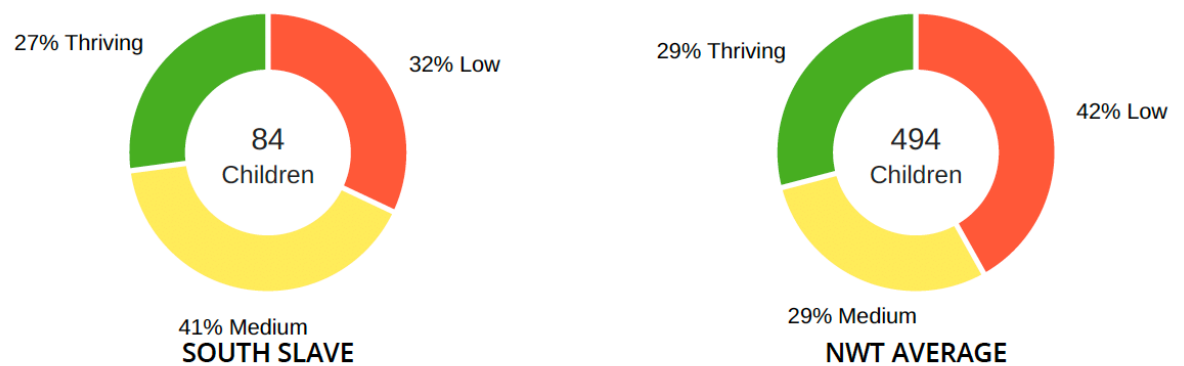


Figure 4: The Well-Being Index Results for Grade 7 Students in South Slave DEC and NWT

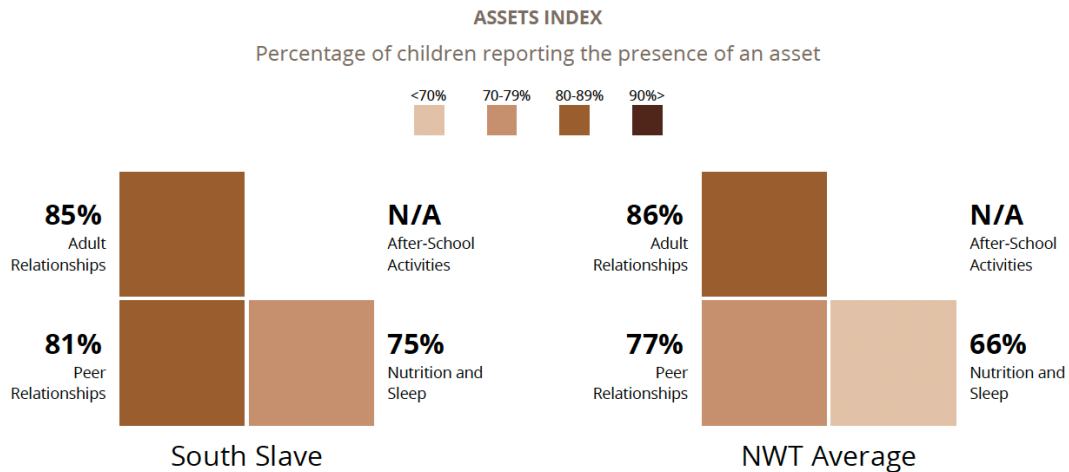


The MDI also included questions on the Assets Index. The Assets Index combines measures that highlight 4 key assets that help to promote children’s positive development. Assets are positive experiences, relationships or behaviours present in children’s lives.



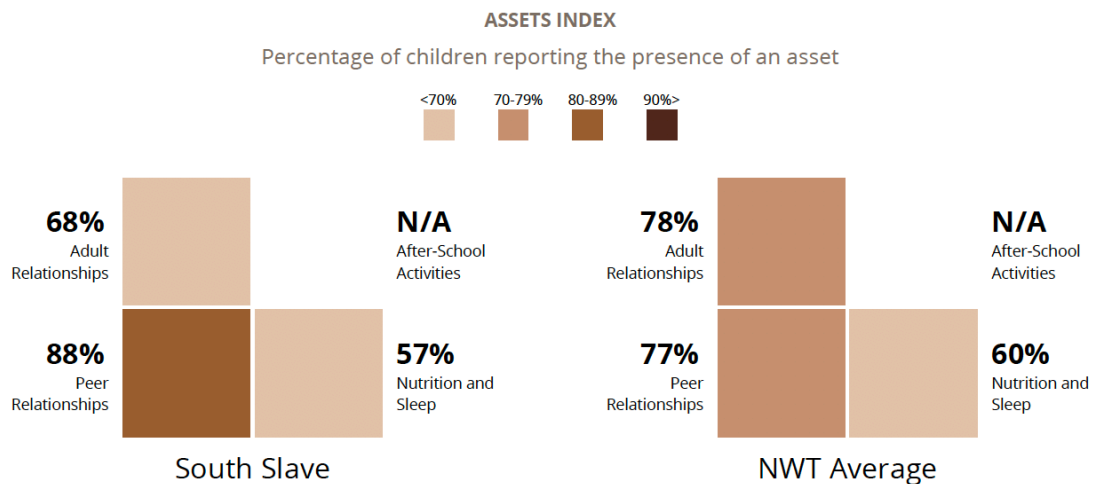
According to the Assets Index results in the MDI 2017-18, the percentage of Grade 4 students in the South Slave Region that reported the presence of Adult Relationships, Peer Relationships, and Nutrition & Sleep were 85%, 81% and 75% (see figure 5), which were similar to prior year 2016-17 data of 88%,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

Figure 5: The Assets Index Results for Grade 4 Students in South Slave DEC and NWT



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

Figure 6: The Assets Index Results for Grade 7 Students in South Slave DEC and NWT



Note that Peer Relationships and Nutrition and Sleep data is stronger than the NWT average for both Grade 4s and 7s (see above).



SSDEC Governance

The SSDEC was established in 1991 and has a mandate to provide a quality JK-12 education to approximately 1,300 students in the communities of Hay River, Fort Smith, Fort Resolution, K'atlodeeche, and Lutsel K'e. The SSDEC is comprised of one representative from each of the five community-based District Education Authorities (DEAs). DEAs are elected or appointed at the community level, and each DEA chooses one of its members to represent them at the regional SSDEC meetings. The 2017-18 representatives were as follows:

Fort Smith	Ann Pischinger (Chairperson)	3-year term
Fort Resolution	Bess Ann McKay (Vice-Chairperson)	2-year term
Hay River	Kandis Jameson	3-year term
K'atlodeeche	Atanda Norn	3-year term
Lutsel K'e	Prairie Desjarlais	3-year term

Each member is elected by their respective DEA and the lengths of the member's term on the SSDEC coincides with the length of their terms on their respective DEAs as per the requirements of the respective DEA Regulations and the Local Authorities Elections Act. A member can be renewed on the SSDEC if they are elected or appointed again to be on their respective DEA and their DEA chooses them again as their representative on the SSDEC.

The SSDEC is a legislated corporate body responsible for developing direction for the Division in keeping with the requirements of government legislation. GNWT legislation defines what education bodies must and may do.

The SSDEC meets five times a year, with each of the five communities being the host for one of those meetings each year.

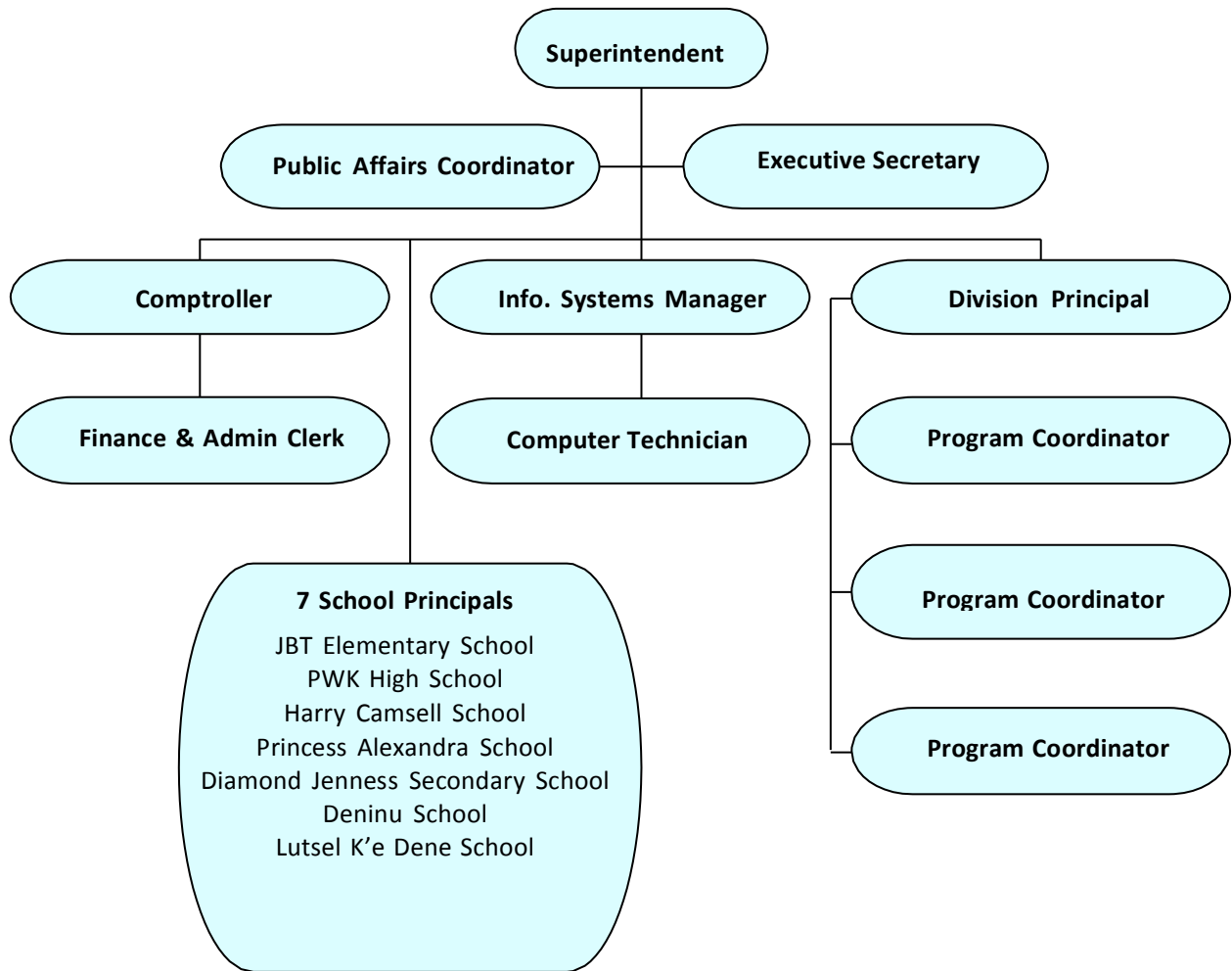
Key senior management positions are:

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

The superintendent is the chief executive officer (CEO) of the SSDEC and fulfills roles under GNWT legislation including that of “Deputy Head” for the public service.



SSDEC Functional Organizational Chart



Governance Training

As per *Policy BHA – DEA Development*, in recognition of the commitment of Council to lifelong learning and continuous improvement, it is expected that all District Education Authority (DEA) representatives take opportunity for training and development activities to enhance their ability to effectively fulfill their governance responsibilities consistent with the foundational and philosophical commitments of the South Slave Divisional Education Council (SSDEC).

The SSDEC identifies potential DEA development workshops to assist trustees in improving their skills as representatives on an education governing body. New DEA members are expected to review the local DEA policies, SSDEC policies, and the workshops available to DEAs as listed in the SSDEC’s *DEA Development Workshops* document, along with any other relevant documents pertinent to the operation of the DEA.

A ‘*New Member Orientation*’ workshop is mandatory for all new DEA members and includes an overview of the function, foundational policies, and key priorities of the SSDEC, and a clarification of DEA, member, and partner roles and responsibilities. The orientation takes place no more than two months after a DEA election or appointment process.

The *Formula Funding* and *Staffing* workshops are highly recommended for new DEA members. Other workshops include, but are not limited to: *Policy Development, Leadership for Literacy, Community Education Planning, Implications of the Education Act, Harassment Awareness Workshop, Fundraising, Partnerships, Providing Support for Teachers, Finance for Trustees (Finance for Non-Financial Managers), Successful Meetings, Lobbying, School Calendars, Public Relations and Communication, Inclusive Schooling, Graduation Requirements, Planning Local Programs, and Codes of Conduct.*

SSDEC staff provides these workshops at DEA request (free of cost), and refer DEAs to Department staff or contractors (at a cost) when their identified needs are beyond the scope of the SSDEC staffs’ expertise. Where possible, the SSDEC will tailor or develop workshops to meet the DEAs’ current needs.

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

Divisional Education Council Meetings

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

Table 4: SSDEC Meetings Schedule.

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



Teaching and Learning

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

1. Education Renewal Objective: Supporting excellence in teaching.

1.1 Literacy in the Disciplines

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>The SSDEC's primary improvement target is focussed on Literacy. The goal is to increase the percentage of students meeting or exceeding the acceptable standard in reading; currently 62% are meeting and our 2018-19 target is 67%. We are utilizing a number of research-based <i>Gradual Release of Responsibility</i> methods to achieve this, and teachers are expected to become proficient and implement at least one of these approaches with fidelity:</p> <ul style="list-style-type: none"> • Balanced Literacy, • SmartLearning, • Fisher & Frey Model, • Inquiry-Based Learning, and • Reading Apprenticeship <p>The Reading Apprenticeship approach in particular has garnered greater interest and our two high schools (DJSS and PWK) plan on learning and implementing it more thoroughly in 2018-19. It provides a common structure and language that specialist teachers across the disciplines can implement in support of increasing reading comprehension.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Regional Team (Literacy Coaches) are scheduled to meet 4 times during the year (3 in Ft Smith, 1 in Hay River). • Regional Team (Literacy Coaches) will attend Reading Apprenticeship training in Yellowknife.
<p>School-level performance targets:</p>	
<p>[DJSS]</p>	<ul style="list-style-type: none"> • At least 80% (N=19) of teachers will implement the Reading Apprenticeship approach. Middle: 0%, High: 100%
<p>[LKDS]</p>	<ul style="list-style-type: none"> • At least 18% (N=8) of teachers will implement the Reading Apprenticeship approach.
<p>[PA]</p>	<ul style="list-style-type: none"> • At least 50% (N=2) of middle grade teachers will implement the Reading Apprenticeship approach.
<p>[PWK]</p>	<ul style="list-style-type: none"> • At least 90% (N=23) of teachers will implement the Reading Apprenticeship approach.

1.2 Collaborative Professional Learning

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>As the SSDEC schools continue their journey with Professional Learning Communities we have established a regional focus <i>Elevating the Essentials</i> for the next 3-5 years. This focus is based on the fundamental questions of a PLC:</p> <ul style="list-style-type: none"> • What do we want students to learn? <ul style="list-style-type: none"> ○ Determining Essential Learning Outcomes (ELO's) ○ Aligning ELO's vertically & horizontally ○ Writing ELO's in student friendly language (i.e. I can ... statements) • How will we know if they have learned it? <ul style="list-style-type: none"> ○ Developing collaborative/common formative and summative assessments ○ Developing common rubrics for assessments ○ Developing methods to track student strengths and stretches in relation to the ELO's ○ Collaborative data analysis • What will we do if students haven't learned it? Have learned it? <ul style="list-style-type: none"> ○ Establishing Tier 1, Tier 2 and Tier 3 interventions as part of Response to Intervention (RTI) ○ Developing class, small group, or individual student goals ○ Curricular extensions and/or enrichment <p>School-based Collaborative Learning Teams will focus on these as well as individual school-based topics (noted by school below)</p> <p>In addition to identified STIP time schools also utilize coaching cycle time incorporated into the school schedule.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • The SSDEC Leadership team (comprised of principals, superintendent and coordinators) will meet at least 4 times per year (15 hours/meeting). <ul style="list-style-type: none"> ○ Once with Literacy Coaches (additional 7.5 hours) ○ Once with PST's (additional 7.5 hours)
<p>School-level performance targets:</p>	
<p>[CSEC]</p>	<ul style="list-style-type: none"> • 38.5 hours allocated for collaborative professional learning • Additional school topics include: Self-Regulation, SMART Learning, and Experiential Culture-based learning.
<p>[DJSS]</p>	<ul style="list-style-type: none"> • 37.9 hours allocated for collaborative professional learning
<p>[DN]</p>	<ul style="list-style-type: none"> • 36.9 hours allocated for collaborative professional learning • Additional school topics include: Social Responsibility and Culture
<p>[HC]</p>	<ul style="list-style-type: none"> • 30 hours allocated for collaborative professional learning • Additional school topics include: Social Responsibility



[JBT]	<ul style="list-style-type: none"> • 27 hours allocated for collaborative professional learning • Additional school topics include: Student Support Plans
[LKDS]	<ul style="list-style-type: none"> • 37.5 hours allocated for collaborative professional learning • Additional school topics include: Indigenous Language and Social Responsibility
[PA]	<ul style="list-style-type: none"> • 30 hours allocated for collaborative professional learning • Additional school topics include: Social Responsibility
[PWK]	<ul style="list-style-type: none"> • 57.4 hours allocated for collaborative professional learning • Additional school topics include: SMART Learning, SMART ASK, Disciplinary Literacy, SSDEC Math Project and Student Engagement

1.3 Regional Professional Development

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Regional PD will focus on the following areas:</p> <ul style="list-style-type: none"> • Collaborative Learning Teams, <ul style="list-style-type: none"> ○ This will be initially addressed during our Regional In-Service in August and then supported at the school level by Leadership Teams. Our last Regional In-Service on this topic was in 2011, since that time there has been significant staff turnover and with the inclusion of STIP time we wish to ensure that this time is focussed and productive. Evidence for the need to revisit this topic was observed during our semi-annual classroom visits. While we have made significant progress in the area of identifying ELO's (What we want students to learn) we wish to begin the process of regional alignment (vertically and horizontally). This regional focus will also provide an opportunity for wider sharing of promising practices regarding assessment, tracking of student strengths and stretches, and effective interventions. • Literacy, <ul style="list-style-type: none"> ○ Improving Literacy (reading) has been a Council priority since 2007. Our current year results of 62% meeting acceptable standards was consistent with our multi-year average, but fell short of our target of 65%. Each school will have one Literacy Coach and they plan to meet regionally 4 times. We also plan to continue in-servicing our Literacy Coaches in Student Centered Coaching and Gradual Release models of instruction used regionally (listed in section 1.1 above). • Numeracy, <ul style="list-style-type: none"> ○ Improving Numeracy has also been a Council priority since 2007. Our current year results indicate 71% of students are at or above the Canadian average in math; our target was 69%. We plan to continue work on our regional Grade 1-9 math project. The emphasis being on developing Grade 9 next year (ELO's, common year plan, pre- and post-assessments, tracking structures, and program differentiation based on student options in Grade 10).
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	<p>Each school has identified a Numeracy Lead and they will meet regionally 2 times next year. There are also 3 rounds of school visits scheduled with our regional coordinator and a contracted math consultant.</p> <ul style="list-style-type: none"> • Indigenous Languages & Indigenizing Education, <ul style="list-style-type: none"> ○ With the expansion of the new <i>Our Languages Curriculum</i> pilot into all classes we will need to ensure all of our Indigenous Language teachers are supported in its implementation. We are also anticipating new staff as well as 2 Indigenous Language apprentice/trainees. All instructors and trainees will meet regionally for 4 days. ○ We will also be in-servicing all staff (with ECE's help) in the topics of Indigenizing Education and the new <i>Our Languages Curriculum</i>. This will take place at our Regional In-Service in August. • Program Support/Inclusive Schooling, <ul style="list-style-type: none"> ○ Our PST's have 4 days of Regional meetings along with ECE training to build their capacity in supporting students with identified needs and those requiring differentiation in the classroom environment. They are also being trained on the Student Centered Coaching model and relevant strategies for directly supporting teachers. • STEM (Science/Technology/Engineering/Math), and <ul style="list-style-type: none"> ○ Through a partnership with Aurora College we have received 3rd party funding that has allowed the College to hire a part-time teacher who will travel to schools in the region to promote and demonstrate how to incorporate STEM into existing curricula. • Leadership <ul style="list-style-type: none"> ○ The SSDEC coordinates 4 meetings (11 days in total) of the Regional Leadership Team (Principals and Coordinators). One meeting is held in conjunction with PST's and one with Literacy Coaches. These meetings provide training in the areas of Literacy, Numeracy, Inclusive Schooling, Occupational Health & Safety, Personnel (staffing and evaluation) as well as Technology. It also serves as a regional Collaborative Learning Team; we are excited to pilot a new Teacher evaluation model and part of these meetings will serve to refine our practice in this regard.
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Collaborative Learning Teams (all teachers – 1 day regional in-service) <ul style="list-style-type: none"> ○ Purpose of a Professional Learning Community <ul style="list-style-type: none"> ▪ What do we want students to learn? ▪ How will we know if they have learned it? ▪ What will we do if students haven't learned it? Have learned it? ○ Establishment of regional working groups to share resources, ideas and to horizontally align ELO's and assessments • Literacy (all Literacy Coaches – 9 days of regional meetings) • Numeracy (all Numeracy Leads – 2 days of regional meetings, all K-9 Math teachers – 3 rounds of embedded math training @1 day/school) • Indigenous Languages (all Indigenous Language Instructors – 4 days of



	<p>regional meetings)</p> <ul style="list-style-type: none"> • PST/Inclusive Schooling (all PST's – 4 days of regional meetings) • Leadership (all principals/coordinators – 11 days of regional meetings)
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2. Education Renewal Objective: Supporting student success & the diverse needs of life-long learners.

2.1 Northern Distance Learning

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>The SSDEC will continue to have 1 school (DN) participate in Northern Distance Learning for the 2018-19 school year; the current year was successful with full participation both semesters. DN plans to expand its NDL offerings next year with 2 end-points. CSEC and LKDS anticipate they will have a cohort of students ready to take advantage of NDL in 2019-20. We will need to coordinate with ECE/INF to ensure sufficient/dedicated bandwidth will be in place in future school years and locations.</p> <p>Given the difficulty staffing specialist positions such as Sr. Math and Sciences, and the relatively low numbers of students indicating an interest in taking courses like MAT 31 and PHY 30 we are exploring ways to share resources/expertise within the region. As a small-scale experiment PWK will offer MAT 31 and PHYS 30 next year and use Google Classroom to make them available to other SSDEC schools. NDL is not planning to offer these courses next year and using an asynchronous model means that school years and schedules do not have to match between schools.</p>
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School-level performance targets:

[DN]	<ul style="list-style-type: none"> • 2018-19: It is anticipated that 6 Grade 10-12 students will participate.
[CSEC]	<ul style="list-style-type: none"> • 2019-20: It is projected that 3 Sr. High students will participate, with the possibility of adult learners from the community.
[LKDS]	<ul style="list-style-type: none"> • 2019-20: It is projected that 4 Sr. High students will participate.

2.2 Literacy Initiative [SSDEC Leadership for Literacy]

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>The SSDEC 's Leadership for Literacy initiative has a core mission of increasing the percentage of students meeting or exceeding expectations for literacy proficiency. Our baseline multi-year average is 62% of students in reading. The target Council set for 2018-19 is 67%.</p> <p>To that end, we have a Regional Coordinator with much of her time devoted to Literacy and each school has 1 (or more) Literacy Coaches; they form the Regional Literacy Team.</p> <p>Through job-embedded professional development (teach-model-practice) our school-based Literacy Coaches support our teachers and Professional Learning Communities in <i>Elevating the Essentials</i> – focussing on the 4 questions of a PLC:</p>
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	<ol style="list-style-type: none"> 1. What do we want students to learn? <ol style="list-style-type: none"> a. identifying course essential learning outcomes b. aligning these outcomes horizontally and/or vertically c. sharing with students/parents in friendly language i.e. I can statements ... d. ensuring students know what their learning targets are 2. How will we know it students have learned it? <ol style="list-style-type: none"> a. developing collaborative assessments to measure student achievement in relation to the Essential Learning Outcomes b. ensuring ELOs are assessed on more than one occasion and that the most recent evidence of achievement is utilized (SAER) c. developing a system to track student strengths and stretches in relation to the ELOs 3/4. What will we do if students haven't learned it? Or if they have? <ol style="list-style-type: none"> a. developing SMART goals for whole-class, groups of students, or individual students based on data b. enacting a Response to Interventions pyramid (RTI) <p>As well, our coaches provide training and support for a combination of research-based Tier-1 Gradual Release of Responsibility methods:</p> <ul style="list-style-type: none"> • Balanced Literacy (Big 5): Word Work, Read Aloud, Shared Reading, Guided Reading, Independent Reading • SmartLearning: Word Work, Connect, Process, Transform, Reflect • Fisher & Frey: Focussed Lesson, Guided Instruction, Collaborative Work, Independent Work • Inquiry-Based Learning: Acquire, Apply, Transfer • Reading Apprenticeship: personal, cognitive, knowledge-building and social dimensions
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • At least 77% of students will be reading within grade level (according to Fountas & Pinnell) • At least 20% of students gain at least one stanine increase in reading on the CAT-4 • At least 67% of students reading at or above the Canadian average by the end of the 2018-19 school year (77% by 2019-20)
<p>School-level performance targets:</p>	
<p>[CSEC]</p>	<ul style="list-style-type: none"> • 50% of students will meet or exceed the acceptable standard in reading (CAT-4): a 5% increase from the previous year.
<p>[DJSS]</p>	<ul style="list-style-type: none"> • 61% of students will meet or exceed the acceptable standard in reading (CAT-4): a 5% increase from the previous year.
<p>[DN]</p>	<ul style="list-style-type: none"> • 60% of students will meet or exceed the acceptable standard in reading (CAT-4): a 12% increase from the previous year.
<p>[HC]</p>	<ul style="list-style-type: none"> • 89% of students will meet or exceed the acceptable standard in reading



	(CAT-4): maintain from previous year
[JBT]	<ul style="list-style-type: none"> 60% of students will meet or exceed the acceptable standard in reading (CAT-4): a 7% increase from the previous year.
[LKDS]	<ul style="list-style-type: none"> 55% of students will meet or exceed the acceptable standard in reading (CAT-4): a 10% increase from the previous year.
[PA]	<ul style="list-style-type: none"> 72% of students will meet or exceed the acceptable standard in reading (CAT-4): a 5% increase from the previous year.
[PWK]	<ul style="list-style-type: none"> 67% of students will meet or exceed the acceptable standard in reading (CAT-4): a 5% increase from the previous year.

2.3 Numeracy Initiative [SSDEC Math Project]

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>The SSDEC’s Math Project initiative has a core mission of increasing the percentage of students meeting or exceeding expectations for numeracy proficiency. Our baseline multi-year average is 62% of students in math, however the 2017-18 data in particular was very good at 71%. The target Council set for 2018-19 is 75%.</p> <p>To that end, we have a Regional Coordinator devoted to Numeracy and each school has identified a Numeracy Lead; they form the Regional Numeracy Team. LK and DN both had lower scores and have been identified by our Regional Coordinator for targeted support. As well DN has put in place a full-time Numeracy Coach to build teacher pedagogical practice.</p> <p>Our Regional Coordinator and math specialist (contracted) will visit each school three times per year to provide job-embedded training in our Math Project. The Numeracy Leads will also meet at a Regional level.</p>
Regional performance targets:	<ul style="list-style-type: none"> At least 20% of students gain at least one stanine increase in math on the CAT-4 At least 75% of students reading at or above the Canadian average by the end of the 2018-19 school year (77% by 2019-20)

School-level performance targets:

[CSEC]	<ul style="list-style-type: none"> 50% of students will meet or exceed the acceptable standard in numeracy proficiency (CAT-4): a 5% increase from the previous year.
[DJSS]	<ul style="list-style-type: none"> 70% of students will meet or exceed the acceptable standard in numeracy proficiency (CAT-4): a 3% increase from the previous year.
[DN]	<ul style="list-style-type: none"> 50% of students will meet or exceed the acceptable standard in numeracy proficiency (CAT-4): an 11% increase from the previous year.
[HC]	<ul style="list-style-type: none"> 91% of students will meet or exceed the acceptable standard in numeracy proficiency (CAT-4): maintain from previous year.
[JBT]	<ul style="list-style-type: none"> 75% of students will meet or exceed the acceptable standard in numeracy



	proficiency (CAT-4): an 8% increase from the previous year.
[LKDS]	<ul style="list-style-type: none"> 48% of students will meet or exceed the acceptable standard in numeracy proficiency (CAT-4): a 10% increase from the previous year.
[PA]	<ul style="list-style-type: none"> 84% of students will meet or exceed the acceptable standard in numeracy proficiency (CAT-4): a 5% increase from the previous year.
[PWK]	<ul style="list-style-type: none"> 80% of students will meet or exceed the acceptable standard in numeracy proficiency (CAT-4): a 2% increase from the previous year.

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

3.1 Our Languages: Indigenous Languages Curriculum

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Given the high percentage of students of Indigenous descent in the region (78%) a focus on language revitalization and integration of culture within our classrooms is essential for providing our students with a sense of belonging and positive self-image. Therefore, all SSDEC schools will be implementing (piloting) the new OLC curriculum for Grades K-12.</p> <p>The SSDEC has been a strong advocate for promoting and encouraging the use of Indigenous languages beyond the classroom. Over 300 books have been published to support student, staff, and community in revitalizing their language usage.</p> <p>As well, as part of the SSDEC Leadership for Literacy initiative our Council has set targets for all staff, students and DEC members to be able to initiate and respond to greetings in the local Indigenous language.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> 90% of Indigenous Language teachers (N=10) will attend Territorial training and 100% will attend Regional training, 100% (N=10) of Indigenous Language teachers will be observed, 100% of students enrolled in IL courses will undergo baseline assessment <p>At the June Council meeting, Council updated the target for 2018-19:</p> <ul style="list-style-type: none"> 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)



3.2 Health and Wellness Curriculum

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

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

School-level performance targets:

[DN]	<ul style="list-style-type: none"> • Continuing school-wide implementation of Inquiry-based learning • 80% of teachers to participate in training with Literacy Coach/Galileo • 100% (n=2) teachers will implement the new grades 4-6 Health & Wellness curriculum
[HC]	<ul style="list-style-type: none"> • Continuing school-wide implementation of Inquiry-based learning • 100% of teachers to participate in training with Literacy Coach/Galileo
[JBT]	<ul style="list-style-type: none"> • Continuing school-wide implementation of Inquiry-based learning • 100% of teachers to participate in training with Literacy Coach/Galileo • 100% (n=4) teachers will implement the new grades 4-6 Health & Wellness curriculum
[LKDS]	<ul style="list-style-type: none"> • Continuing school-wide implementation of Inquiry-based learning • 100% of teachers to participate in training with Literacy Coach/Galileo • 100% (n=2) teachers will implement the new grades 4-6 Health & Wellness curriculum



[PA]	<ul style="list-style-type: none">• Continuing school-wide implementation of Inquiry-based learning• 100% of teachers to participate in training with Literacy Coach/Galileo• 100% (n=4) teachers will implement the new grades 4-6 Health & Wellness curriculum
[PWK]	<ul style="list-style-type: none">• Continuing school-wide implementation of Inquiry-based learning• 100% of teachers to participate in training with Literacy Coach/Galileo

3.3 SSDEC Social Responsibility

<p>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:</p>	<p>One of the SSDEC targets is to increase the percentage of parents, staff and students demonstrating socially responsible behaviours. Our awareness of the need for students to have social-emotional wellness in order to be academically successful has increased our emphasis in this area over the past number of years. To ensure we meet our targets (see below) teachers are required to provide direct instruction in this area. This requirement also arises from Safe and Caring Schools Directive. We consider student and parent attendance as a measure of engagement with the school; studies have shown that the more families are engaged the better the academic achievement of the student.</p> <p>Current baseline data:</p> <ul style="list-style-type: none"> • 80% of K-10 students have participated in at least 10 hours of a social responsibility program • 39% of students attended school at least 90% of the time from September 2017 through May 2018 • 88% of parents have engaged with the school in a meaningful way
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • At least 80% of K-10 students will participate in at least 15 lessons (or 10+ hours) of a social responsibility program, such as: <ul style="list-style-type: none"> ○ <i>Incredible Flexible You</i> (ages 4-7) ○ <i>Zones of Regulation</i> (K-3) ○ <i>Mind Up</i> (JK-8) ○ <i>Second Step</i> (K-9) ○ <i>Mindful Schools</i> (K-adolescent) ○ <i>Superflex</i> (3) ○ <i>Fourth R</i> (7-9) ○ <i>Healthy Relationships Plus</i> (7-11) ○ <i>Leadership and Resiliency Program – LRP</i> (7-12) • 5% more students will achieve at least 90% attendance • 80% of parents will participate in at least one Community Education (school improvement) Planning (CEP) day, 3-Way Conference, and/or parent workshop.



Indigenous Languages and Education

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

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

4.2 Key Cultural Experiences

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

All schools in the SSDEC will integrate key cultural experiences both within the IL classroom and out on the land. Every teacher in the SSDEC is required to incorporate cultural experiences and teachings into their classroom practices (Dene Kede). Through our support of inquiry-based learning teachers are encouraged to make learning authentic for students by inviting Elders into their classrooms, taking learning beyond the school into their communities and designing relevant academic activities that are culturally relevant to the context and students in the school.

School-level performance targets:

[CSEC]	<ul style="list-style-type: none"> Weekly culture camp, school opening camp, Winter Trap Camp, Spring Camp, Beaver Camp, Phys. Ed units on traditional games, storytelling, daily Dene Language classes (units focused on traditional ways of Dene Culture), Traditional Games Championships
[DJSS]	<ul style="list-style-type: none"> Traditional food gathering and preparation, traditional arts, participation in cultural activities, and games. These activities occur weekly within the Slavey class and once a month (or more) for the whole school population
[DN]	<ul style="list-style-type: none"> Cultural trips, on-the-land, hand games tournaments, Dene Games tournaments, feeding of the fire, drumming, preparing traditional foods, trapping and snaring occur at least once/month Now that an on-site camp has been established students are experiencing daily on-going cultural activities.
[HC]	<ul style="list-style-type: none"> Cultural trips on-the-land, learning traditional skills, participation in cultural activities, playing traditional games, traditional food: at least once/week
[JBT]	<ul style="list-style-type: none"> JBT is constructing a Backyard Culture Camp on the existing playground so that cultural experiences can occur more frequently In-school cultural activities, participation in Dene Games occurs weekly, on Tuesday afternoons Seasonal Culture Camps (3 times/year)

[LKDS]	<ul style="list-style-type: none"> On the land trips (3 times/year – 1 week each time) Traditional games, traditional skills: once/week
[PA]	<ul style="list-style-type: none"> Cultural trips on-the-land, learning traditional skills, participation in cultural activities, playing traditional games, traditional food: at least once/week
[PWK]	<ul style="list-style-type: none"> Sweet Grass Camp (Gr 7&8), Spring Canoe Trip (Gr 9), Winter Camp (Gr 10-12), weekly drumming/hand games, Feasts (3 times/ year), Fire ceremony (2 times/ year) Daily/weekly activities are included in classroom instruction and practices, such as: food preparation, drum construction, arts and crafts, Elders and community member visits

4.4 Indigenous Language Instruction

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	All SSDEC schools offer core programming in the local Indigenous languages (Cree, Chipewyan and Slavey). All staff and students are required to learn at least 8 traditional greetings in the language(s) of their community. Signage has been installed around each school and language is incorporated into morning announcements, and assemblies. Culturally relevant texts and resources are used frequently in the classrooms for instruction and guided-reading experiences.
Regional performance targets:	<ul style="list-style-type: none"> All K- Grade 9 schools will provide a minimum of 90 hours a year in the local language(s). All Grades 10-12 schools will provide a minimum of 125 hours of instruction per 5-credit course.

School-level performance targets:

[CSEC]	<ul style="list-style-type: none"> Grades K-12 receive Core Slavey instruction 45 min/day (all year)
[DJSS]	<ul style="list-style-type: none"> Grades 8-9 receive Core Slavey instruction 71 min/day 3 times/week, with an additional cultural activity (71 min/week); Grades 10-12 receive Core Slavey instruction four 71 min periods/week, one 61 min period/week, and one 52 min period/week (by semester)
[DN]	<ul style="list-style-type: none"> Grades K-9 receive Core Chipewyan instruction 30 min/day (all year) Grades 10-12 receive Core Chipewyan instruction 90 min/day (all year – incorporated into CTS modules)
[HC]	<ul style="list-style-type: none"> Grades K-3 receive Core Slavey instruction 30 min/day 4 days a week (all year)
[JBT]	<ul style="list-style-type: none"> Grades K-6 receive Core Chipewyan and Core Cree instruction two 45 min



	periods/week, two 30 min periods/week and 1-60 min (activity period)/week
[LKDS]	<ul style="list-style-type: none"> Grades K-9 receive Core Chipewyan instruction 45 min/day (all year), Grades 10-12 receive Core Chipewyan instruction 125 hours/5-credit course.
[PA]	<ul style="list-style-type: none"> Grades 4-7 receive Core Slavey instruction 45 min/day 4 days a week (all year)
[PWK]	<ul style="list-style-type: none"> Grades 7-12 receive Core Chipewyan and Core Cree 40 min/day (all year)

4.5 Teaching and Learning Centres

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>There are 3 main language groups in the South Slave: Slavey, Chipewyan & Cree. The SSDEC has a 0.5 IL Coordinator as well as contracting services out [Brent Kaulback].</p> <p>The SSDEC is also prioritizing the hiring of at least two Indigenous Language Apprentices to work along-side and train under current quality instructors quickly approaching retirement. It is hoped that these apprentices will be capable of winning competitions and taking over from their mentors upon retirement.</p> <p>Resource development and promotion of the local Indigenous languages is critical to effective instruction and potential revitalization.</p>
Regional performance targets:	<ul style="list-style-type: none"> The IL teachers will meet regionally 4 days/year Each school in the OLC pilot will be supported by school site visits a minimum of two times per year The SSDEC plans to publish 3 additional book titles (in all 3 languages) Continued expansion of Cree/Slavey/Chipewyan apps available on iOS and Android devices Phase 1 (Elder meetings) of the K’atlodeeche Dictionary Project The last two schools, PWK and DJSS, will receive their signage (bathroom, office, etc.) in the local Indigenous language, with QR codes on the signs as well so that users can use their devices to hear the words on the signs as spoken by a fluent speaker The movie, <i>Three Feathers</i>, based on the SSDEC published book of the same name (by Richard Van Camp) will be released in four languages (Chipewyan, Cree, Slavey and English). The story is social responsibility themed (Council priority), about 3 local boys who get into trouble but then learn on the land and from the Elders to change and improve for the benefit of the community.



4.6 Community Support

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

Teachers are incorporating Elders and community members to enhance the teaching and learning in their classrooms, these individual are compensated through honoraria and/or gifts. Schools are also utilizing local resource people in their larger on-the-land cultural activities.

School-level performance targets:

[CSEC]	<ul style="list-style-type: none"> • The school will offer a weekly Sandy Creek Camp where different multi-grade classes will take turns cycling through. Consumable resources will need to be purchased and cultural resource people will be contracted to deliver the program. • The school will offer a Winter and Spring Camp. Equipment and consumable resources will need to be purchased, and cultural resource people compensated. • Consumable resources will need to be purchased for the School Opening ceremony.
[DJSS]	<ul style="list-style-type: none"> • The school is planning a Cultural Orientation day at Sandy Creek. Consumable resources will need to be purchased and cultural resource people compensated. • The school will hold monthly activities where consumable resources will need to be purchased and cultural resource people compensated.
[DN]	<ul style="list-style-type: none"> • The school is planning two Culture Camps where consumable resources will need to be purchased, equipment bought and cultural resource people compensated. • The school is planning a minimum of 5 demonstrations during the year where consumable resources will need to be purchased and cultural resource people compensated • The school is planning a hand games tournament where resources will need to be purchased and cultural resource people compensated. • The school is planning a traditional games tournament where resources will need to be purchased and cultural resource people compensated. • The school will program traditional food preparation activities a minimum of 4 times where consumable resources will need to be purchased and cultural resource people compensated
[JBT]	<ul style="list-style-type: none"> • The school is planning 3 major Culture Camps where equipment will need



	<p>to be purchased, consumable resources procured and cultural resource people compensated.</p> <ul style="list-style-type: none"> The school is planning monthly in-school cultural projects where consumable resources will need to be purchased and cultural resource people compensated
[LKDS]	<ul style="list-style-type: none"> The school is planning 3 Culture Camps where equipment will need to be purchased, consumable resources purchased and cultural resource people compensated. The school is planning to offer hand games where cultural resource people will be compensated The school is planning to offer traditional games where cultural resource people will be compensated
[PA]	<ul style="list-style-type: none"> The school is planning to organize a number of (still to be determined) Trapping and Bush Camps, where consumable resources will need to be purchases and cultural resource people compensated.
[PWK]	<ul style="list-style-type: none"> The school is planning to offer their Sweetgrass Camp (Grades 7 & 8), Spring Canoe Trip (Gr 9), and Winter Camp (Grades 10-12). All camps will require the purchase/repair of equipment, purchase of consumable resources and the engagement of cultural resource people who will be compensated. The school is continuing with their 200-drum project, where every student/staff member will have constructed their own drum. Consumable resources will need to be purchased.

4.7 Teacher Cultural Orientation Days

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>The SSDEC will be exploring a new model for Cultural Orientation days this year. We will have one regional day (at the beginning of the year) on Indigenizing education, the residential schools experience, along with an introduction to the OLC curriculum and handbook. This will be facilitated by ECE (Dr. Angela James). We are doing it regionally to ensure all of our staff have a common lens regarding colonization. As well, this in-service will provide all staff with the understanding of the OLC in order to support effective implementation and be equipped with the strategies to accomplish it. Each school/community will still be responsible for planning the remaining Cultural Orientation Day for their staff (in consultation with local DEA's).</p>
Regional performance targets:	<ul style="list-style-type: none"> All teaching staff, counsellors and SA's will participate in the Regional Cultural Orientation Day (August) All schools (N=8) will plan, in consultation with their DEA's, the timing and structure of the remaining Cultural Orientation Day.



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

School-level performance targets:

[CSEC]	<ul style="list-style-type: none"> Elders will be brought in (part-time) for in-class cultural activities, to support the unit of study through presentations (sharing of knowledge and culture) and hands-on activities Weekly Sandy Creek camps – different Elders are brought in for 1 day each week to instruct and deliver the camp activities (seasonal emphasis)
[DJSS]	<ul style="list-style-type: none"> Elders will be brought in part-time for in-class cultural activities (weekly); An Elder will be used part-time as a mentor for novice IL educator (3 times/week)
[DN]	<ul style="list-style-type: none"> Elders will be brought in part-time for in-class cultural activities (weekly); Different Elders will be brought in to run and deliver the on-the-land camps
[HC]	<ul style="list-style-type: none"> Elders will be brought in part-time for in-class cultural activities (weekly)
[JBT]	<ul style="list-style-type: none"> Elders will be brought in part-time for in-class cultural activities (weekly); Different Elders will be brought in to run and deliver the on-the-land camps
[LKDS]	<ul style="list-style-type: none"> Elders will be brought in part-time for in-class cultural activities; Different Elders will be brought in to run and deliver the on-the-land camps
[PA]	<ul style="list-style-type: none"> Elders will be brought in part-time for in-class cultural activities (weekly); Different Elders will be brought in to run and deliver the on-the-land camps
[PWK]	<ul style="list-style-type: none"> Elders will be brought in part-time for in-class cultural activities; Different Elders will be brought in to run and deliver the on-the-land camps



4.9 NWT Residential Schools Awareness Training	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	As part of our regional cultural orientation day all staff will be in-serviced in Residential Schools Awareness (ECE will provide the training). References will be made to the TRC Recommendations and existing and potential “Gestures of Reconciliation”.
Regional performance targets:	<ul style="list-style-type: none"> 100% of all staff (NWTTA, Support Assistants, and Counsellors) will participate in the Cultural In-Service Day facilitated by Dr. Angela James and her team from ECE will facilitate this. Topics will include the Blanket Exercise, indigenizing education, Our Language Curriculum and handbook.

French and/or English Second Language Instruction

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

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

5.1 French as a Second Language (FSL) Instruction

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	5 SSDEC schools in the larger Regional Centres offer a variety of French Language programming; from Core French, to French Immersion, Late Immersion and Post-Intensive French.
School-level performance targets:	
DJSS	<ul style="list-style-type: none"> Post-Intensive French grs 8-10, 21% of the day (≈ 200+ hours) at grs 7 and 8; 21% of the year at 10 (up to 5 credits/semester).
HC	<ul style="list-style-type: none"> Core French grs. 1-3 (90+ hours)



JBT	<ul style="list-style-type: none"> • Core French grs. 1-6 (90+ hours) • French Immersion grs. 1-6, 50%+ of the day (475+ hours)
PA	<ul style="list-style-type: none"> • Core French grs 4 and 5 (90+ hours) • Late Immersion gr. 6, 78% of the day (750+ hours) • Post-Intensive French gr. 7, 21% of the day (200+ hours)
PWK	<ul style="list-style-type: none"> • Core French grs. 7-12 (125+ hours) • French Immersion grs. 7-9, 53% of the day (500+ hours) • High School French grs. 10 and 11 (125 hours, 5 credits/grade)

Inclusive Schooling

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

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

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

6.1. Student supports aligned to the goals stated in Student Support Plans (SSPs) and/or Individual Education Plans (IEPs) and are provided in a timely manner.

Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:	Based on previous year's feedback (2017) most schools were still working towards the approved allocation of PST time.
Regional performance targets:	<ul style="list-style-type: none"> • 100% of Student Support Plans (SSPs) and Individual Education Plans (IEPs) planned to be finalized in Tienet by October 31 of the relevant school year; • 100% of Student Support Plans (SSPs) and Individual Education Plans



	<p>(IEPs) planned to be reviewed and revised at each reporting period.</p> <ul style="list-style-type: none"> Principals plan to allocate 25% of the time for PSTs to support students directly. 100% of teachers that will implement at least one support identified in SSP/IEPs by the second reporting period.
<p>6.2. Principals create conditions to support teachers in the use of flexible instructional strategies.</p>	
<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>All SSDEC schools have taken advantage of Student Success Initiative action-research for 2018-19, and are developing school-based PD plans in conjunction with this. Teachers are being supported in learning about effective pedagogical practices (Numeracy & Literacy) as well as tiered intervention supports, differentiation of classroom instruction, self-regulation, wellness and trauma-informed practices through on-going school-based inservices by PST's and Instructional (Literacy) Coaches. Specific topics are based on the needs of teachers addressing core instructional practices and topics specific to supporting students with SSP's and IEP's. For example:</p> <ul style="list-style-type: none"> Differentiation and tiered level of support (RTI) Assistive technology Assessment strategies Strategies identified through student SSP's
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> 100% of teachers will be involved in their respective school SSI projects and PD plans 100% of Support Assistants will meet with their PST's at least once a month.

School-level performance targets:

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



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

6.3. Classroom teachers notify and access the School-based Support Team (SBST) to support students who experience persistent learning difficulties in spite of the use of responsive teaching strategies, or when a student needs significant enrichment.

Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:	All SSDEC schools will have an established SBST, all continuing teachers know how to access for support and all new teachers will be provided an orientation on how to refer a student. All SBST's have established regular scheduled meeting days/times; have a structure in place to record and keep notes; and have established and referral forms (paper and/or electronic)
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School-level performance targets:

[CSEC]	<ul style="list-style-type: none"> Frequency & duration of SBST meetings: At least once/month, usually weekly, 30-60 min total.
[DJSS]	<ul style="list-style-type: none"> Frequency & duration of SBST meetings: Biweekly, 60-75 min total.
[DN]	<ul style="list-style-type: none"> Frequency & duration of SBST meetings: Weekly, 60 min.
[HC]	<ul style="list-style-type: none"> Frequency & duration of SBST meetings: Weekly, 30 min/case.
[JBT]	<ul style="list-style-type: none"> Frequency & duration of SBST meetings: Weekly, 30 min/case.
[LKDS]	<ul style="list-style-type: none"> Frequency & duration of SBST meetings: Weekly, 60 min.
[PA]	<ul style="list-style-type: none"> Frequency & duration of SBST meetings: Weekly, 30 min/case.
[PWK]	<ul style="list-style-type: none"> Frequency & duration of SBST meetings: Twice weekly, 30 min/case.



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

Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:	Minimum number of reviews is usually based on the number of reporting periods in the year. In general, the number of students involved in the updating/review of their SSPs/IEPs increases with the age of the student.
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School-level performance targets:

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



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

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

Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:	<p>Based on feedback from the 2017 PST survey, most SSDEC schools were approaching the target of 60% of PST time directly supporting classroom teachers, and all have a plan in place to meet the target in 2018-19. The main activities that PST teachers will engage in in this regard are:</p> <ul style="list-style-type: none"> • Co-teaching, modelling and debriefing with teachers • Collaborating and co-planning with teachers • Supporting teachers with home communication • Supporting the development of IEP's and SSP with the teachers and support staff • Participation on the SBST • Analyzing student data for RTI • Class/course reviews and creating learner profiles • Conducting formal and informal assessments (according to their training) • Providing in-services to staff • Supporting staff in developing class resources
Regional performance targets:	<ul style="list-style-type: none"> • 100% of SSDEC schools (N=8) will have a minimum of 60% of PST time planned to directly support classroom teachers, • 100% of SSDEC schools (N=8) will have a PST schedule in place that ensures that the PST will meet with each teacher at least once/month, • 100% of teachers will meet with the PST as scheduled.



Student Wellness and Support

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

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

7.1 Healthy Foods for Learning

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	The SSDEC recognizes that nutrition plays an integral role in supporting student learning. Our schools offer a combination of programs (see individual school details below) that offer sugar-free, unprocessed food most of the time. On a routine basis the food offered is sugar-free and unprocessed but schools also offer one-off/special activities where this may not always be the case, like hot dog days and other celebratory activities. It also depends on the availability of food in the community that meet these criteria. Snack programs tend to universal (available to all students), while breakfast and lunch programs are smaller in nature (open to all but offered outside of school hours so there is less participation)
Regional performance targets:	<ul style="list-style-type: none"> • 100% of schools (N=8) will have guidelines in place for the purchasing of food (by Dec 31, 2018) – currently 87.5% of schools indicate they have guidelines. • 100% of schools (N=8) will offer their programs 5 days/week, 10 months/year. • 100% of schools (N=8) will offer sugar-free/unprocessed food most of the time.

School-level performance targets:

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



7.2 Self-Regulation Initiative	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	Self-regulation has been a focus for SSDEC schools since 2012. We have worked with Brenda Whiten-Neary for a number of years to assess the physical environment in 5/8 schools. Two of our schools were involved in the ECE self-regulation pilot to explore further the 5 domains of self-regulation. Currently CSEC has been working with Susan Hopkins (funded through ECE) to identify their next steps in self-regulation practices. All 8 of our schools (under our Social Responsibility target) have been supported with the implementation of self-regulation practices with the support of our RISC
Regional performance targets:	<ul style="list-style-type: none"> • 75% of SSDEC schools (N=8) plan school-wide implementation of self-regulation • 50% of SSDEC schools (N=8) plan to seek ECE training, where funding is provided (e.g., Summer symposium, online book club, online courses).

7.3 Mental Health Initiatives	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	The SSDEC has had a focus on providing support through our partnership with the Hay River Metis; and offers a series of workshops to students, parents and teachers at the two high schools in the area of wellness and trauma. As well we have 3 school-based counsellors engaging in training and providing support to students. All of our PST's have participated in ASIST training. On-going training and support is also provided by our RISC
Regional performance targets:	<ul style="list-style-type: none"> • 5/8 schools have indicated they would access ECE training (indicated by school below) • 6/8 schools will have one (or more) mental health supports in place next year. The 2 schools who are the exception have our youngest students – they are engaging in Social Responsibility programming but have indicated they would like training in Mental Health 1st Aid

School-level performance targets:

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



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

7.4 Safe and Caring Schools

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	Under the SSDEC Social Responsibility umbrella, providing a safe and caring school environment ensures wellness and safety for all, which in turn promotes student inclusion, engagement and performance. Only 1 school (PWK) has an active GSA at this time; they are hosting a GSA Conference in the fall and all schools have been invited with the aim of helping other schools begin the process of establishing their own GSAs
Regional performance targets:	<ul style="list-style-type: none"> • Number of Safe School Plans reviewed by the Superintendent (or designate): 8 • Number of Safe School Plans to be monitored by the Superintendent (or designate): 8 • 100% of schools (N=8) will hold 6 Emergency Evacuation (Fire) drills; 3 each semester • 100% of schools (N=8) will hold a Lock Down Drill.

School-level performance targets:

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



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

Human Resources Management

School Staff Recruitment and Retention

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

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

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

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

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

	Inclusive Schooling (IS) Staff								Indigenous Languages & Education (ILE) Staff							
	Regional IS Coordinator		Program Support Teachers ³		Support Assistants		Wellness Counsellors	Magnet Facilities	Total IS		Regional ILE Coordinator		IL Instructors	IL Assistants	Total ILE	
	A*	B [‡]	A	B	A	B	B	B	A	B	A	B	B	B	A	B
Regional Office	1.0	1.0							1.0	1.0	1.0	1.0			1.0	1.0
CSEC			1.0	1.0	0.6	1.8			1.85	2.8			0.8		0.75	0.8
DJSS			1.7	2.0	3.3	3.4			5.1	5.4			1.2		1.4	1.2
DN			1.0	1.5	1.5	1.5			2.75	3.0			1.0		1.15	1.0
HC			1.5	1.0	2.7	3.3			4.3	4.3			1.0	0.4	1.1	1.8
JBT			2.4	2.0	4.4	5.3			6.9	7.2			2.0		2.25	2.0
LKDS			1.0	1.5	1.0	1.4			2.25	2.9			1.5	0.8	1.0	2.3
PA			1.4	1.0	2.5	4.0			4.0	5.0			1.0	0.4	1.1	1.0
PWK			2.2	3.0	4.0	3.1	1.0	1.8	8.1	8.9			2.0		2.05	2.0
TOTAL	1.0	1.0	12.1	13.0	19.9	23.7	1.0	1.8	36.1	40.5	1.0	1.0	10.5	1.6	11.8	13.1

Note: A* - allocated; B[‡] - budgeted.

³ Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily/weekly work, PSTs are not focused on one specific curricular area, but support all student learning – with a particular emphasis on supporting students on Student Support Plans or Individualized Education Plans.

Completion of Staff Evaluations

All education staff are required to undergo evaluations as per Minister's *Direction on Evaluation and the Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012). ECE has endorsed the new SSDEC Teacher Evaluation model for piloting in the South Slave schools in the 2018-20 school years.

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

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



Appendix A: Operating Budget

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

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

EXPENSES

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

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

Administration	School Programs	Inclusive Schooling	Indigenous Languages and Education	Total
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SALARIES

Teachers' Salaries	13,584,525	1,958,210	1,302,092	16,844,827
Instruction Assistants		2,175,411		2,175,411
Non-Instructional Staff	1,393,778	1,603,591	266,002	3,383,371
Board/Trustee Honoraria	10,000			10,000

EMPLOYEE BENEFITS

Employee Benefits/Allowances	400,000			400,000
Leave and Termination Benefits				0

SERVICES**PURCHASED/CONTRACTED**

Professional/Technical Services	35,000	12,000	115,000	25,000	187,000
Postage/Communication	24,000				24,000
Utilities					0
Heating					0
Electricity					0
Water/Sewage					0
Travel	89,000	195,000	225,000	15,000	524,000
Student Transportation (Bussing)		212,976	15,000		227,976
Advertising/Printing/Publishing	10,000	20,000	5,000	315,000	350,000
Maintenance/Repair	15,000				15,000
Rentals/Leases	176,650	5,000	9,000	10,000	200,650
Other Contracted Services		125,000	115,000	30,000	270,000

MATERIALS/SUPPLIES/FREIGHT

Materials	174,551	584,352	365,880	205,189	1,329,972
Freight	1,000	10,000	3,000	2,000	16,000

TRANSFERS TO CAPITAL

TOTAL	2,328,979	16,352,444	5,252,503	2,024,281	25,958,207
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**South Slave Divisional Education Council
Detail of Inclusive Schooling Expenses
Annual Budget**

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



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

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

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



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

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





Tłıchq Community Services Agency
Operating Plan for 2018-2019 School Year
June 30, 2018

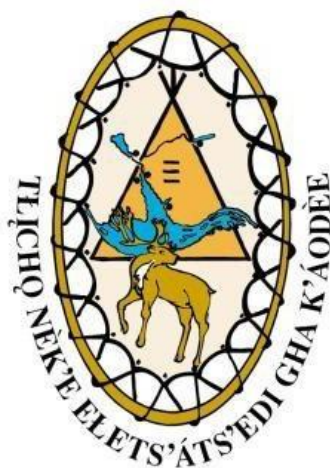


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Purpose of the Operating Plan

The Tłı̨chǫ Community Services Agency Operating Plan for the 2017-2018 school year was prepared in compliance with the *Financial Administration Act* that requires NWT Education Bodies to plan for and report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the GNWT Mandate and the Minister of Education's direction.

The Operating Plan is one of the key components of the Education Accountability Framework that was implemented in 2016 as part of the *Education Renewal and Innovation Framework: Directions for Change* (2013) and following new requirements of the *Financial Administration Act* that were put in force in 2016. The purpose of the Operating Plan is to:

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

Tłı̨chǫ Community Services Agency Operating Environment

School Profiles and Student Enrolment

Tłı̨chǫ Community Services Agency consists of **5** schools that will house approximately **870** students in 2018-2019 school year. Our school houses students from JK -12 and our programs include Tłı̨chǫ Immersion, Regular program, and starting in 2018-2019 we are offering Northern Distance Learning at Chief Jimmy Bruneau School.

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

Table 1: Tłı̨chǫ Community Services Agency School Profiles 2017-2018.

School	Community	Grades Offered	Enrolment (FTE) ¹	Teaching Staff (PY) ²
Chief Jimmy Bruneau School	Behchokǫ	JK-12	406	24.0
Elizabeth Mackenzie Elementary School	Behchokǫ	JK-6	230	16.0
Mezi Community School	Whatì	JK-12	145	10.0
Jean Wetrade Gamètì	Gamètì	JK-12	57	7.87
Alexis Arrowmaker School	Wekweètì	K-10	24	3.5
Total	All	JK-12	862	61.37

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

² PY stands for person years and refers to funded positions. Teaching staff includes staff providing instruction to students, such as teachers, teaching principals, and others.

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

School	Grades													
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
CJBS	11	9	10	11	12	12	11	12	34	45	35	46	37	121
EMES	28	22	35	29	33	32	28	23	-	-	-	-	-	-
MCS	5	7	5	15	11	5	16	7	8	12	6	9	11.5	27.5
JWGS	3	7	7	4	4	4	5	2	6	4	3	3	2	3
AAS	-	1	2	2	1	3	2	1	4	1	2	1	1	-
DEC Total	47	46	59	61	61	56	62	45	52	62	46	59	53.5	152.5

Student and Teacher Population

Chief Jimmy Bruneau School (CJBS)

Chief Jimmy Bruneau School (CJBS) population is 99% Indigenous. The large majority of students are Tłıchǫ, the remaining students are non-Indigenous. CJBS strives to be “Strong Like Two People”, which is taken from Chief Jimmy Bruneau’s vision statement. In addition to academic programming from JK to 12, CJBS offers many culturally responsive programs including seasonal camps, Tłıchǫ language instruction, locally developed courses such as drumming, Tłıchǫ Agreement, and beading.

The school is located in Edzo, which is a small community 15km from Behchokǫ. All secondary students from Behchokǫ are bussed, while students from Edzo walk to school.

There are 26 NWTTA positions staffed at CJBS including one principal, one vice principal, two aboriginal language instructors, three program support teachers, nineteen classroom teachers, in addition to six UNW support assistants, and one cultural support assistant. The turnover rate at CJBS has varied between 3-5 teachers over the last three years, some teachers moved into other internal posted positions within the school and the region, and approximately three leave the region each year from CJBS. This has resulted in a fairly consistent staff at CJBS, who are working together for the third year in school based PLC teams. CJBS boasts a relatively experienced staff with many educators possessing over five years’ experience, and many that have between ten and fifteen years of experience. However, new hires have tended to be either new to the north first year teachers or northern hires with under two years’ experience. This results in the need for mentorships, and other supports, to develop their abilities to work in the collaborative teacher teams.

The average class size at CJBS is 22.75 in JK-6, 22 in grades 7-9, and 25.56 in senior secondary. Literacy assessments have led to a region wide strategic plan to focus on oral language, literacy (reading foundations), and self-regulation. CJBS in particular has embraced ‘trauma-informed practices’ and has engaged in work with Kim Barthel to build on established adult relationships to embed learner engagement and self-regulation in every classroom.

The breakdown of classrooms per grade is as follows:

Table 8: Breakdown of Classrooms per Grade, Chief Jimmy Bruneau School

Grade Levels (including split classes)	# of Classes
Grades JK-SK	1
Grade 1	1
Grade 2	1
Grades 3-4	1
Grade 5-6	1
Grades 7	2
Grades 8	2
Grade 9	2
Grades 10-12	8

Elizabeth Mackenzie Elementary School (EMES)

Elizabeth Mackenzie Elementary School (EMES) population is 100% Indigenous. All students are Tłıchǫ. EMES strives to be “Strong Like Two People”, which is taken from Chief Jimmy Bruneau’s vision statement. In addition to academic programming from JK to 6, EMES offers many culturally responsive programs including seasonal camps, Tłıchǫ language instruction, and Tłıchǫ immersion from K-2.

The school is located in Behchokǫ, which is the largest community in the Tłıchǫ region. Bussing is provided for students who live too far away to walk.

There are 17 NWTTA positions staffed at EMES including one principal, one vice principal, one aboriginal language instructor, two program support teachers, twelve classroom teachers (including two Tłıchǫ immersion teachers), in addition to five UNW support assistants, and one cultural support assistant. The turnover rate at EMES has varied between 1-2 teachers over the last three years, and approximately two leave the region each year from EMES. Staffing at EMES has remained consistent, which has supported long term collaborative PLC teams. EMES boasts a large population of Indigenous educators, this has strengthened the cultural programming at EMES.

The average class size at EMES is 20.45 in JK-6. Literacy assessments have led to a region wide strategic plan to focus on oral language, literacy (reading foundations), and self-regulation. EMES in particular has embraced early literacy interventions and has continued their work with systemic speech and language practices.

The breakdown of classrooms per grade is as follows:

Table 7: Breakdown of Classrooms per Grade, Elizabeth Mackenzie Elementary School

Grade Levels (including split classes)	# of Classes
Grades SK-1 Tłıchǫ Immersion	1
Grades 1-2 Tłıchǫ Immersion	1
Grades JK-SK	2
Grade 1	1
Grade 2	1
Grades 2-3	1
Grade 3	1
Grade 4	1
Grades 4-5	1
Grades 5-6	1
Grade 6	1

Mezi Community School (MCS)

Mezi Community School (MCS) population is 100% Indigenous. All students are Tłıchǫ. MCS strives to be “Strong Like Two People”, which is taken from Chief Jimmy Bruneau’s vision statement. In addition to academic programming JK to 12, MCS offers many culturally responsive programs including seasonal camps, Tłıchǫ language instruction, and locally developed courses such as drumming, Tłıchǫ Agreement, and beading.

The school is located in Whatì, which is a fly in community with winter road access.

There are 12 NWTTA positions staffed at MCS including one principal, one aboriginal language instructor, one program support teacher, nine classroom teachers, and three UNW support assistants. The turnover rate at MCS has varied between 1-5 teachers over the last three years, and most leave the region. Supporting long term collaborative PLC teams is the focus at MCS because of the teacher turnover. This year will see a challenging staff change as the principal is retiring, however an internal candidate was successful and will have the opportunity to transition into this role.

The average class size at MCS is 16.2 in JK-6, 17.5 in grades 7-9, and 26.78 in senior secondary. Literacy assessments have led to a region wide strategic plan to focus on oral language, literacy (reading foundations), and self-regulation. MCS in particular has embraced early literacy interventions and intends on refocusing PLC teams and systemic practices, as a result of their high turnover.

The breakdown of classrooms per grade is as follows:

Table 6: Breakdown of Classrooms per Grade, Mezi Community School

Grade Levels (including split classes)	# of Classes
Grades JK-SK	1
Grade 1	1
Grade 2-3	1
Grades 4-5	1
Grade 5-6	1
Grade 7-8	1
Grade 8-9	1
Grades 10-12	2

Jean Wetrade Gamètì School (JWGS)

Jean Wetrade Gamètì School (JWGS) population is 100% Indigenous. All students are Tłıchǫ. JWGS strives to be “Strong Like Two People”, which is taken from Chief Jimmy Bruneau’s vision statement. In addition to academic programming JK to 12, JWGS offers many culturally responsive programs including seasonal camps, Tłıchǫ language instruction, and locally developed courses such as drumming, Tłıchǫ Agreement, and sewing.

The school is located in Gamètì, which is a fly in community with limited winter road access.

There are 8 NWTTA positions staffed at JWGS including one principal, one aboriginal language instructor, one program support teacher, six classroom teachers, and two UNW support assistants. The turnover rate at JWGS has varied between 1-3 teachers over the last three years, and most leave the region. Supporting long term collaborative PLC teams is the focus at JWGS because of the teacher turnover.

The average class size at JWGS is 11.6 in JK-12. Literacy assessments have led to a region wide strategic plan to focus on oral language, literacy (reading foundations), and self-regulation. JWGS in particular has embraced early literacy interventions and intends on refocusing PLC teams and systemic practices, as a result of their high turnover.

The breakdown of classrooms per grade is as follows:

Table 5: Breakdown of Classrooms per Grade, Jean Wetrade Gamètì School

Grade Levels (including split classes)	# of Classes
Grades JK-SK	1
Grade 1-3	1
Grade 4-6	1
Grades 7-9	1
Grade 10-12	2

Alexis Arrowmaker School (AAS)

Alexis Arrowmaker School (AAS) population is primarily Tłıchǫ, and the remainder are Inuit or non-Indigenous. AAS strives to be “Strong Like Two People”, which is taken from Chief Jimmy Bruneau’s vision statement. In addition to academic programming JK to 10, AAS offers many culturally responsive programs including seasonal camps, Tłıchǫ language instruction, and locally developed courses such as drumming, Tłıchǫ Agreement, and sewing. AAS has committed to collaborating with community partners to extend cultural programming within Wekweètì.

The school is located in Wekweètì, which is a fly in community with very limited winter road access.

There are 4 NWTTA positions staffed at AAS including one teaching principal, one aboriginal language instructor, one teaching program support teacher, and one other classroom teacher. The turnover rate at AAS has been the largest in the region, varying between 1-4 teachers over the last three years, and most leave the region. Rebuilding community partnerships and strengthening interventions has been their focus.

The average class size at AAS is 7 in JK-10. Literacy assessments have led to a region wide strategic plan to focus on oral language, literacy (reading foundations), and self-regulation. AAS in particular has embraced early literacy interventions and intends on developing inquiry based instruction.

The breakdown of classrooms per grade is as follows:

Table 4: Breakdown of Classrooms per Grade, Alexis Arrowmaker School

Grade Levels (including split classes)	# of Classes
Grades JK-3	1
Grades 4-7	1
Grades 8-9	1
Grade 10	1

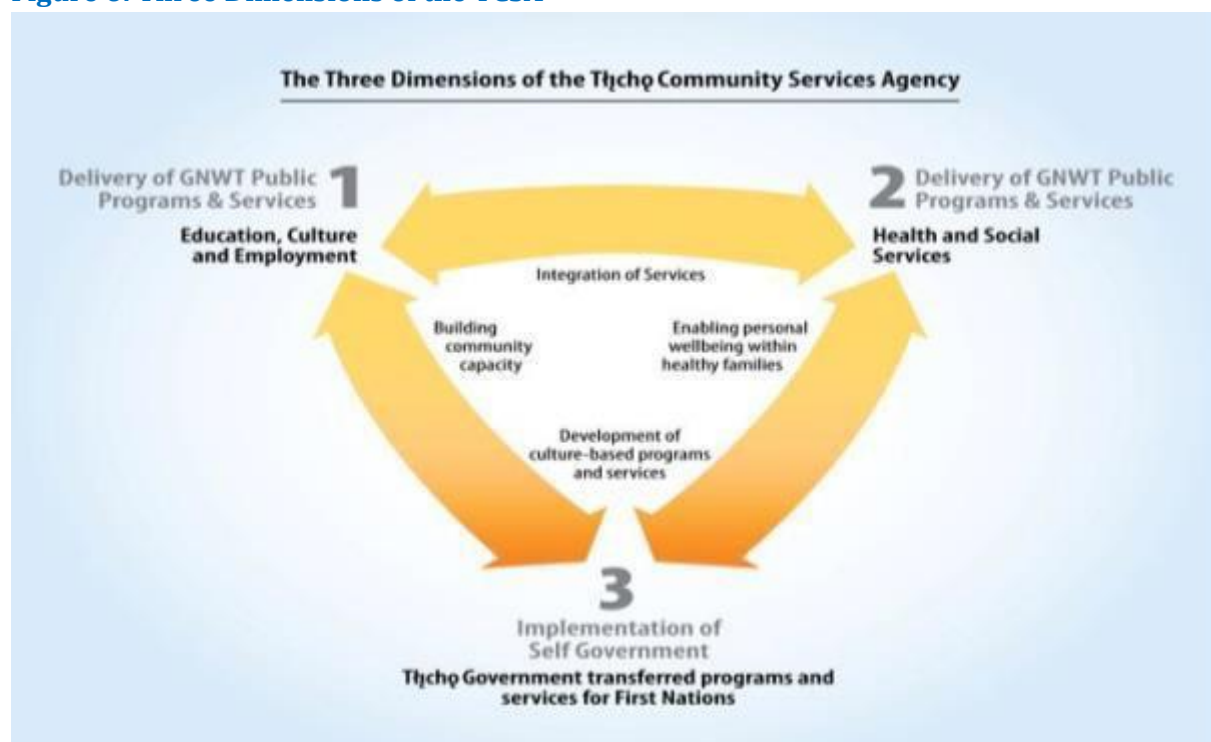
Tłı̨chq Community Services Agency Governance

The TCSA was established under the Tłı̨chq 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 Tłı̨chq people and having the longer term objective of transforming itself into an agency of the Tłı̨chq Government. Secondly, the Agency is the only one in the Northwest Territories to deliver both health and social services as well as education programs under one entity as defined under the *Tłı̨chq 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 6.

Figure 6: Three Dimensions of the TCSA



The Agency is governed by a Board made up of four members and a chairperson. The Tłı̨chq Community Governments (Behchokò, Gamètì, Wekweètì and Whatì) each appoint one member to

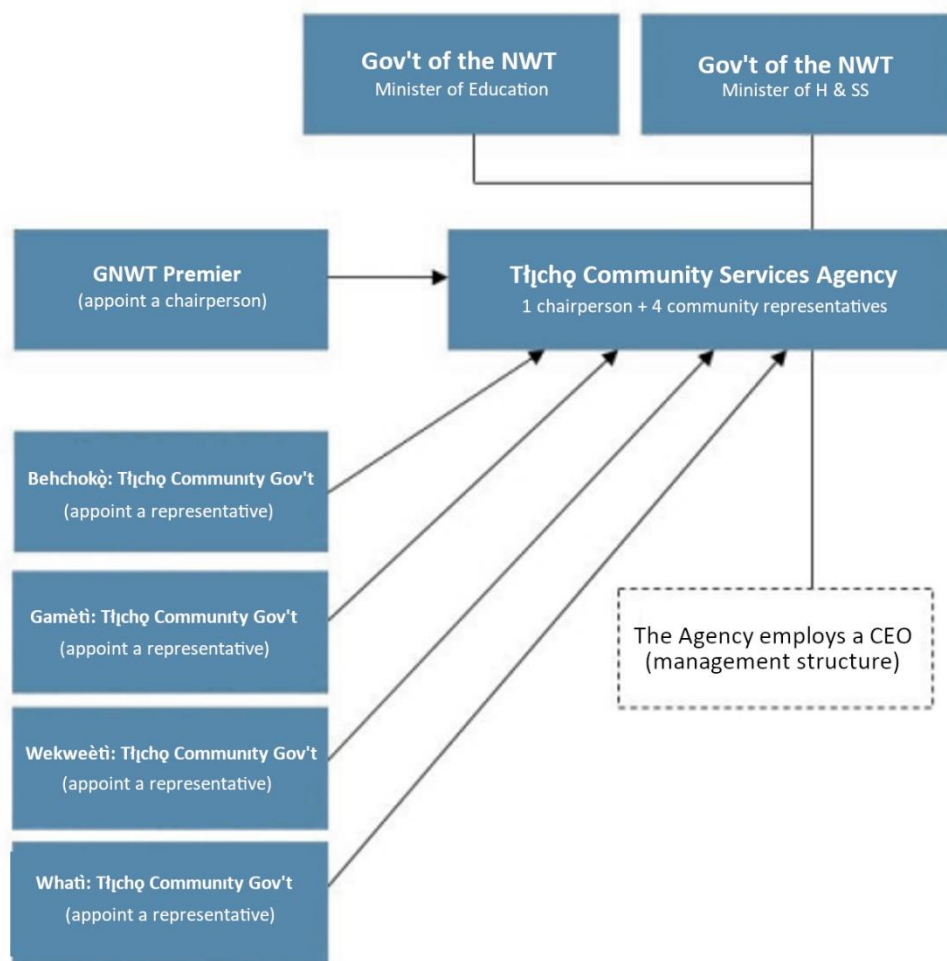
represent their community on the Agency Board. The GNWT Minister of Aboriginal Affairs appoints the chairperson after consultation with the Agency appointees and the Tłı̨chǫ Government. The term for Agency Board members is determined by the entity appointing them and may not exceed four years. Members 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
- Behchokǭ Representative – Janita Estemba
- Whatì Representative – Alex Nitsiza
- Gamè̀tì Representative – Henry Gon
- Wekwètì Representative – Noella Kodzin

The term for the current Chairperson ends in June 2018 while the terms for each of the current TCSA Board members end in October 2019.

Figure 7: Governance Structure of the Tłı̨chǫ Community Services Agency



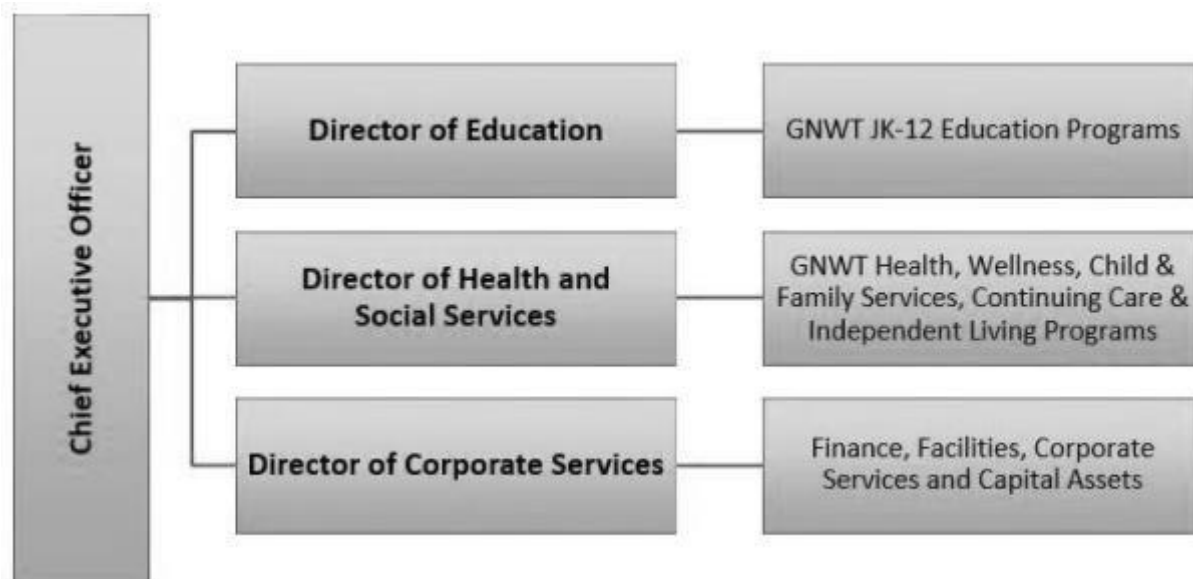
The TCSA is an intergovernmental services agency and delivers programs in the areas of Education, and Health and Social Services. Thus, the administrative structure is different than that of other education authorities. The Agency employs a Chief Executive Officer who is responsible to direct the work 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 – Vacant
- 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 Tłı̨chǫ Government, were returned to the Tłı̨chǫ Government in 2012 as a step towards self-government.

Tłı̨chǫ Community Services Agency Functional Organizational Chart

Figure 8: Management and Program Function Structure of the Tłı̨chǫ Community Services Agency



All senior management positions of the TCSA are indeterminate. Each senior manager undergoes a performance evaluation annually.

Governance Training

The TCSA Board will engage in governance training that supports their understanding of the roles and responsibilities within their purview as an Education Authority, a Health and Social Services Authority, and a Regional Wellness Council.

Each of these training sessions will be incorporated into one of the regularly scheduled Board meetings outlined in Table 3 below.

The TCSA will seek support from the Education Operations and Development Division of the Department of Education, Culture and Employment in delivering the governance training for Education Authorities in January 2019.

Divisional Education Council Meetings

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

Table 3: Tłıchq Community Services Agency Meetings Schedule.

Meeting Number	Planned Date	Planned Location
1	September 2018	Yellowknife, NT
2	December 2018	Yellowknife, NT
3	March 2019	Yellowknife, NT
4	June 2019	Yellowknife, NT

Teaching and Learning

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

1. Education Renewal Objective: Supporting excellence in teaching.

1.1 Literacy in the Disciplines

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>TCSA Strategic Plan Pillar 1: Reading and Literacy.</p> <p>Goal – Improve student success in reading.</p> <p>2018-2019 Focus:</p> <p>In response to baseline data from the EDI, SLP, and early language assessments, grades JK-2 teachers will use oral language, phonemic, and phonological assessments to provide strategic interventions for students not meeting grade/age level expectations. In response to the lack of professional training teachers typically have in early childhood language benchmarks, the TCSA will provide professional development and guidance to school teams for early oral language, phonemic, and phonological outcomes.</p> <p>Grades 7-12 will continue piloting ‘Reading Apprenticeship – Literacy In the Disciplines’ with select teachers. Throughout the year we will gather evidence on effectiveness of Reading Apprenticeship strategies in junior secondary classrooms. (To date five teachers and four PSTs in the Tlicho region have been trained and have piloted the Reading Apprenticeship strategies in their classrooms. All but one have left the region or classroom, so the pilot is essentially starting again with new piloting teachers, who will not be able to access territorial training and will therefore require school and regional levels of support.)</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Track oral language, phonemic, and phonological progress using an appropriate assessment (ex: TROLL for oral language and/or locally developed for phonemic and phonological) for JK-2 students. • Use these and other literacy assessments to drive PLC team cycles. • Access school, regional, territorial, and additional professional development to strengthen instructional practices and strategies for oral language, phonemic, and phonological outcomes. • The TCSA will establish a regional literacy team with regional level staff to promote Reading Apprenticeship throughout the region. • The regional literacy team will meet quarterly.

	<ul style="list-style-type: none"> • 100% of the regional literacy team members will participate in territorial reading apprenticeship training. • Pilot 'Reading Apprenticeship' with 50% of TCSA educators (7 of 14 junior high and PSTs) *we are not offering Reading Apprenticeship with senior high teachers)
School-level performance targets:	<ul style="list-style-type: none"> • CJBS, and JWGS - Provide school level coaching to participating teachers in the Reading Apprenticeship pilot.

1.2 Collaborative Professional Learning

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>TCSA Strategic Plan Pillar 1: Reading and Literacy. TCSA Strategic Plan Pillar 3: Developing 21st Century Learners.</p> <p>Goal – Develop learning environments and collaborative teams that promote acquisition of 21st century skills, by improving student success in reading. Through Professional Learning Communities (PLC), the TCSA strives to improve teacher skills in the area of reading and literacy.</p> <p>2016-17 During this year PLC teams were established (each school has created their own teams based on student need, and grade levels offered, ex: K-3 teachers at CJBS, or grade 4-6 teachers at EMES), essential learning outcomes were created collaboratively, professional development on assessment was provided, and teams began to analyze classroom, school, and regional data.</p> <p>2017-18 Student centered coaching, and tier 2 intervention structures were refined, and implemented. SBST teams, PSTs, and regional staff were involved in supporting the instructional practices and interventions that arose from the PLC team data analysis.</p> <p>From this work the PLC teams have narrowed in on improving the instructional practices related to reading and reading assessments. This requires the collaboration of school and regional leadership staff, specifically in supporting teachers to administer the assessments, analyze the student specific data, provide insights to required interventions, and aligning student centered coaching with classroom instruction.</p> <p>2018-19 Focus: All teaching staff will receive professional development in the area of assessment and strengthening instructional practice. This includes professional development in the areas of early reading skills for all teachers, and support for all teachers to become 'reading teachers' (professional development may include: peer modeling/coaching, PST coaching, school and regional based PD, as well as formal training opportunities).</p>
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	Each PLC will use this information to drive targeted instructional practices in tier 1 (universal classroom instruction and student-centered coaching), and tier 2 (interventions).
Regional performance targets:	<ul style="list-style-type: none"> • 100% of new hires will be coached in the implementation of locally developed leveled reading assessments (these are supplementary reading assessments to be used in conjunction with Fountas and Pinnell), by November 2018. • 100% of grades 1-9 teachers will utilize locally developed leveled reading assessments to benchmark reading achievement a minimum of every twelve (12) weeks. • 100% of schools will have tier 2 intervention blocks built into the school schedule by the start of the school year.
School-level performance targets:	<ul style="list-style-type: none"> • Collaborative hours per school (including STIP and other programs): <ul style="list-style-type: none"> ○ CJBS: 56.4 hrs ○ EMES: 56.4 hrs ○ MCS: 55.3 hrs ○ JWGS: 62.3 hrs ○ AAS: 64.7 hrs • Types of collaborative professional learning opportunities include: STIP, and early dismissal. • CJBS, EMES, and AAS PLC teams will develop instructional plans that are directly informed by the results of the common formative assessments. MCS and JWGS will refocus PLC teams and systemic practices, as a result of their high staff turnover.

1.3 Regional Professional Development

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>TCSA Strategic Plan Pillar 3: Developing 21st Century Learners.</p> <p>Goal – Develop learning environments that promote acquisition of 21st century skills. Through Professional Learning Communities, teachers will acquire the necessary skills to support learning environments that promote student achievement.</p> <p>In alignment with the TCSA Strategic Plan and the Student Success Initiative (SSI) the TCSA started and supported PLC teams throughout the region. In its' inception regional PLC teams were created with board level leadership, throughout this process, teachers decided school based PLC teams were more effective than regional teams. Using baseline data, school based teams refined their focus and are now at the exciting stage where data informs instruction. Teachers have begun to self-identify the need for common formative and summative assessments to guide their work and student learning. The TCSA</p>
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	<p>has enlisted an expert educational consultant to guide and mentor school based teams.</p> <p>2018-19 Focus: Concentrate with some specificity on the element of sound assessment planning (including common assessments) insofar as it is an integral part of the PLC and RTI processes. Tom Hierck remains our education consultant: he continues to support the implementation and ongoing development of strong tier one instructional practice as well as the development and initial implementation of tier two systems in three of our schools.</p>
<p>Regional performance targets:</p>	<p>Number and type of training/learning opportunities to be offered to <u>all</u> teachers in the region (excluding cultural orientation days and professional development activities mentioned under other programs);</p> <ul style="list-style-type: none"> • Regional Educator’s Conference – August 27-28, 2018 <ul style="list-style-type: none"> ○ 100% of Teaching Staff Focus Areas: <ul style="list-style-type: none"> ○ Tier One RTI - Professional Learning Communities ○ Tier Two RTI – Systems of Intervention • Leadership Workshop – Sept 10-11, 2018 <ul style="list-style-type: none"> ○ 100% of principals, regional staff, and PSTs ○ Systems of Intervention • On-site coaching (from educational consultant) in person or via Webex <ul style="list-style-type: none"> ○ Dec 10-12, 2018 ○ Feb 11-13, 2019 ○ Apr 24-26, 2019 ○ Focus: TBA based on individual team progress • JK/SK In-service – April 2-4, 2019 <ul style="list-style-type: none"> ○ 100% of JK/SK teaching staff ○ Inquiry-based learning ○ Use of oral language, phonemic, and phonological assessments ○ Planning • Grades 1-3 In-service – January 14-16, 2019 <ul style="list-style-type: none"> ○ 100% of grades 1-3 teaching staff ○ Oral language ○ Common Formative/Summative Assessments • Grades 4-6 In-service – February 26-28, 2019 <ul style="list-style-type: none"> ○ 100% of grades 4-6 teaching staff ○ Culture-Based Integrated Planning ○ Common Formative/Summative Assessments • Grades 7-9 In-Service – October 23-25, 2018 <ul style="list-style-type: none"> ○ 100% of grades 7-9 teaching staff



	<ul style="list-style-type: none">○ Common Formative/Summative Assessments○ Reading Apprenticeship● Grades 10-12 In-Service – January 29-31, 2019<ul style="list-style-type: none">○ 100% of grades 10-12 teaching staff○ Data analysis○ Common Formative/Summative Assessments
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2. Education Renewal Objective: Supporting student success & the diverse needs of life-long learners.

2.1 Northern Distance Learning

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>TCSA Strategic Plan Pillar 3: Developing 21st Century Learners.</p> <p>Goal – Develop learning environments that promote acquisition of 21st century skills. The TCSA will support students in accessing courses that the region are unable to provide.</p> <p>In analyzing course completion data, registration data, and in response to teacher feedback about the challenges of multi-level and multi-grade classes, it became evident that a new approach to course offerings was required. After analyzing the course offerings and completion rates over the past five years at CJBS, it became clear that the majority of students were taking the -2, and -3 courses, or were taking the -1 courses in split-grade / split-course classrooms, thereby negatively impacting on instructional efficacy. Offering -1 courses proved difficult to accommodate in the schedule.</p> <p>Northern Distance Learning (NDL) had been piloted in other communities but never at CJBS. Feedback from other northern schools was positive and the NDL course completion rates are higher than those seen in the same courses at CJBS. Accordingly, it was decided to offer the NDL program at CJBS to enable students to access the advanced academic courses without having to do so in a split class and while still being able to remain in their home community.</p> <p>Focus: Pilot the Northern Distance Learning (NDL) with -1 courses at CJBS during the 2018-19 school year.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 1 out of 3 TCSA high schools (CJBS) will implement the Northern Distance Learning (NDL) program for 2018-2019.
<p>School-level performance targets:</p>	<ul style="list-style-type: none"> • Chief Jimmy Bruneau School <ul style="list-style-type: none"> ○ Fall 2018: <ul style="list-style-type: none"> ▪ Grade 10/11 – 6 students participate ○ Spring 2019: <ul style="list-style-type: none"> ▪ Grade 10/11 – 6 students participate



2.2 Literacy Initiatives

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>TCSA Strategic Plan Pillar 1: Reading and Literacy.</p> <p>Goal – Improve student success in reading.</p> <p>In 2010 a regional literacy initiative was implemented in response to low reading levels. Significant effort was put into developing a balanced literacy approach across the region. We struggled to see widespread and ongoing, measureable achievement gains. As such, further early literacy assessments were implemented and identified that oral language deficits were contributing to low reading levels. Throughout 2015 to 2017, the region developed an oral language strategy with a contracted speech and language pathologist targeted for JK-2 students. School and regional level interventions and supports (ex: universal cueing systems, additional SLP supports, and tier 1 classroom strategies) were implemented and we now turn our attention to an additional stage in phonological awareness.</p> <p>The regional approach to grades 3-9 began with a shift to Fountas and Pinnell benchmark assessments (2016-2017), and has continued with additional locally developed leveled reading assessments modelled after the benchmarks assessments (2017-2018). Teachers now have the tools to identify reading behaviours, and create a strategic approach to instruction. In order to close the gap a student must gain more than one year’s growth in reading, each year. It follows that our students require much support in writing hence the All Region Write (ARW) will continue to give teachers relevant data from which to inform improved instructional strategies.</p> <p>2018-19 Focus: Students in grades 3-9 have considerable reading gaps, our focus will be to close these gaps by setting attainable targets reflecting more than one year’s growth within one school year. We will continue to collect baseline data on writing (via the All Region Write), expecting modest improvement considering the existing reading gaps.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • The TCSA Literacy Coordinator will support 100% of the schools with aligning assessment with instruction. This will be accomplished through: <ul style="list-style-type: none"> ○ School visits – coaching, classroom observations, team meetings (2 annually per school, plus additional visits as requested) ○ Coaching PSTs to support student-centered coaching between the regional literacy coordinator’s visits. • 20% of students will increase their reading grade level by at least 1.5 grades in the 2018-2019 school year as measured by the Fountas and Pinnell Benchmark Assessment Tool. • 15% of students will increase their writing grade level by at least 1 grade in the 2018-2019 school year as measured by the locally developed All Region Writes Assessment.



2.3 Numeracy	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>TCSA Strategic Plan Pillar 3: Developing 21st Century Learners.</p> <p>Goal – To develop learning environments that promote the acquisition of 21st century skills. The TCSA will support teachers in developing skills to enhance numeracy skills in students.</p> <p>The TCSA has not had a comprehensive numeracy initiative, this year will be a planning/research year to develop the numeracy initiative.</p> <p>2018-19 Focus: Develop a research-based numeracy initiative, in collaboration with other northern regions.</p> <p>*Percent targets are not yet available as the assessment tool has not been created/identified</p>
Regional performance targets:	<ul style="list-style-type: none"> • The TCSA will identify a reliable numeracy assessment tool to determine baseline student numeracy levels across JK-9. • The TCSA will develop the framework for a regional numeracy initiative to support increased student achievement in this area.



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

3.1 Our Languages: Indigenous Languages Curriculum

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>TCSA Strategic Plan Pillar 2: Tłıchǵ Culture and Language.</p> <p>Goal – To contribute to revitalization, maintenance, and promotion of Tłıchǵ language and culture.</p> <p>The Tłıchǵ region has a long history of responsive Tłıchǵ language instruction JK-12. The language instructors will be the first to receive support and direction from the RILE Coordinator to honour the Our Languages Curriculum (OLC). Historical and community data suggests that Tłıchǵ students are coming to school with less Tłıchǵ language.</p> <p>Since 2013, TCSA grades 3-6 teachers have collaboratively planned culture based integrated programming (CBIP) that encompasses Dene Kede, social studies, health, and science. These teachers are supported to co-plan authentic activities grounded in Tłıchǵ culture and history. Resources like the Tłıchǵ History Project (created in 2017) and culture camps have continued to support the work of the CBIP teachers. Without any structured support, rather through the interest and efforts of teacher leaders, this focus has gravitated outward to encompass grades 1 and 2 in some schools.</p> <p>The <i>Our Languages</i> Curriculum (OLC) is a natural fit to CBIP. Many teachers are currently engaging with Tłıchǵ language instructors and other Tłıchǵ citizens to enrich their classrooms with Tłıchǵ language.</p> <p>2018-19 Focus: The RILE Coordinator will champion and facilitate OLC with 1) language instructors, and 2) existing programming focusing on oral language in the JK-2 classrooms, and CBIP in grades 3-6.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • The TCSA RILE Coordinator will create resources and/or supports to demonstrate how OLC aligns with oral language strategies that are currently in place from JK-2. • The TCSA RILE Coordinator will facilitate discussions with grade 3-6 Culture Based Integrated Planning teachers to align current programming with OLC. • 100% of our language teachers will receive ECE training in Fall 2018. • 100% of our language teachers will participate in a region wide in-service. • 100% of our language teachers will receive classroom observations by the RILE Coordinator and Principals. • Language instructors will collect OLC assessment data for all students (as it become available from ECE).



3.2 Health and Wellness Curriculum

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>TCSA Strategic Plan Pillar 4: Health, Wellness, and Student Support.</p> <p>Goal – To ensure all students have an equal opportunity to succeed.</p> <p>TCSA staff have participated in the territorial health and wellness curriculum pilot since it began. As ECE pilots this inquiry based program, TCSA teachers have gained enthusiasm to embrace this pedagogy. Each year more TCSA teachers have participated and shared the work with the community. In 2017-2018 we had more pilot teachers volunteer than we anticipated and we able to pilot with five teachers representing all five TCSA schools. Some participating teachers have moved into other roles or are leaving the region. Due to this reality, we hope to encourage past participants to continue, while starting with several new staff.</p> <p>2018-2019 Focus: Participation in territorial health and wellness curriculum pilots and use of the draft curriculum.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • We will provide regional direction and support to 100% of our grades 4-6 teachers to implement the draft health & wellness curriculum. • Regionally we will have 62.5% (5 of 8) of our grades 4-6 teachers participating in the territorial Health & Wellness curriculum in-services. • Regionally we have 11% (1 of 9) of our grades 7-9 teachers participating in the initial pilot • Regional curriculum coordinator(s) will collaborate with pilot teachers to investigate research based approaches and structures that support inquiry based learning (this may include student-centered coaching and co-planning). • 100% of the teachers piloting the new health and wellness curriculum will participate in Conference calls with ECE. • 100% of the teachers piloting the new health and wellness curriculum will participate in Face-to-Face meetings with ECE. • 100% of the teachers piloting the new health and wellness curriculum will utilize an inquiry-based learning approach.



Indigenous Languages and Education

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

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

4.1 Indigenizing Teaching and Learning Practice

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>TCSA Strategic Plan Pillar 2: Tłıchǫ Culture and Language.</p> <p>Goal – To contribute to revitalization, maintenance and promotion of Tłıchǫ Culture and Language.</p> <p>‘Strong like two people’ has been not just a vision statement but a way of life for the TCSA schools. We have committed to promoting the Tłıchǫ culture and language in all aspects of what we do and how we do it. From the first day of teacher orientation to the last day of class, we are committed to Tłıchǫ language and culture. The TCSA has supported indigenous pedagogy through key experiences such as culture based integrated planning (CBIP), the Tłıchǫ history curriculum project, seasonal camps, work with numerous universities on projects such as language revitalization, Tłıchǫ dictionary, Tłıchǫ game based on legend ‘How the Fox Saved the People’, and generous participation in territorial, and national projects.</p> <p>2018-2019 Focus: Further embed and integrate indigenized teaching and learning practices with existing initiatives, approaches, and projects.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • The RILE coordinator will participate in regional workshops (including the Regional Conference in August, and grade level in-services throughout the year) to contribute holistic indigenizing practices. • All schools will implement Indigenized teaching and learning practices through a holistic approach to learning which may include modelling cultural activities and indigenized literacy strategies. This may be done in conjunction with other regional initiatives: <ul style="list-style-type: none"> ○ JK – 2: oral language including seasonal Tłıchǫ vocabulary / songs ○ 3-6: supporting existing culture-based integrated planning teams ○ 1-8: Tłıchǫ history (stories and histories to create connections for students in core subjects, i.e. Tłıchǫ names for locations) ○ 1-12: promoting the use of books on residential school history and legacy – focus on northern authors

4.2 Key Cultural Experiences

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>TCSA Strategic Plan Pillar 2: Tłıchǫ Culture and Language.</p> <p>Goal – To contribute to revitalization, maintenance and promotion of Tłıchǫ Culture and Language. The TCSA will support teachers in developing skills to increase authentic application of cultural and language values and traditions.</p> <p>The TCSA excel at delivering authentic cultural experiences, through our partnerships with Elders, community members and leaders, and Tłıchǫ Government (TG). Some example experiences that are offered throughout the region include: appropriate seasonal activities based on the Tłıchǫ way of life, Imbè program (summer work experience program), and offering a sampling camp through TG and Environment and Natural Resources (ENR). The TCSA RILE Coordinator will support all schools with developing culture experiences.</p> <p>2018-2019 Focus: Further embed and continue partnerships that offer key cultural experiences with existing initiatives, approaches, and projects.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of grades JK-12 will participate in authentic cultural activities <ul style="list-style-type: none"> ○ Types of authentic cultural activities that will take place include fishing, berry picking, getting wood, harvesting from the land, learning about making shelters, boating, hunting, trapping, and traditional games. • Authentic key cultural activities will continue to occur in all schools at least: <ul style="list-style-type: none"> ○ All grade levels – once a week
<p>School-level performance targets:</p>	<ul style="list-style-type: none"> • The proportion of key cultural activities where community will be involved in planning and/or implementation is: <ul style="list-style-type: none"> ○ CJBS: some ○ EMES: some ○ MCS: some ○ JWGS: some ○ AAS: about half



4.3 Whole School Approach to Language

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>TCSA Strategic Plan Pillar 2: Tłıchǫ Culture and Language.</p> <p>Goal – To contribute to revitalization, maintenance and promotion of Tłıchǫ culture and language.</p> <p>While each school has its own unique ways of promoting Tłıchǫ language and culture through systemic practices, there are some commonalities such as: morning prayers/reflection (often led by students), singing <i>O Canada</i> in Tłıchǫ, and whole school phrases such as k’omqòdòqò hoızi (good morning) and tì ehts’e ha (drink water?). The RILE coordinator will support all 5 schools in strengthening Tłıchǫ Yati in all areas of the school.</p> <p>2018-2019 Focus: The TCSA will continue to promote and revitalize Tłıchǫ language through whole-school approaches to Indigenous language use.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of schools will employ a whole-school approach to Indigenous language use. Types of practices that will be implemented include opening prayers; using foundational whole-school phrases (greeting, commands, routines, etc); using Tłıchǫ language in the halls by all staff.



4.4 Indigenous Language Instruction

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>TCSA Strategic Plan Pillar 2: Tłıchǫ Culture and Language.</p> <p>Goal – To contribute to revitalization, maintenance and promotion of Tłıchǫ culture and language.</p> <p>Every Tłıchǫ school has at least one Tłıchǫ Yati instructor. In 2012, EMES phased in kindergarten Tłıchǫ immersion, and the following year grades 1 and 2. EMES continues to offer K-2 immersion programming. These language instructors are champions for language instruction by supporting all staff to learn Tłıchǫ. The RILE coordinator, in collaboration with ECE appointed staff person, will support teachers in all 5 schools to implement the new <i>Our Languages Curriculum</i>.</p> <p>2018-2019 Focus: TCSA will continue to strengthen Tłıchǫ language instruction by accessing the new <i>Our Languages Curriculum</i>.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of schools will offer indigenous language instruction. • 100% of TCSA language instructors will receive professional development in the <i>Our Languages Curriculum</i> provided by ECE
<p>School-level performance targets:</p>	<ul style="list-style-type: none"> • EMES <ul style="list-style-type: none"> ○ Tłıchǫ Yati is offered each JK-6 for 40 minutes three times a week ○ Tłıchǫ Immersion is offered for the full year for K-2 (all subjects except English Language Arts) • CJBS <ul style="list-style-type: none"> ○ JK-9: Tłıchǫ Yati is offered for 2 hours a week (exact schedule varies based on teacher availability) ○ 10-12: Tłıchǫ Yati 15, 25, and 35 are offered each semester as required • MCS/JWGS <ul style="list-style-type: none"> ○ JK-9: Tłıchǫ Yati is offered for 40 minutes three times a week ○ 10-12: Tłıchǫ Yati 15, 25, and 35 are offered each semester as required • AAS <ul style="list-style-type: none"> ○ Tłıchǫ Yati is offered each JK-9 for 40 minutes three times a week ○ 10-12: Tłıchǫ Yati 15 is offered once a year as required



4.5 Teaching and Learning Centers

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>TCSA Strategic Plan Pillar 2: Tłchq Culture and Language.</p> <p>Goal – To contribute to revitalization, maintenance and promotion of Tłchq Culture and Language.</p> <p>The Tłchq Teaching and Learning Center (TLC) has a long history in the Tłchq region. This invaluable center houses extensive resources that support Tłchq language instruction, heritage fair, and culturally integrated classrooms (such as CBIP classes). Resources such as books, posters, artifacts, legends and stories, songs books and CDs, as well as culture kits to support Dene Kede units. The TLC contribution agreement encompasses professional development, material development, and capacity building opportunities for community members, school staff, and students (ex: Boat Safety Course, Wilderness First Aid).</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • The TCSA will support the development of Tłchq Yati resources to complement the new <i>Our Languages</i> Curriculum. Type of resources to be developed: <ul style="list-style-type: none"> ○ Teacher directed anchor chart(s) to support the Our Language Curriculum (to be designed in collaboration with language instructors) ○ One tickle trunk with dress up clothes for each school • Professional learning opportunities that will be offered to 100% of the language instructors and TLC staff include: <ul style="list-style-type: none"> ○ 2 regional in-services (November 2018 and April 2019) ○ Bi-monthly video conference calls with language instructors



4.6 Community Support

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>TCSA Strategic Plan Pillar 2: Tł̨ch̨ Culture and Language.</p> <p>Goal – To contribute to revitalization, maintenance and promotion of Tł̨ch̨ Culture and Language.</p> <p>The culture programs that exist in TCSA schools are all responsive to the land, expertise of the community people, and unique cultural aspects of each community. For example, Whatì is famous for dry fish, while Behchokò for muskrat and beaver. The program each school offers is directly related to the expertise found within the community. Culture resource experts are consulted to determine appropriate seasonal camps and activities within each community. There are commonalities especially where Dene Kede curriculum guides the type and focus of cultural activities, such as puberty camps. Each school has accumulated resources to support their culture camps, which may include boats, snowmobiles, sleds, and tents.</p> <ul style="list-style-type: none"> • 2018-2019 Focus: The TCSA will ensure that all schools actively involve community members to participate in seasonal cultural activities.
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • All students JK-9 will participate in the following projects in which cultural resource experts will be hired: <ul style="list-style-type: none"> ○ Elder visits ○ Story-telling ○ On-the-land camps ○ Feeding the fire ○ School Celebration Days ○ Heritage Fair • Grade 10-12 students: participation will vary depending on course selection. Ex: Gonawook’ee students will have many opportunities to participate in on-the-land activities • All students JK-9 will participate in a minimum of 2 on-the-land camps each year for which equipment and supplies will be purchased. • All education staff will participate in Indigenous Language and Culture professional development opportunities which include: <ul style="list-style-type: none"> ○ 1 day regional conference in August (Behchokò). ○ 1 culture day in 100% of the schools (all communities).



4.7 Teacher Cultural Orientation Days

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>TCSA Strategic Plan Pillar 2: Tłıchǝ Culture and Language.</p> <p>Goal – To contribute to revitalization, maintenance and promotion of Tłıchǝ Culture and Language.</p> <p>The TCSA holds an Annual Educator’s Regional Conference to start the year with all regional staff gathers to learning from each other and workshop facilitators. At least one of the three day conference is dedicated to indigenizing education. In the past, the TCSA has hosted events that included barren land trips, fish camps, residential school survivor sharing circles, Dene Kede workshops, local Elder lead sessions, crafting and story-telling, trips to locations of local importance (i.e. Weyı̨ts’atla), and opportunities to gather resources for instruction like the Tłıchǝ History Project. These cultural days have been co-planned by regional and school staff, Elders, and community members.</p> <p>Schools have also held their own cultural orientation days, where school staff, Elders and other community members participate in school-directed activities. These have included language workshops, on the land activities, craft or projects (i.e. Making beaver mittens, or beading), and canoe/snowmobile trips.</p> <p>2018-2019 Focus: Strengthening indigenous education practices. Engaging teachers in Tłıchǝ cultural activities and orienting teachers that are new to the region.</p>
<p>Regional performance targets:</p>	<p>On August 29, 2018 the TCSA will hold a regional teacher culture orientation day that will be hands-on, immersive, and will include 100% of the teaching staff. This year the theme is indigenizing education and is offered with the support of ECE. Planned activities include: blanket exercise, sharing circles with local community counselors, and introduction to the <i>Our Languages</i> Curriculum.</p>



4.8 Elders in School	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>TCSA Strategic Plan Pillar 2: Tłı̨chų Culture and Language.</p> <p>Goal – To contribute to revitalization, maintenance and promotion of Tłı̨chų Culture and Language.</p> <p>The TCSA has always acknowledged the importance of elder involvement in schools. This is the reason that all of our schools have been named after important Tłı̨chų leaders who were strong advocates for education. When Chief Jimmy Bruneau School first opened, elders were prominent figures in modelling Tłı̨chų culture. Today, elders are still a visible part of our school community and often students will visit elders in the community as part of their learning experience. The RILE coordinator will work in collaboration with all schools to include elders for language and culture programming.</p> <p>2018-2019 Focus: The TCSA will increase elder integration and collaboration within the school community.</p>
Regional performance targets:	<ul style="list-style-type: none"> • 100% of schools will hire elders on a contractual basis. Elders will be engaged in planning for, sharing with, modelling for, and mentoring students.
4.9 NWT Residential Schools Awareness	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>TCSA Strategic Plan Pillar 2: Tłı̨chų Culture and Language.</p> <p>Goal – To contribute to revitalization, maintenance and promotion of Tłı̨chų Culture and Language.</p> <p>In 2014 the TCSA offered all educators in the Tłı̨chų Region NWT Residential School Training through ECE. This will be offered again during the 2018-2019 Regional Educators Conference because of turnover and a desire to keep this issue in the forefront.</p> <p>2018-2019 Focus: There will be a renewed focus on residential schools to ensure all staff members are aware of the legacy of residential schools in the NWT and across Canada.</p>
Regional performance targets:	<ul style="list-style-type: none"> • 100% of teachers will have completed residential schools awareness training by the end of the 2018-2019 school year. • 100% of the Support Assistants (SA) will have completed residential schools awareness training by the end of the 2018-2019 school year.



Inclusive Schooling

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

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

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

5.1. Student supports aligned to the goals stated in Student Support Plans (SSPs) and/or Individual Education Plans (IEPs) and are provided in a timely manner.

Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:

TCSA Strategic Plan Pillar 1: Reading and Literacy.

Goal – To improve student success in reading.

TCSA Strategic Plan Pillar 4: Health, Wellness, and Student Support.

Goal – To ensure all students have an equal opportunity to succeed.

SSPs and IEPs were audited by the Regional Inclusive Schooling Coordinator (RISC) and PSTs. Based on the recommendations from that audit, teachers made SSPs and IEPs more concise which allowed them to become living documents that adjusted throughout the year. PSTs supported teachers in developing and achieving realistic and achievable goals.

As part of the audit the RISC looked for alignment between regional literacy data and the SSP and IEP programming. For example, if a student had demonstrated below grade level writing, specific goals for writing were incorporated into their plans. This approach created student centered instructional planning that was responsive to that student based on their strengths and challenges.

ECE commended the TCSA for focusing on SSPs and IEPs this year, and recommended the TCSA create class and learner profiles and identify tier 1 strategies that will address a number of our student needs, thereby eliminating certain SSPs.



	2018-19 Focus: Continue to review and audit SSPs and IEPs to ensure that they are reflective of specific needs and not merely a list of best practices, and develop a class profile summary template.
Regional performance targets:	<ul style="list-style-type: none"> • The RISC will enable all PSTs, through the gradual release of responsibility, to align student assessment data to the goals stated in the SSPs and IEPs. • The RISC, in collaboration with PSTs, will create a class profile summary template. • All principals will provide 25% of the PSTs time to support students directly. • The RISC will audit a representative sample from each school to use as part of the gradual release of responsibility with PSTs. • 100% of SSPs and IEPs will be finalized in Tienet by Nov 2, 2018 as dictated by ECE guidelines. • 100% of SSPs and IEPs will be reviewed and revised at each reporting period by teachers with support from the PSTs.

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

Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:	<p>TCSA Strategic Plan Pillar 3: Developing 21st Century Learners. Goal – To develop learning environments that promote the acquisition of 21st century skills.</p> <p>TCSA Strategic Plan Pillar 4: Health, Wellness, and Student Support. Goal – To ensure all students have an equal opportunity to succeed.</p> <p>The TCSA’s SSI has a multi-year focus on Professional Learning Communities. As previously identified the TCSA is undergoing a systemic change to a collaborative approach that aligns student-centered coaching, collaborative professional learning, and literacy in the disciplines.</p> <p>2018-2019 Focus: Implementation of student-centered coaching.</p>
Regional performance targets:	<ul style="list-style-type: none"> • Through student-centered coaching the PST in each school will collaborate with 100% of the teachers on flexible instructional strategies by the end of the 2018-2019 school year. • Training for student-centered coaching will take place six times during the 2018-2019 school year for 100% of PSTs, through ECE Webex training (with Leanna Harris). • 100% of the SAs will meet with a PST at least monthly.



5.3 Classroom teachers notify and access the School-based Support Team (SBST) to support students who experience persistent learning difficulties in spite of the use of responsive teaching strategies, or when a student needs significant enrichment.

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>TCSA Strategic Plan Pillar 4: Health, Wellness, and Student Support. Goal – To ensure all students have an equal opportunity to succeed. Until this year, SBST meetings have been informal and/or held on an ad hoc basis. 2018-2019 Focus: Increase the frequency and duration of planned SBST meetings.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • SBST teams meet formally every week for at least 30 minutes to discuss any referrals or systemic issues. • Weekly SBST meetings are formalized and documented at all 5 schools. • SBST meetings are implemented the first week of school. • STIP time for regional or school on-site training for SAs. • 100% of teachers will use the SBST referral form to notify the SBST about specific student needs, and keep updated records.

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

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>TCSA Strategic Plan Pillar 4: Health, Wellness, and Student Support. Goal – To ensure all students have an equal opportunity to succeed. Most TCSA schools use home visits early in the school year and school open houses to provide a platform for parents and teachers to collaboratively discuss SSPs and IEPs. These plans are reviewed during reporting periods (report cards). These have been positive community experiences, and will continue in the 2018-2019 school year. The RISC will collaborate with all the PSTs to build communication around these documents between the teacher, student, parent and other professionals. 2018-2019 Focus: Improve updating and tracking of SSPs and IEPs to indicate change over time.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of SSPs and IEPs will become ‘living’ documents and will change according to student need. • All schools will have two planned parent consultations to review each IEP and SSP in the 2018-2019. These will occur at the start of the year (or course for senior secondary), and at the reporting period. • All PSTs will facilitate planned consultations to review each IEP and SSP with all educators that work with that student prior to finalizing each



	<p>document in November and June. The number, timing, and type of these planned consultations will be under the direction of the PST and the principal.</p>
<p>5.5. Program Support Teachers spend not less than 60% of their time engaged in activities that directly support classroom teachers.</p>	
<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>TSCA Strategic Plan Pillar 3: Developing 21st Century Learners.</p> <p>Goal – To develop learning environments that promote the acquisition of 21st century skills.</p> <p>Over the last two years the TCSA has been working toward compliance with the Priority Time-Use Guidelines for PSTs. This has included tracking time and setting benchmark goals to reach the goal of 60% time engaged in supporting classroom teachers. During 2017-2018 we have approached this goal, through professional development, training the trainer opportunities, and with principal involvement.</p> <p>PSTs have engaged in modeling and co-teaching, co-planning, collaborating, communicating with parents, debriefing and reflecting, directing and coordinating with professionals, coordinating the development of IEPs with teacher and school based teams, creating learner/classroom profiles, observing, collecting and analyzing data, preparing or direction the preparation of resources, organizing and leading SBST meetings, conducting some assessments, supporting teachers with develop SSPs, supporting support assistants (SA), and supporting and providing systemic staff development and training. The RISC will support 100% of the Principals and PSTs to implement student-centered coaching strategies.</p> <p>2018-2019 Focus: Reach the goal of 60% of PST time engaged in activities that directly support classroom teachers.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • PSTs will spend 18 hours/week (60% of time) supporting teachers to strengthen instructional activities (through Student Centered Coaching). • 100% of the PSTs will have a regular timetable. • In all of our schools, the PST will meet with 75% of the teachers monthly within the regular school schedule. • 100% of TCSA schools will ensure time each month for PSTs to meet with each classroom teacher within the regular school schedule.



Student Wellness and Support

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

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

6.1 Healthy Foods for Learning

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>TCSA Strategic Plan Pillar 4: Health, Wellness, and Student Support.</p> <p>Goal – To ensure all students have an equal opportunity to succeed.</p> <p>There have been healthy food programs in our schools for many years. TCSA schools have embraced many territorial initiatives including Drop the Pop, breakfast programming, snack programs, and lunch programs (at some schools). Over the last three years schools have become more focused on provided nutritious food in all school experiences, programming, and environments. Our goal is to remove as much processed and high sugared foods/drinks as possible, this year represents an incremental step toward this goal.</p> <p>2018-2019 Focus: Develop regional guidelines/parameters for food/drink purchasing that is responsive to culturally responsive, and that considers community realities. Schools will continue to offer healthy food programming.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • TCSA will collaborate with schools to develop a regional policy that outlines the guidelines/parameters of purchasing food/drinks for school experience, programming, and environment. • 100% of the schools will operate their program(s) 5 days a week other than school closures. • 100% of the schools will operate their program(s) 10 months of the year. • 100% of the schools will offer sugar free and non-processed food/drinks half of the time.
<p>School-level performance targets:</p>	<p>CJBS</p> <ul style="list-style-type: none"> • Will offer breakfast, lunch, and snack programs. <p>EMES/JWGS/AAS/MCS</p> <ul style="list-style-type: none"> • Will offer breakfast and snack programs.

6.2 Self-Regulation Initiatives

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>TCSA Strategic Plan Pillar 4: Health, Wellness, and Student Support.</p> <p>Goal – To ensure all students have an equal opportunity to succeed.</p> <p>Beginning in 2013-2014, conversations around the links between learning and behaviours, led to the need for self-regulation practices. These conversations were also being held at the territorial level. Inspired by this work the TCSA contracted a self-regulation expert (2014-2017) to guide our approach to implement self-regulation in one school. Many teachers throughout the region independently accessed professional development, and regional training that incorporated yoga, breathing, and mindfulness principles. In 2017-2018, four teachers accessed coursework and book students offered through ECE with the Mehrit Centre.</p> <p>2018-2019 Focus: Continue to encourage teachers to access professional development through ECE. Begin to implement self-regulation practices that reflect each schools unique reality.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Promote available ECE self-regulation professional development opportunities to all TCSA educators. • 2 TCSA education staff will complete the Mehrit Centre training.
<p>School-level performance targets:</p>	<p>3 of 5 TCSA schools have planned active school-wide implementation of self-regulation</p> <ul style="list-style-type: none"> • CJBS is planning: continued use of soft-room, and sensory room. • EMES is planning: improving on the physical class and school environment, and systemic measures addressing tone of voice, body language, and recognizing the school community that surrounds every learner. • AAS is planning: continued use of soft-spots within each classroom, and identifying stressors.



6.3 Mental Health Initiatives

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>TCSA Strategic Plan Pillar 4: Health, Wellness, and Student Support.</p> <p>Goal – To ensure all students have an equal opportunity to succeed.</p> <p>The TCSA is an interagency organization that has strived to align health, social services, and education services. As such the TCSA education and health divisions have partnered to provide holistic and wraparound services for our students. Recently, the TCSA has responded to the wellness needs of our students by putting art therapists in place (EMES in 2014, expanded to CJBS in 2015, and further expanded to MCS in 2017). We have also offered Mental Health First Aid, ASIST, and Go to Educator to provide training for our staff to support our students.</p> <p>2018-2019 Focus: The TCSA will update current staff and offer training to new staff to access training offered by ECE. Also, the TCSA will support all schools to implement mental health support services for students, including the new Child and Youth Care Counselor (CYCC) model funded under the GNWT Dept. of Health and Social Services.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • The TCSA will send 1 teacher from each school to access ECE programming. This may include Mental Health First Aid, ASIST, or Go to Educator depending on the needs and current staff training. • The CYCCs and NCTSs (as applicable) will participate in the SBST meetings as required.
<p>School-level performance targets:</p>	<ul style="list-style-type: none"> • Students at JWGS and AAS will receive support from NCTS (Northern Counselling and Therapeutic Services) in 2018-2019. • Mezi Community School will staff a full time CYCC. • Elizabeth Mackenzie Elementary School will staff a full time CYCC. • Chief Jimmy Bruneau School will staff two full time CYCCs.



6.4 Safe and Caring Schools																															
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>TCSA Strategic Plan Pillar 4: Health, Wellness, and Student Support.</p> <p>Goal – To ensure all students have an equal opportunity to succeed.</p> <p>The TCSA has several policies related to safe and caring schools and have most recently updated our Safe and Caring School policy (2016), and our Transport of Students (2015). Other established policies include: Safe School and School Surveillance policy (2009), RCMP and Info Sharing (2009), Inclement Weather and School Safety and School Closures (2009), Emergency Lockdown Procedures for Schools (2009), and Emergency Evacuation Procedures for Schools (2009).</p> <p>Each school in the region has developed a unique plan to incorporate healthy relationship curricula that is responsive to the needs of their students.</p> <p>2018-2019 Focus: To ensure all staff members are aware and following current regional and territorial safe and caring schools policies and guidelines.</p>																														
Regional performance targets:	<ul style="list-style-type: none"> • The Superintendent will review and monitor all schools’ Safe and Caring School plans annually. • All schools will have 2 planned Emergency Evacuations (fire) drills. • All schools will have 2 planned Lock Down procedures. • All schools will have 2 planned Safe and Caring School Committee meetings. 																														
School-level performance targets:	<ul style="list-style-type: none"> • Healthy relationship programs that will be implemented include: <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td style="width: 33%;">CJBS</td> <td style="width: 33%;">EMES</td> <td style="width: 33%;">AAS</td> </tr> <tr> <td>JK-8: Second Step</td> <td>JK-6: Second Step</td> <td>4-6: Brooks Gibbs</td> </tr> <tr> <td>7-9: Fourth R</td> <td></td> <td>7-9: Fourth R</td> </tr> <tr> <td>MCS</td> <td>JWGS</td> <td></td> </tr> <tr> <td>JK-12: PBIS</td> <td>7-9: Fourth R</td> <td></td> </tr> <tr> <td>7-9: Fourth R</td> <td></td> <td></td> </tr> </table> • Community-based programs through the school will include: <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td style="width: 50%;">CJBS</td> <td style="width: 50%;">JWGS</td> </tr> <tr> <td>FOXY</td> <td>Paradigm Esteem</td> </tr> <tr> <td>SMASH</td> <td></td> </tr> <tr> <td>MCS</td> <td>AAS</td> </tr> <tr> <td>FOXY</td> <td>FOXY</td> </tr> <tr> <td>SMASH</td> <td>SMASH</td> </tr> </table> • 40% (2 out of 5) schools (CJBS and AAS) will implement at least 1 planned LGBTQ2+ inclusion activity that may include a Gay-Straight Alliance (GSA student group). 	CJBS	EMES	AAS	JK-8: Second Step	JK-6: Second Step	4-6: Brooks Gibbs	7-9: Fourth R		7-9: Fourth R	MCS	JWGS		JK-12: PBIS	7-9: Fourth R		7-9: Fourth R			CJBS	JWGS	FOXY	Paradigm Esteem	SMASH		MCS	AAS	FOXY	FOXY	SMASH	SMASH
CJBS	EMES	AAS																													
JK-8: Second Step	JK-6: Second Step	4-6: Brooks Gibbs																													
7-9: Fourth R		7-9: Fourth R																													
MCS	JWGS																														
JK-12: PBIS	7-9: Fourth R																														
7-9: Fourth R																															
CJBS	JWGS																														
FOXY	Paradigm Esteem																														
SMASH																															
MCS	AAS																														
FOXY	FOXY																														
SMASH	SMASH																														



Human Resources Management

School Staff Recruitment and Retention

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

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

General School Staff										
	Regional Office Administration	Teachers*	Consultants	Secretaries	Custodians	Wellness Counsellors	Bus Drivers	Cooks	School Administration	Total
	Regional Office	5.5	4.5							10.0
Budgeted	<i>CJBS</i>		39.93	1.21	4.03					45.17
	<i>EMES</i>		21.58	0.67	2.06					24.31
	<i>MCS</i>		16.45	0.49	1.43					18.37
	<i>JWGS</i>		6.39	0.25	0.55					7.19
	<i>WEKWEETI</i>		2.8	0.15	0.19					3.14
	TOTAL	5.5	87.16	4.5	2.77	8.26				108.19

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

Table 5: Allocated and Budgeted Person Years for Inclusive Schooling and Indigenous Languages and Education Staff.

	Inclusive Schooling (IS) Staff								Indigenous Languages & Education (ILE) Staff									
	Regional IS Coordinator		Program Support Teachers ³		Support Assistants		Wellness Counsellors	Magnet Facilities	Total IS		Regional ILE Coordinator		IL Instructors		IL Assistants		Total ILE	
	A*	B†	A	B	A	B	B	B	A	B	A	B	A	B	A	B	A	B
Regional Office	1.0	1.0							1.0	1.0	1.0	2.0					1.0	2.0
CJBS			3.25	3.0	6.32	5.20			9.57	8.20			3.93	2.0	0.0	.87	3.93	2.87
EMES			1.93	2.0	3.58	6.96			5.51	8.96			2.38	3.0	0.0	.87	2.38	3.87
MCS			1.22	1.0	2.26	2.61			3.48	3.61			1.61	1.0	0.0	0.0	1.61	1.0
JWGS			1.0	1.0	0.89	2.61			1.89	3.61			1.0	0.87	0.0	0.0	1.0	0.87
WEKWEETI			.50	.50	0.30	0.87			0.80	1.37			0.50	1.0	0.0	0.0	0.50	1.0
TOTAL	1.0	1.0	7.90	7.50	13.34	18.25			22.24	26.75	1.0	2.0	9.42	8.0	1.0	1.74	10.42	11.61

Note: A* - allocated; B† - budgeted.

³ Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily/weekly work, PSTs are not focused on one specific curricular area, but support all student learning – with a particular emphasis on supporting students on Student Support Plans or Individualized Education Plans.

Completion of Staff Evaluations

All education staff is required to undergo evaluations as per Minister's *Direction on Evaluation and the Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012). Evaluations are important in developing individual staff growth plans. In the 2018-2019 school year, the TCSA will have 5 principals (including assistant principals) and 20 teachers (including Program Support Teachers) who will undergo an evaluation as part of being in their formal evaluation year.

Appendix A: Operating Budget

Table 13

Tlicho Community Services Agency			
STATEMENT OF REVENUES AND EXPENSES			
Annual Budget – Consolidated			
	2018-2019 Budget	2017-2018 Approved Budget	2017-2018 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
Regular Contribution	16,293,580	17,373,688	17,488,051
French Language Contribution	-	-	-
Indigenous Languages and Educ		60,000	304,125
Other Contribution	256,600		
Capital Contribution			
Total GNWT	16,550,180	17,433,688	17,792,176
Federal Government			
Property Tax Requisitioned			
Other School Authorities			
Education Body Generated Funds			
Rentals			
School Fees			
Sales			
Investment Income	25,000	30,000	26,817
Other (Active After School, Public Library, Take a kid Trapping, Drop the Pop, APPLE Schools)	55,000	300,000	604,005
Total Generated Funds	80,000	330,000	630,822
Transfers			
Transfers from Capital Fund			
Other (Specify)			
Total Transfers	0	0	0

TOTAL REVENUES	16,630,180	17,763,688	18,422,998
EXPENSES			
Administration	1,341,348	1,321,771	1,295,530
School Programs	10,984,005	11,954,565	10,970,546
Inclusive Schooling	3,452,674	3,233,761	3,235,190
Indigenous Languages and Education	1,928,628	2,027,203	2,186,939
Transfers to Capital			
Other			630,850
TOTAL EXPENSES	17,706,655	18,537,300	18,319,055
SURPLUS (DEFICIT)	-1,076,475	-773,612	103,943
ACCUMULATED SURPLUS (DEFICIT)	402,946	601,866	1,479,421

Based on TCSA's current and expected program needs, the following program areas are under-funded for 2018-2019, which are major elements contributing to the \$1.1 million overall deficit in the TCSA's 2018-2019 Education Budget:

Administration:

The TCSA is funded for neither a Chief Executive Officer position nor a Director of Finance & Corporate Services position. The TCSA allocates 0.5 PY of the CEO and 0.5 PY of the Director of Finance & Corporate Services to the Administration section of the Education budget (while the other 0.5 PY for each of those positions is allocated to the Health and Social Services operations of the TCSA). This contributes \$260,000 deficit in the 2018-2019 Administration section of the budget.

Inclusive Schooling (IS):

The TCSA is funded for 13.35 Education Assistant (EA) positions for 2018-2019, but we have budgeted 18.52 EA positions in total. This difference reflects the five (5) additional Education Assistants required to support the delivery of a Junior Kindergarten program rich in the Tlicho language, culture and way of life. This contributes approximately \$500,000 deficit in the Inclusive Schooling section of the budget.

Indigenous Language and Education (ILE):

The Indigenous Language & Education program is funded for 10.42 positions for 2018-2019 and the TCSA has budgeted 11.61 positions in total. The difference is primarily because we are funded for one (1) Regional ILE Coordinator position, but we actually need two (2) language and culture coordinators to meet basic program needs. This single element has resulted in a \$180,000 deficit in this program area.

Incremental Expenditures:

The TCSA has included one (1) new program in our 2018-2019 operating budget, which is an incremental expenditure and a one-time payment only: the program will be otherwise unsustainable without this funding.

APPLE Schools Program

The TCSA has entered into a contribution agreement with APPLE Schools Foundation for the period of September 1, 2018 – June 30, 2019. This contribution agreement states that the APPLE Schools Foundation will provide financial assistance to cover the staff and implementation costs for the APPLE School in the Chief Jimmy Bruneau School located in Behchokò. The APPLE School program follows a comprehensive school health model and is intended to make a difference in kid’s health behaviors. Because it is a one-year contribution agreement, the program expenses are considered incremental and one-time payment only. The program will not be sustainable without the contribution funding from the third party – APPLE Schools Foundation.

The budgeted revenue of \$55,000 for APPLE School program is included under 2018-2019 Budget Column of Appendix A: Operating Budget: Operating Fund->Revenues->Education Body Generated Funds-> Other; and the budgeted expenses of \$55,000 for the program is included under 2018-2019 Budget Column of Appendix A: Operating Budget: Expenses->School Programs.

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

**Divisional Education Council/District Education Authority
Statement of Revenues and Expenses
Annual Budget - Consolidated**

	2018-2019 Budget	2017-2018 Approved Budget	2017-2018 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
Regular Contribution	16,293,580	17,373,688	17,488,051
French Language Contribution			
Aboriginal Language Contribution		60,000	304,125
Other Contribution	256,600		
Capital Contribution			
Total GNWT	16,550,180	17,433,688	17,792,176
Federal Government			
Property Tax Requisitioned			
Other School Authorities			
Education Body Generated Funds			
Rentals			
School Fees			
Sales			
Investment Income	25,000	30,000	26,817
Other	55,000	300,000	604,005
Total Generated Funds	80,000	330,000	630,822
Transfers			
Transfers from Capital Fund			
Total Transfers	0	0	0
TOTAL REVENUES	16,630,180	17,763,688	18,422,998
<u>EXPENSES</u>			
Administration	1,341,348	1,321,771	1,295,530
School Programs	10,984,005	11,954,565	10,970,546
Inclusive Schooling	3,452,674	3,233,761	3,235,190
Aboriginal Language/Cultural Programs	1,928,628	2,027,203	2,186,939
Transfers to Capital			
Others			630,850
TOTAL EXPENSES	17,706,655	18,537,300	18,319,055
SURPLUS (DEFICIT)	(1,076,475)	(773,612)	103,943
ACCUMULATED SURPLUS (DEFICIT)	402,946	601,866	1,479,421

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

**Divisional Education Council/District Education Authority
Details of Expenses - Consolidated
Annual Budget**

	Administration	School Programs	Inclusive Schooling	Indigenous Languages and Education	Total
<u>SALARIES</u>					
Teachers' Salaries		7,305,257	1,105,210	877,233	9,287,700
Instruction Assistants			1,714,487	252,073	1,966,560
Non Instructional Staff	1,015,348	2,068,236	164,077	334,123	3,581,784
Board/Trustee Honoraria	40,000				40,000
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances		90,000			90,000
Leave And Termination Benefits		60,000			60,000
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services					0
Postage/Communication	32,200	82,200		1,000	115,400
Utilities					0
Heating					0
Electricity					0
Water/Sewage					0
Travel	83,500	75,500	137,000	65,000	361,000
Student Transportation (Busing)		110,000			110,000
Advertising/Printing/Publishing					0
Maintenance/Repair	2,500	45,200		6,000	53,700
Rentals/Leases	6,000	45,300		4,000	55,300
Other Contracted Services	137,500	377,000	246,400	156,499	917,399
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials	22,500	698,812	84,000	232,200	1,037,512
Freight	1,800	26,500	1,500	500	30,300
<u>TRANSFERS TO CAPITAL</u>					
TOTAL	1,341,348	10,984,005	3,452,674	1,928,628	17,706,655

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

**Divisional Education Council/District Education Authority
Details of Inclusive Schooling Expenses
Annual Budget**

	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
<u>SALARIES</u>					
Regional Coordinator	164,077				164,077
Program Support Teachers	1,105,210				1,105,210
Support Assistants	1,714,487				1,714,487
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances					0
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services					0
Travel	47,000	135,000			182,000
Other Contracted Services	21,400	180,000			201,400
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials	63,500	20,500			84,000
Freight	1,500				1,500
TOTAL	3,117,174	335,500	0	0	3,452,674

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

**Divisional Education Council/District Education Authority
Details of Indigenous Languages and Education Expenses
Annual Budget**

	General Indigenous Languages and Education	Teaching and Learning Centres	Community Support	Total
<u>SALARIES</u>				
Regional Coordinator	334,123			334,123
Language Instruction	877,233			877,233
Non Instructional Staff	252,073			252,073
Elders in Schools			49,000	49,000
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances				0
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services				0
Travel			25,000	25,000
Student Transportation (Busing)				0
Advertising/Printing/Publishing				0
Maintenance/Repair	10,000			10,000
Rentals/Leases				0
Other Contracted Services	61,000	25,000	87,499	173,499
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	103,550	91,251	12,399	207,200
Freight			500	500
TOTAL	1,637,979	116,251	174,398	1,928,628

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

**Divisional Education Council/District Education Authority
Details of Indigenous Languages and Education Expenses
Annual Budget**

	Regional Coordinator	Indigenous Language Instruction Staff	General Indigenous Education	Teaching and Learning Centres	Community Support	Total
Budget Distribution						
Regional Office	334,123			116,251	174,398	624,772
CJBS		356,802	42,000			398,802
EMES		459,869	31,500			491,369
MSC		123,479	36,300			159,779
JWGS		89,855	31,250			121,105
Wekweeti		99,301	33,500			132,801
TOTAL	334,123	1,129,306	174,550	116,251	174,398	1,928,628

**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	6.50
Territorial Schools:	
Teachers	51.00
Consultants	2.00
Classroom Assistants	
Secretaries	4.53
Custodians	9.13
School Community Counsellors	
Other - Specify	
Bus Driver & Kitchen Staff	5.00
Literacy Coach	1.00
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	7.50
Support Assistants	18.25
Counsellors	
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	2.00
Indigenous Languages Instruction Staff	9.61
Other - Specify	
Total Person Years	<u><u>117.52</u></u>



Yellowknife Catholic Schools
Operating Plan for 2018-2019 School Year
June 30, 2018



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Inclusive Schooling.....	27
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Purpose of the Operating Plan

The Yellowknife Catholic Schools Operating Plan for the 2018-2019 school year was prepared in compliance with the *Financial Administration Act* that requires NWT Education Bodies to plan for and report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the GNWT Mandate and the Minister of Education’s direction.

The Operating Plan is one of the key components of the Education Accountability Framework that was implemented in 2016 as part of the *Education Renewal and Innovation Framework: Directions for Change* (2013) and following new requirements of the *Financial Administration Act* that were put in force in 2016. The purpose of the Operating Plan is to:

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

Yellowknife Catholic Schools Operating Environment

School Profiles and Student Enrolment

Yellowknife Catholic Schools consists of three schools that will house approximately 1386 students in the 2018-2019 school year. Our school district offers programs from Junior Kindergarten to Grade 12 with specialty areas such as Religion, Early French Immersion, Late French Immersion, Wiliideh Yati language instruction and trades programming in carpentry, welding, small engine mechanics, culinary art and cosmetology.

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

Table 1: Yellowknife Catholic Schools School Profiles 2017-2018.

School	Community	Grades Offered	Enrolment (FTE) ¹	Teaching Staff (PY) ²
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¹ FTE stands for home/origin school full-time equivalents with 60% or more attendance as of September 30, 2017.

² PY stands for person years and refers to funded positions. Teaching staff includes staff providing instruction to students, such as teachers, teaching principals, and others.

Ecole St. Joseph (ESJS)	Yellowknife	JK-7	562	33.25
Ecole St. Patrick (ESPHS)	Yellowknife	8-12	478	33.68
Weledeh Catholic (WCS)	Yellowknife	JK-7	378.5	33.25

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

School	JK	K	Grades												
			1	2	3	4	5	6	7	8	9	10	11	12	
ESJS	72	58	62	59	75	62	68	62	44						
ESPHS											88	79.5	133	82.5	95
WCS	29	28.5	32	41.5	48	39	37.5	60	63						
DEC Total	101	86.5	94	100.5	123	101	105.5	122	107	88	79.5	133	82.5	95	

Student and Teacher Population

We are lucky to have very little turnover in our staffing for next year. We will have five new teachers across the district, all in our French programming, except for one. This allows us to move forward easily with our three year vision. Our student population at École St. Joseph School has now shifted to over 50% being enrolled in French Immersion. This has resulted in an increased need for French speaking teachers and a decrease in English teachers. Given the increase that we are seeing in parents choosing to enrol their children in French Immersion programming, we are experiencing a decrease in enrolment at Weledeh.

We are continuing to experience an increase in the number of students enrolling in our schools that have learning challenges. We presently have 355 students on accommodated programs, 80 on modified and 24 on IEPs.

Yellowknife Catholic Schools Governance

Yellowknife Catholic Schools is governed by a District Education Authority of seven trustees, who were elected in October 2015. This is a three-year term with the next election scheduled in October 2018. DEA members may choose to run in elections as many times as they wish. There is no maximum number of years that a trustee can run. The current DEA is made up of the following individuals:

Miles Welsh – Chair

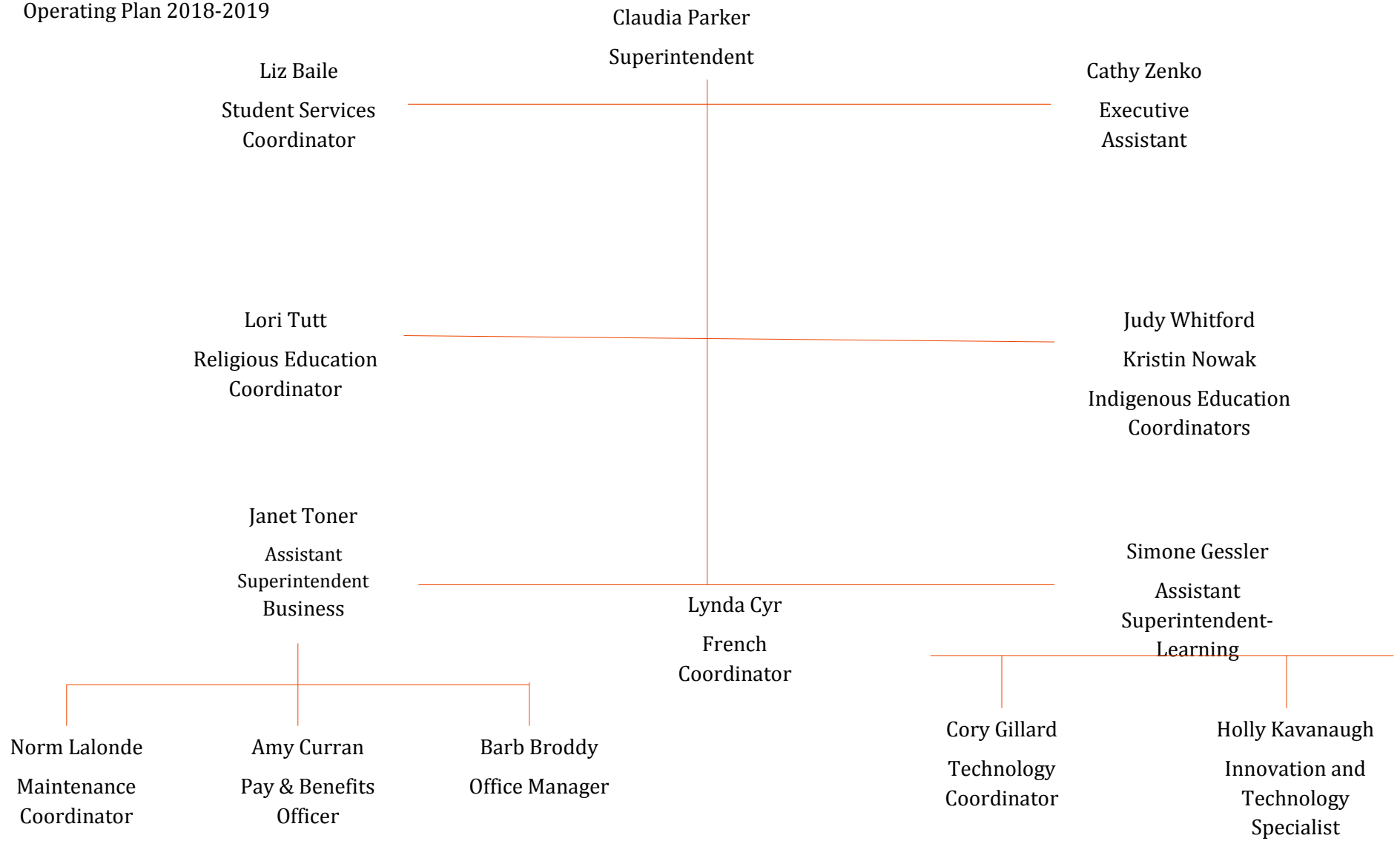
Erin Currie – Vice Chair

John Dalton, Amy Kennedy, Revi Lau-a, Tina Schauerte, Steven Voytilla

Claudia Parker, Superintendent is under their direction.

Student Development Information

Yellowknife Catholic Schools Functional Organizational Chart



Governance Training

In the fall, following the election, there will be a DEA retreat that will include a review of DEA policies and operations, which covers the role of the DEA and their responsibilities. The NWT DEA/DEC Handbook will be used as a resource to guide this retreat. Dates are to be set with the trustees following elections.

In November DEA members will also attend the Alberta Catholic School Board Association Annual Convention, followed by the Alberta School Board Association's annual convention.

Media training will be provided for the DEA Chair and Vice Chair if required.

District Education Authority Meetings

DEA regular meetings are held the third Wednesday of every month at 7:00, except for March, July and August. Our March meeting is held the second Wednesday of the month at 12:15. There are no meetings held in July or August unless an urgent matter or time sensitive issue requires a meeting to be held. Special meetings may be called with 48hour notice.

The YCS DEA also has monthly committee meetings the week prior to the regular DEA meeting. Committees established are Facilities committee, Finance committee, Committee of the Whole and Communication committee. Other meetings take place on an as needed basis.

Teaching and Learning Program and Performance Indicators

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

1. Education Renewal Objective: Supporting excellence in teaching.

<i>Innovative Learning</i>	
<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<ul style="list-style-type: none"> • 50% of instruction will focus on embedding innovation and creativity skills into students’ learning experiences through design thinking process • 100% of teachers will work towards developing students as global learners and leaders through <ul style="list-style-type: none"> • Sharing student learning • Participation in community and global initiatives • 100% of schools will develop innovative environments that provide for self-directed and engaging learning opportunities by <ul style="list-style-type: none"> • Supporting MakerSpaces • Redesigning and reimagining school libraries • 100% of teachers will further the integration instructional technology to foster enriched collaboration and enriched personal learning • 100% of schools will ensure students are provided with flexible and self-regulated learning environments through <ul style="list-style-type: none"> • Flexible learning blocks that allow for 20% time projects and student-centered learning
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of schools will have a vibrant and inviting learning community • 100% of schools will have MakerSpaces that are open to all students and focus on the design thinking process • 65% of Professional Development days will focus on supporting teacher learning in the areas of Inquiry-based Learning and Technology Integration • 100% of Collaborative Teams will work in the areas of Innovative Learning Models, Technology Integration, Supporting Math with



	<p>Technology, and Student-Centered Learning</p> <ul style="list-style-type: none"> • 100% of schools will provide opportunity for students to work on self-directed projects •
School-level performance targets:	<ul style="list-style-type: none"> • 100% of students from Grade 1-7 will have the opportunity to access a MakerSpace area • An 80 minute block of the weekly schedule will reflect time for innovative learning opportunities through Options • The focus of the library will be changed to a student learning center, providing students and staff access to technology and collaborative work spaces
WCS	<ul style="list-style-type: none"> • 100% of students from Grade 1-7 will have the opportunity to access MakerSpace area • 80 minutes of the weekly schedule will reflect time for innovative learning opportunities through Genius hour • Library will be redesigned to a student learning center, providing students and access to technology and collaborative work spaces
ESPHS	<ul style="list-style-type: none"> • 100% students will have the opportunity to access MakerSpace area • 40 minutes of the daily schedule, three times a week, will reflect time for innovative learning opportunities through Flex block • Library will be redesigned into a student learning center, providing students access to technology and collaborative work spaces •

Literacy and Numeracy



<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<ul style="list-style-type: none"> • Increase student achievement in literacy, math and core content areas • Develop balanced assessment system for data-driven instruction • Provide a variety of reading and writing experiences to support the development of successful readers and writers • Develop an understanding of competency-based learning for the development of skills and knowledge
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of Grade 1-7 classrooms will use Daily 5 and Math daily 3 for literacy and numeracy instruction • 30% of teachers in Grade 9-12 will participate in Reading Apprenticeship training through professional development and will participate in an SSI project for Literacy in the Disciplines • 100% of students in grade 1-7 will participate in class-wide writes three times per year • 100% of schools will administer reading assessments and will use the data to make informed decisions around instruction • 100% of math teachers in grade 1-7 will be involved in an SSI project focusing on Math Daily 3 • Competency-based skills assessment reporting will be reviewed
<p>ESJS</p>	<ul style="list-style-type: none"> • 100% of Language Arts teachers will have the Daily 5 practice in place in their classrooms • 100% of Math teachers will increase the use of Daily 3 in their classrooms • Class-wide writes and PM Benchmarks will be scheduled prior to report card time in 100% of classrooms in grades 1-7 • 6 staff will be participating in a Daily 3 district-wide collaborative team • 100% of teachers will be involved in an established process to analyze data

<p>WCS</p>	<ul style="list-style-type: none"> • 100% of Language Arts teachers will have the Daily 5 practice in place in their classrooms • 100% of Math teachers will increase the use of Daily 3 in their classrooms • Class-wide writes will be scheduled prior to report card time in 100% of classrooms in grade levels 1-7 • 100% of teachers will be involved in an established process to analyze data • 4 staff will be participating on a Daily 3 Collaborative Team • Two Numeracy/Literacy nights will be provided for parents and students
<p>ESPHS</p>	<ul style="list-style-type: none"> • All Grade 8 Math teachers will explore the use of Math Daily 3 • All Math teachers will participate in training on the use of technology as a tool to support math instruction and learning

Literacy in the Disciplines

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<ul style="list-style-type: none"> • Increased student achievement
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<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Develop intentional teaching of literacy skills in all subject areas • Increased student achievement across all subject areas
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ESPHS	<ul style="list-style-type: none"> • 100% of Grade 9-12 teachers will participate in reading apprenticeship training • 50% Grade 9-12 teachers will begin to implement reading apprenticeship strategies in their classrooms • 13 grade 9 - 12 teachers will participate in a Literacy in the Disciplines SSI project project
<i>Collaborative Professional Learning</i>	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<ul style="list-style-type: none"> • STIP Collaborative teams will be focused on moving our district three year vision forward
Regional performance targets:	<ul style="list-style-type: none"> • 50% of STIP time will be for Collaborative Teams to work together • Collaborative STIP teams will focus on Math Daily 3, Supporting Math with Technology, Common Assessment & Performance –Based Assessment, Compacting Essential Learnings, Modified Units of Learning
ESJS/WCS	<ul style="list-style-type: none"> • 100% of teaching staff will participate in a collaborative team that addresses one of the following areas: Math Daily 3, Supporting Math with Technology, Common Assessment & Performance –Based Assessment, Compacting Essential Learnings, Modified Units of Learning • 100% of grade 1 - 7math teachers will participate in a Math Daily 3 collaborative team, outside of STIP, through four days of work with a

	<ul style="list-style-type: none"> consultant 22.5 hours of STIP collaborative team time will be provided
ESPHS	<ul style="list-style-type: none"> 100% of staff will participate in a collaborative team that addresses one of the following areas: Math Daily 3, Supporting Math with Technology, Common Assessment & Performance –Based Assessment, 17 hours of STIP collaborative team time will be provided

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

Our Languages: Indigenous Language Curriculum	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	To honour Indigenous language revitalization
Regional performance targets:	<ul style="list-style-type: none"> To increase Wiliideh Yati language offerings To pilot Indigenous Language curriculum
School-level performance	

<p>targets:</p> <p><i>ESJS</i></p>	<ul style="list-style-type: none"> All cultural camps/activities will include a language component
<p><i>WCS</i></p>	<ul style="list-style-type: none"> All JK/K classes will be introduced to the Wiliideh Yati language through in-class weekly cultural activities The new Indigenous Language Curriculum will be piloted in Grades 1-7 All Indigenous language instructors will participate in ECE sponsored training opportunities All Grade 4-7 students enrolled in the Wiliideh Yati language program will undergo base-line language assessment Key phrases/words will be introduced to staff and students at all levels Key phrases/words will be practiced at staff meetings, tea and bannock events, culture camps, and the annual feast.
<p><i>ESPHS</i></p>	<ul style="list-style-type: none"> A Wiliideh Yati language offering will be implemented in Grade 8 The new Indigenous Language Curriculum will be piloted in Grades 8 All Grade 8 students enrolled in the Wiliideh Yati language program will undergo base-line language assessment
<ul style="list-style-type: none"> Note: The language instructor is the same at WCS and the Grade 8 at ESPHS. 	

Health and Wellness Curriculum

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Implementation of a new Health curriculum that supports inquiry-based learning</p>
<p>Regional</p>	<ul style="list-style-type: none"> The new Health and Wellness curriculum will be implemented in all Grade 4-6 classes across the district.



<p>performance targets:</p>	<ul style="list-style-type: none"> • Curriculum will be reviewed and accommodated to ensure Catholic perspective is addressed.
<p><i>ESJS/WCS</i></p>	<ul style="list-style-type: none"> • 100% of teaching staff in Grade 4-6 will be implementing the new Health and Wellness Curriculum • 100% of teachers in Grade 4-6 will have participated in the training provided through ECE • Teachers will be provided the opportunity to work on inquiry based projects through STIP collaborative team time • In November all teachers will be provided professional development to continue developing their skills in inquiry-based learning.
<p><i>Religious Studies</i></p>	
<p>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:</p>	<ul style="list-style-type: none"> • To continue to develop the faith component of staff. • To continue to develop the whole child. • To continue to update our program resources so that it aligns with our goals of Inquiry based learning and use of technology in the classroom.
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Staff formation sessions will continue for non-tenured staff. • All Grade 2 teachers will be in-serviced on new Grade 2 resources and implementation of programming • Permeation of faith will continue throughout all programming • A review of the new Health and Wellness curriculum will take place for the purpose of addressing ways to permeate the faith

Indigenous Languages and Education

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

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

3.1 Our Languages: Indigenous Language Curriculum

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<ul style="list-style-type: none"> • To honour Indigenous language revitalization • To extend Wiliideh Yati language program into Junior Kindergarten and Grade 8, as it is a central part of culture and identity. Presently being taught at the Grade 1-7 level.
Regional performance targets:	<ul style="list-style-type: none"> • To increase number of students accessing indigenous language classes • To increase staffing in indigenous language programming by hiring a Language Support Teacher
School-level performance targets:	<ul style="list-style-type: none"> • Students will be provided the opportunity to participate in after school language and culture programming • Staff will be provided language development activities through indigenous cultural professional development
<i>ESJS</i>	
<i>WCS</i>	<ul style="list-style-type: none"> • The new Indigenous language curriculum will be piloted in all grade levels • All language instruction staff will participate in training opportunities provided through ECE • All Wiliideh Yati students in Grade 1-7 will participate in baseline assessment and yearend assessment, with the purpose of marking



	improvements
ESPHS	<ul style="list-style-type: none"> • The offering of Indigenous Language classes to Grade 8 will be introduced • An Indigenous Cultural Support Worker will be hired to assist in language instruction

3.2 Indigenizing Teaching and Learning Practice

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<ul style="list-style-type: none"> • To enhance educators knowledge of Indigenous people and history on local, regional and national level • To begin exploring the history and impact of colonization, with the intention to bring an informed and critical perspective in contemporary society
Regional performance targets:	<ul style="list-style-type: none"> • Increase in cultural understanding and comfort of staff using traditional Indigenous practices
ESJS	<ul style="list-style-type: none"> • All primary classrooms will have Culture corners • Culturally relevant bins will be developed for use with students with special needs
WCS	<ul style="list-style-type: none"> • Restorative practices to be used with both staff and students as a holistic way of dealing with challenges and conflicts. These practices will be connected to the Indigenous worldviews through a common focus on restoring harmony. • All primary classrooms will have culture corners. • Culturally relevant bins will be developed for use with students with

	special needs
<i>ESPHS</i>	<ul style="list-style-type: none"> • Indigenous support worker to work with teachers to help integrate Indigenous culture as it pertains to their specific curriculum
3.3 Key Cultural Experiences	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<ul style="list-style-type: none"> • To have staff and students connect to the land and participate in authentic cultural opportunities • To value and infuse teachings of elders into school programming
Regional performance targets:	<ul style="list-style-type: none"> • To promote respect for the land and it's value to culture • To communicate and develop authentic cultural experiences in innovative environments
<i>ESJS</i>	<ul style="list-style-type: none"> • All JK -7 students will participate in a land based cultural activity once a year • Through exploratory options, grade 5-7 students will be provided the opportunity to participate in a weekly cultural activity • JK-5 students will have an in-class cultural activity monthly, including learning traditional skills, participation in cultural activities, and playing traditional games. • An afterschool Indigenous culture activity club will be provided for grade 3-7 students • Traditional games will be taught through the PEd programming
<i>WCS</i>	<ul style="list-style-type: none"> • All JK -7 students will participate in a land based cultural activity once a

	<p>year</p> <ul style="list-style-type: none"> • During genius hour, which takes place weekly, students will be provided the opportunity to explore and learn about traditional culture • JK-5 students will have an in-class cultural activity monthly, including learning traditional skills, participation in cultural activities, and playing traditional games. • An afterschool Indigenous culture activity club will be provided for grade 3-7 students • Traditional games will be taught through the PEd programming
ESPHS	<ul style="list-style-type: none"> • All grade 8 students will participate in a land based cultural activity once a year • During flex time, which is three times a week, grade 8-12 students will be provided the opportunity to participate in cultural activities which will include discussions with elders, learning of traditional skills, participation in cultural activities, and playing traditional games • The Northern Studies course will include a monthly in-class cultural activity • Grade 9-12 students will be provided opportunities to participate in monthly in-school and on the land cultural activities integrated into current curriculum delivery • Traditional games will be taught through the PEd programming

3.4 Whole School Approach to Language



<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<ul style="list-style-type: none"> • To honour language
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Extend Wiliideh Yati throughout Weledeh school JK-7
<p><i>WCS</i></p>	<ul style="list-style-type: none"> • Language will be promoted throughout the school and culture corners set up in primary classrooms • All staff will be taught key phrases and key words

3.5 Indigenous Language Instruction

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<ul style="list-style-type: none"> • To honour language
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • To increase Wiliideh Yati language offerings, as it is a central part of culture and identity
<p>School-level performance</p>	

targets: <i>ESJS</i>	<ul style="list-style-type: none"> • Language and culture will be introduced in after school programs • Targeted language will be promoted through grade level culture camps
<i>WCS</i>	<ul style="list-style-type: none"> • Wiliideh Yati classes will be offered for Grade 1-7, through core programming three times a week • JK/K classes will develop language through weekly cultural activities
<i>ESPHS</i>	<ul style="list-style-type: none"> • Wiliideh Yati classes will be offered for grade 8 students, three times a week for 40 minute blocks

3.6 Community Support

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	To build relationships with our Indigenous families and community
Regional performance targets:	<ul style="list-style-type: none"> • Increase relationships with our Indigenous families and community • Increase participation of Indigenous families in school events • To communicate and develop authentic cultural experiences in innovative environments
School-level performance targets: <i>ESJS</i>	Cultural resource people will be included in all cultural camps, including working with YKDFN band members and Doctor family camp

	<ul style="list-style-type: none"> • Resource experts will be introduced in both afterschool and in class cultural activities • Parents will be included in cultural programming during family nights • Students will participate in events with Aboriginal Sports Circle • Students will participate in the Regional Youth Traditional Handgames Tournament
WCS	<ul style="list-style-type: none"> • Cultural resource people will be included in all cultural camps, including working with YKDFN band members and Doctor family camp • Resource experts will be introduced in both afterschool and in class cultural activities • Parents will be included in cultural programming during family nights • Continue to have family lunches and tea and bannock • Continue to have Weledeh Feast and drum dance • Students will participate in events with Aboriginal sports circle • Continue hosting and participating in the Regional Youth Traditional Handgames Tournament
ESPHS	<ul style="list-style-type: none"> • Cultural resource people will be included in all cultural camps, including working with YKDFN band members and Doctor family camp • Resource experts will be introduced in both afterschool and in class cultural activities • Indigenous community members will be involved in the delivery of the Northern Studies program • Students will participate in events with Aboriginal Sports Circle • Continue hosting and participating in the Regional Youth Traditional Handgames Tournament

3.7 Teacher Cultural Orientation Days

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>To enhance educators knowledge of Indigenous people and history on local, regional and national level</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • To begin exploring the history and impact of colonization, with an intention to bring an informed and critical perspective in contemporary society
<p>School-level performance targets:</p> <p>ESJS/WCS</p>	<ul style="list-style-type: none"> • In small grade level groups, teachers will focus on the theme that correlates to their grade level culture camps. They will spend a day working with elders and community resource people on language and on-the-land instruction. This will be continued throughout the year. • All teachers will be given a full school day with elders and resource people that will target the TRC recommendations on developing an understanding of Indigenous issues and effects of colonization (this may include but not limited to topics such as: Blanket project, gender issues, land use, leadership, etc.)
<p>ESPHS</p>	<ul style="list-style-type: none"> • Grade 8 teachers will focus on the theme that correlates to their grade level culture camps. They will spend a day working with elders and community resource people on language and on-the-land instruction. This will be continued throughout the year. • All teachers, in small groups, will focus on a theme that correlates to their high school level courses. They will spend a day working with elders and community resource people on language and on-the-land instruction. This will be continued throughout the year.

3.7 Elders in the School	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	To value and infuse teachings of elders into school programming
Regional performance targets:	<ul style="list-style-type: none"> To have staff and students engage in meaningful experiences with elders
ESJS	<ul style="list-style-type: none"> Elders will be employed to be part of culture programs offered at the school, for example offerings during Options program.
WCS	<ul style="list-style-type: none"> Elders will be employed to support weekly activities offered through the Wiliideh Yati classes Elders will be employed to be part of culture programs offered at the school, for example offerings during genius hour
ESPHS	<ul style="list-style-type: none"> Elders will be employed to be part of culture programs offered at the school, for example offerings during flex block Elders will be involved in Northern Studies program delivery

French and/or English Second Language Instruction

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

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

French as a Second Language (FSL) Instruction

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	Provide second language instruction options for students
Regional performance targets:	<ul style="list-style-type: none"> To continue to provide French Immersion choice for students
ESJS	<ul style="list-style-type: none"> JK Bilingual program will continue to be offered French Immersion programming from K-7 Core French will be offered to Grades 1-7 four times per week for 30-40 minute per block
WCS	<ul style="list-style-type: none"> Late French Immersion – Grade 6/7 Core French will be offered to Grades 1-7 four times per week for 30-40 minute per block

ESPHS	<ul style="list-style-type: none">• French Immersion program offered from Grade 8-12• Core French will be offered to Grades 8-12, three 80 minute blocks per 6 day cycle

Inclusive Schooling

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

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

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6.1. Student supports aligned to the goals stated in Student Support Plans (SSPs) and/or Individual Education Plans (IEPs) and are provided in a timely manner.

Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE

YCS Student Services established a revised SSP and IEP process across the district in 2017/2018. This revised SSP/IEP process and tools will be used by PSTS and teachers in the upcoming first term to ensure SSPs and IEPs are purposeful, effective, and implemented in a timely manner. To address this, all schools will be required to do one Class Review by the end of the first term and principals will establish school schedules of when SSPs and IEPs will be developed, reviewed and reported.

The district identified high school teachers needing specific supports and training in implementing SSPs and IEPs. High school teachers will continue to

<p>in 2017:</p>	<p>receive 1 to 1 support from PSTs and through two IEP profile review days with the RISC.</p> <p>To further support this, Shelly Moore will be working with all PSTS next year to further their skill set in how to assist in effective IEP writing with teachers.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of SSPs and IEPs will be finalized in Tienet by November 30th. • PSTs will spend at least 50 percent of their time assisting teachers in SSP and IEP writing. • 80% of high school teachers will report implementing 1 - 2 supports identified on SSP/IEP by the second reporting period. • 80% of high school teachers will be able to identify how they are working with the school team in implementing IEPs in their classrooms.
<p>6.2. Principals create conditions to support teachers in the use of flexible instructional strategies.</p>	
<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>Support and allocation of time for PSTs to work on their collaborative skills with designated teachers as outlined in the District’s PST Collaborative Leadership Training Initiative, will be provided.</p> <p>Teachers and PSTs will be provided learning opportunities in four areas: UDL, Self-Regulation, Restorative Practices and Assistive Technology during district PD days and scheduled planning time.</p> <p>Classroom Assistants will be provided time and support for self-directed learning opportunities and Student Support training during STIP and Early Thursdays, coordinated by the RISC.</p>
<p>School-level performance</p>	

<p>targets: <i>ESJS/WCS</i></p>	<ul style="list-style-type: none"> • 100% of PSTs will participate in professional development and collaborative teams that support the new changes to the role of the PST and assists them in working with teachers and CAs. • 100% of CAs will be provided training to expand their knowledge and skills, needed to work with students requiring support.
<p><i>ESPHS</i></p>	<ul style="list-style-type: none"> • 100% of PSTs will participate in professional development and collaborative teams that support the new changes to the role of the PST and assists them in working with teachers and CAs. • 100% of CAs will be provided training to expand their knowledge and skills, needed to work with students of different challenges. • Six high school teachers and 3 PSTs will form inquiry teams and work on project based learning using UDL and coaching to meet the needs of diverse learners across content area. (Leads: Dr. Leyton Schnellert and RISC)

6.3. Classroom teachers notify and access the School-based Support Team (SBST) to support students who experience persistent learning difficulties in spite of the use of responsive teaching strategies, or when a student needs significant enrichment.

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>The establishment of a SBST at all schools with a minimum of one meeting weekly.</p> <p>This year the district’s focus was establishing a new SBST approach and procedures at the high school level. This will continue next year to further deepen the function of the team. Teachers will make referrals to the SBST to seek collegial support and strategies for student(s) who require further support. The high school SBST will increase their number of meeting times to review student referrals. Consistency, accessibility and responsiveness to the needs of the teachers, students and families will be measured by team members reviewing minutes and feedback.</p>
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<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Standard processes in place for SBST meetings • SBST meetings scheduled on a monthly basis • Documentation of SBST meetings • Increase of services to teachers, students and parents through the SBST
<p>School-level performance targets:</p> <p><i>ESJS</i></p>	<ul style="list-style-type: none"> • Weekly meetings scheduled with PSTs • SBST meetings will take place weekly to address the student and staff needs based on the size of the school population • Minutes of meetings are available for future reference and are posted in a timely fashion • Parent meetings for students with significant program modifications will be held in August, prior to the start of classes. • Data collected on number of referrals being addressed at SBST level • Twice a year, during site based meetings, schools will report on the success of their teams and data
<p><i>WCS</i></p>	<ul style="list-style-type: none"> • Weekly meetings scheduled for SBST • Minutes of meetings are available for future reference • Data collected on number of referrals being addressed at SBST level • Twice a year, during site based meetings, schools will report on the success of their teams and data
<p><i>ESPHS</i></p>	<ul style="list-style-type: none"> • All new established high school procedures will be implemented including weekly meetings scheduled for SBST • Minutes of meetings are available for future reference • Data collected on number of referrals being addressed at SBST level • Twice a year, during site based meetings, schools will report on the

	success of their teams and data
6.4. IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.	
Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:	<p>All SSPs and IEPs will be shared with parents during each reporting period, as well as on an individualized basis. Parents will be provided the opportunity to see and discuss their child’s progress on an ongoing basis and needs basis.</p> <p>All schools will have a yearly schedule that outlines the planning times for updating and reviewing SSPs/IEPs with staff, school team and contracted consultants.</p> <p>Transition planning and mapping are critical steps for school and family to ensure seamless programming. YCS is developing clear, standardized informative processes that assist in this area of meaningful and appropriate programming for each school.</p>
Regional performance targets:	<ul style="list-style-type: none"> • All YCS School calendars will have identified dates for class review weeks, IEP weeks and SSP deadlines for staff. • Transition planning will be scheduled and ongoing throughout the year as required. • Using the district standardized processes, the RISC will work with school teams on things such as Person Centred Planning (PCP), transition plans, customized orientation for students and families, case conferences. PCP is a method used to plan out the strengths and needs of students with disabilities with supporting adults (family/staff).
School-level performance targets:	

ESJS/WCS	<ul style="list-style-type: none"> • 100% of classroom teachers will participate in 1 to 1 meetings with PSTs in planning and coordinating SSPs and IEPs. • 100% of classroom teachers will attend parent meetings for students who are on IEPs or SSPs.
ESPHS	<ul style="list-style-type: none"> • 80% of Core subject teachers will attend IEP planning meetings and parent meetings

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

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>YCS PSTs offer a range of activities that support teachers according to the revised role. Time management and priority setting are a challenge during specific times of the year. Through PST orientation and training days, we are defining what the range o supports and time use look like for each school context and population.</p> <p>Principals will work with their PSTs to develop a school plan on how PSTs will collaborate and assist classroom teachers in meeting the needs of students. PSTs will be provided a district-wide process to follow.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Nine classroom teachers from the district will work on a pilot project that will foster a collaborative PST-teacher relationship through inquiry based learning. (Leads – Leyton Schnellert and RISC) • All principals will create a school plan that outlines PST time use, staff assignments and specific school opportunities for PSTs and teachers to work together.
<p>School-level performance</p>	

<p>targets: <i>ESJS/WCS</i></p>	<ul style="list-style-type: none"> • The Principal will work with the PST to establish priorities for support and activities for each term.
<p><i>ESPHS</i></p>	<ul style="list-style-type: none"> • Each semester, a class review will be conducted by classroom teachers and their assigned PST to decide what supports and collaboration will be needed for class profiles. • PSTs will have a plan in place to address priorities

Student Wellness and Support

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

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

Healthy Food For Learning

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>The district has a healthy food policy. Our goal is to ensure that all students are provided with the food needed on a daily basis so their minds are ready for learning.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • All schools have healthy food programs established. • Services are available to all students when needed, no matter what their status.

ESJS	<ul style="list-style-type: none"> • School offers a daily healthy breakfast and lunch program to students as needed • Healthy snacks are available daily to students as needed • All food falls under the healthy food category, with the exception of special days such as hotdog day or pizza day. • Parents are permitted to bring in special treats for students for birthday and other classroom celebrations. • To meet demands, the school will provide healthy food packages for students to take home to their families on the weekend.
WCS	<ul style="list-style-type: none"> • School offers a daily healthy breakfast and lunch program to students as needed • Healthy snacks are available daily to students as needed • All food falls under the healthy food category, with the exception of special days such as hotdog day or pizza day. • Parents are permitted to bring in special treats for students for birthday and other classroom celebrations. • Schools works with community organization to provide healthy food packages for students to take home to their families on the weekend.
ESPHS	<ul style="list-style-type: none"> • Through the Rock Café students are provided healthy breakfast and lunch alternatives at a low cost. • Free Rock Café cards are provided for students as needed • Drink and food dispensers at the school only carry approved healthy alternatives. • Student Support will have a daily supply of food for students to access if needed

Self-Regulation Initiative

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Self-regulation allows for students to develop an awareness of their behaviours and learn strategies that will assist them in moving forward.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • To continue to train staff in the area of self-regulation and have practices evident in our classrooms.
<p><i>ESJS</i></p>	<ul style="list-style-type: none"> • 100% of staff will have the opportunity to further increase their awareness of self-regulation • Through workshops, staff will develop an understanding that self-regulation is more than adaptations to the environment • All students will have access to designated calming spaces, soft starts and soft exits • A proposal will go forward for the creation of a Snoezelen room • Self-regulation practices are visible in classrooms and parent self-regulation sessions are hosted once per term
<p><i>WCS</i></p>	<ul style="list-style-type: none"> • Increase the number of teachers trained in self-regulation • Develop an understanding that goes beyond the environment • Practices visible in classrooms • Use restorative practices such as daily circles as a check-in tool to build community in classrooms
<p><i>ESPHS</i></p>	<ul style="list-style-type: none"> • Self-regulation room established as a place where students can go when needed • Identify students who could benefit from the use of the self-regulation

	<p>room and ensure their knowledge of the purpose of accessibility of the space</p> <ul style="list-style-type: none"> • Increase the number of students using the space • Increase number of incidences where staff encourage students to make use of this space • Continue to offer Yoga as a flex block option
<p>7.3 Go to Educator /Mental Health Awareness</p>	
<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>All high school staff was trained in Go To Educator. In the upcoming year staff will be provided a refresher workshop as the staff has identified a need to continue learning in this area. It is important that this topic be explored at all levels with students and staff.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Ensure all staff at high school level have training • Provide an Inclusive Schooling PD day, attended by 100% of school staff, that is focused on the importance of social emotional learning, TRC and wellness for all. • All Grade 8 classes are to be taught TAMI through the health program
<p>ESJS</p>	<ul style="list-style-type: none"> • Mental health talks to take place at staff meetings • As part of our self-regulation initiative, positive mental health strategies will be promoted • Through our school counselling program, a variety of proactive sessions will be offered to students

WCS	<ul style="list-style-type: none"> • 3-4 mental health lunches will be offered during the year • Restorative and Mindfulness activities offered on a daily basis • Mental Health talks to take place at staff meetings • Do Edaezhe program focuses on development of positive relationships within the school, teaching of coping skills, mindfulness activities and providing adventure activities which demonstrate what healthy risks are as opposed to unhealthy risks • Students access Art Therapist on a referral and as needed basis
ESPHS	<ul style="list-style-type: none"> • Develop a school based plan for dealing with mental health in the areas of prevention, intervention and crisis response • All Grade 8 staff to be provided a refresher course on TAMI before the end of Semester 1 • A plan will be put in place for establishing TAMI speakers as part of the program delivery • Three Early Thursday sessions, with 100% school staff this year, will be dedicated to mental health literacy, student mentorship/student connectedness, review of Go to Educator and Building and Restoring Relationships through circles. • Jack.org will continue as a Flex block offering each semester for student leadership and self advocacy

Restorative Practices

Relevance to regional priorities and strategies for program implementation	Restorative Practices and Social Emotional Learning is an initiative presently in place at Weledeh Catholic School. As a district we will continue to explore further development in this area and the possibility of expansion to other schools.
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in the 2018-2019 school year:	
Regional performance targets:	<ul style="list-style-type: none"> • 25% of staff, in all schools, will have one day of training on the importance of Restorative practices and effects of trauma, TRC.
<i>ESJS</i>	<ul style="list-style-type: none"> • Social Emotional Learning is embedded in the Peace Keepers program • All staff will have the opportunity to increase their awareness of trauma-informed practices
<i>WCS</i>	<ul style="list-style-type: none"> • Classroom teachers will increase their understanding of the strategies and frequency of use in their classrooms • PAWS Patrol team will focus on helping students learn strategies to help mediate conflict on the playground • Conflict resolution circles can be accessed by students and staff on a request basis • Staff meetings will continue to utilize circles to build staff community • A Restorative Practices/Sensory room will be set up to facilitate various types of responsive circles
<i>ESPHS</i>	<ul style="list-style-type: none"> • Classroom teachers will begin to implement strategies in their classrooms

7.5 Spiritual Wellness

Program description, implementation strategy and relevance to regional priorities in the 2018-2019	As a Catholic school district, spiritual growth and wellness is key for our students and staff. A variety of activities are offered at all grade levels that incorporate faith based mindfulness, social, emotional and pro-social activities.
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school year:	
Regional performance targets:	<ul style="list-style-type: none"> To promote wellness for all through our faith based activities.
ESJS	<ul style="list-style-type: none"> 100% of teachers will use the religion curriculum as a tool to teach students about wellness of mind, body and soul 100% of students from Grades 4-7 will participate in a spiritual retreat Prayer will be incorporated into daily practice All students and staff will continue to participate in our “Walk a Mile in Our Schools” project
WCS	<ul style="list-style-type: none"> 100% of teachers will use the religion curriculum as a tool to teach students about wellness of mind, body and soul 100% of students from Grades 4-7 will participate in a spiritual retreat Prayer will be incorporated into daily practice Student Faith Leadership team will provide opportunities for students to practice faith, fellowship and fun
SPHS	<ul style="list-style-type: none"> 100% of Religion teachers will use the religion curriculum as a tool to teach students about wellness of mind, body and soul 100% of students from Grades 8-12 will participate in a spiritual retreat Prayer will be incorporated into daily practice
Relevance to regional priorities and strategies for	<p>Student safety and wellbeing is of utmost importance to our district. For this reason our schools will continue to educate students on respect and acceptance of all people.</p>

<p>program implementation in the 2018-2019 school year:</p>	
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of students will participate in activities designed to increase awareness around bullying prevention. • YCS procedures will be reviewed and renewed to include more specific language in relation to dealing with the topic of LGBTQ+
<p>School-level performance targets:</p>	
<p><i>ESJS</i></p>	<ul style="list-style-type: none"> • All students will participate in Anti-Bullying week activities and Pink Shirt Day to build community and awareness. • A variety of education and awareness activities will be offered to students, dependent upon grade level, throughout the year. These include, but are not limited to: Peacekeepers; Zones of Regulation; Conflict Resolution; Digital Citizenship Lessons; Peoples’ Law School Drama; WITS & Leads; Christian Leadership; Social Skills; small group counselling sessions, and education sessions with the RCMP. • A variety of education and awareness activities will be designed to support adult learning: monthly newsletter article; visible posters describing the Response to Bullying; regular links provided to parents on digital citizenship; and as needed resource distribution to parents.
<p><i>WCS</i></p>	<ul style="list-style-type: none"> • Students will participate in Anti-Bullying week activities and Pink Shirt Day to build community and awareness of how they can be a part of the solution to prevent bullying and the difference between bullying and conflict • Students will complete modules in Media Smarts Digital Literacy

	<p>lessons which highlight appropriate online behavior and demonstrate how to be good digital citizens.</p> <ul style="list-style-type: none"> • Students will participate in monthly Safe and Caring Schools assemblies which target Christian Values as well as teaching Pro-Social Behavior. • Students will culminate their Safe and Caring lessons by participating in a school wide Positive Behavior Support Day in May. • Students will participate in classroom circles to build community and acceptance for all. • Students will receive targeted instruction for 25 min per day from Sept. 4-14 during benchmarking time to review the value of respect and how we show respect at our school
<p>ESPHS</p>	<ul style="list-style-type: none"> • Continue to foster acceptance of all people regardless of sexual orientation, belief system, and/or gender identity. • LIFE group will continue (Lived Inclusion For Everyone) with the purpose of providing educational activities for the whole student body. • Students will participate in Anti-Bullying week and Pink Shirt Day.

Human Resources Management

School Staff Recruitment and Retention

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

Table 3: Allocated and Budgeted Person Years for General School Staff.

		General School Staff									
		Regional Office Administration	Teachers*	Consultants	Secretaries	Custodians	Wellness Counsellors	Bus Drivers	Cooks	School Administration	Total
Budgeted	Regional Office	8.00		1.0							
	ESJS		28.39	0.5	2.00					2.5	
	ESPHS		27.16	0.5	2.00					2.5	
	WCS		17.10	0.5	1.75					2.0	
TOTAL		8.00	72.65	2.5	5.75	0.0	0.0	0.0	0.0	0.0	7

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

Note: Our custodians and bus drivers are not staff. These services are contracted to companies who then hire the staffing needed.

Table 4: Allocated and Budgeted Person Years for Inclusive Schooling and Indigenous Languages and Education Staff.

	Inclusive Schooling (IS) Staff										Indigenous Languages & Education (ILE) Staff									
	Regional IS Coordinator		Program Support Teachers ³		Support Assistants		Wellness Counsellors		Magnet Facilities		Total IS		Regional ILE Coordinator		IL Instructors		IL Assistants		Total ILE	
	A*	B†	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Regional Office	1.0	1.0									1.0	1.0	1.0		1.0	5.76			2	5.76
ESJS			4.0	4.0	12	10					16	14							0.0	
ESPHS			3.5	3.45	4	4					7.5	7.45					0.8		0.8	
WCS/TTC			2.0	2.0	8.0	7.1	.25	.25	1.0	1.0	9.25	10.35					2.0		2.0	
TOTAL	1.0	1.0	9.5	9.45	24	21.1	.25	.25	1.0	1.0	35.75	32.81	1.0		1.0	5.76	2.8		4.8	5.76

Note: A* - allocated; B† - budgeted.

³ Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily/weekly work, PSTs are not focused on one specific curricular area, but support all student learning – with a particular emphasis on supporting students on Student Support Plans or Individualized Education Plans.

Completion of Staff Evaluations

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

Evaluations are important in developing individual staff growth plans. Yellowknife Catholic Schools will be implementing a new Performance Teaching Rubric for Growth and Development. In the 2018-2019 school year, one Principal, two Assistant Principals and 22 teachers will be in their evaluation year.

Appendix A: Operating Budget

See attachment

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

**Yellowknife Catholic Schools
Statement of Revenues and Expenses
Annual Budget - Consolidated**

	2018-2019 Budget	2017-2018 Approved Budget	2017-2018 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
Regular Contribution	19,393,697	19,593,033	20,035,065
French Language Contribution	335,500	335,000	290,500
Aboriginal Language Contribution		59,000	141,000
Other Contribution			
Capital Contribution			
Total GNWT	19,729,197	19,987,033	20,466,565
Federal Government			
Property Tax Requisitioned	4,174,000	4,148,000	4,148,000
Other School Authorities	150,000	250,000	150,000
Education Body Generated Funds			
Rentals	180,000	178,000	178,000
School Fees			
Sales	302,800	235,720	235,720
Investment Income	60,000	60,000	60,000
Other			
Total Generated Funds	542,800	473,720	473,720
Transfers			
Transfers from Capital Fund			
Total Transfers	0	0	0
TOTAL REVENUES	24,595,997	24,858,753	25,238,285
<u>EXPENSES</u>			
Administration	1,798,361	1,722,147	1,722,147
School Programs	17,445,771	17,160,593	17,378,073
Inclusive Schooling	4,296,029	4,277,686	4,277,686
Indigenous Languages and Education	841,387	739,582	821,582
Transfers to Capital			
Amortization	1,600,000	1,770,000	1,770,000
Interest	8,174	27,038	27,038
TOTAL EXPENSES	25,989,722	25,697,046	25,996,526
SURPLUS (DEFICIT)	-1,393,725	-838,293	-758,241
Operating Surplus			
Operating Surplus, opening balance	195,344	56,597	56,597
Annual surplus (deficit)	-1,393,725	-838,293	-758,241
Transfer from investment in capital assets	1,313,172	789,564	896,988
Transfer from (to) decentralized Surplus	0	0	0
Operating Surplus, ending balance	114,791	7,868	195,344
Decentralized Surplus	275,792	275,792	275,792
Accumulated Surplus	390,583	283,660	471,136

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

**Yellowknife Catholic Schools
Details of Expenses - Consolidated
Annual Budget**

	Administration	School Programs	Inclusive Schooling	Indigenous Languages and Education	Total
<u>SALARIES</u>					
Teachers' Salaries		9,227,080	1,524,019	649,330	11,400,429
Instruction Assistants			1,319,293		1,319,293
Non Instructional Staff	795,841	1,576,278	223,968		2,596,087
Board/Trustee Honoraria	68,000				68,000
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	240,020	3,569,142	1,074,515	155,724	5,039,401
Leave And Termination Benefits		20,000			20,000
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services	45,500	27,400	102,500	20,000	195,400
Postage/Communication	20,500	57,000		1,500	79,000
Utilities					0
Heating		255,000			255,000
Electricity		430,000			430,000
Water/Sewage		101,500			101,500
Travel	19,000	8,000			27,000
Student Transportation (Busing)			5,000		5,000
Advertising/Printing/Publishing	43,000	24,500			67,500
Maintenance/Repair		319,500	6,000	2,000	327,500
Rentals/Leases	8,000	42,000			50,000
Other Contracted Services	482,500	1,314,433		3,000	1,799,933
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials	76,000	465,438	40,734	9,833	592,005
Freight		8,500			8,500
<u>DEBT SERVICES</u>					
	1,608,174				1,608,174
TOTAL	3,406,535	17,445,771	4,296,029	841,387	25,989,722

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

**Yellowknife Catholic Schools
Details of Inclusive Schooling Expenses
Annual Budget**

	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
<u>SALARIES</u>					
Regional Coordinator	223,968				223,968
Program Support Teachers	1,417,639			57,595	1,475,234
Support Assistants	1,261,698			106,380	1,368,078
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	1,024,548			49,967	1,074,515
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services	102,500				102,500
Travel	5,000				5,000
Other Contracted Services					0
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials	27,734	1,500	16,000	1,500	46,734
Freight					0
TOTAL	4,063,087	1,500	16,000	215,442	4,296,029

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

**Divisional Education Council/District Education Authority
Details of Indigenous Languages and Education Expenses
Annual Budget**

	General Indigenous Languages and Education	Teaching and Learning Centres	Community Support	Total
<u>SALARIES</u>				
Regional Coordinator	57,573	40,621	16,575	114,769
Language Instruction	407,793			407,793
Non Instructional Staff	61,190			61,190
Elders in Schools	55,000			55,000
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances	171,495			171,495
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services				0
Travel				0
Advertising/Printing/Publishing			1,500	1,500
Rentals/Leases			4,640	4,640
Other Contracted Services			20,000	20,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials		5,000		5,000
Freight				0
TOTAL	753,051	45,621	42,715	841,387

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

**Divisional Education Council/District Education Authority
Details of Indigenous Languages and Education Expenses
Annual Budget**

	Regional Coordinator	Indigenous Language Instruction Staff	General Indigenous Education	Teaching and Learning Centres	Community Support	Total
Budget Distribution						
Regional Office	86,814			40,621	16,575	144,010
Ecole St Joseph School		62,390	18,333	1,666	8,714	91,103
Ecole St Patrick School		129,340	91,965	1,667	8,714	231,686
Weledeh Catholic School		345,875	18,333	1,667	8,713	374,588
Etc.						0
TOTAL	86,814	537,605	128,631	45,621	42,716	841,387

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

**Yellowknife Catholic Schools
Schedule of Approved Person Years
Annual Budget**

	<u>Person Years</u>
Administration Staff	8.00
Territorial Schools:	
Teachers	82.33
Consultants	1.50
Classroom Assistants	
Secretaries	5.75
Custodians	3.00
School Community Counsellors	
Other - Specify	
Librarians	1.50
Junior Kindergarten	8.00
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	9.50
Support Assistants	22.00
Counsellors	2.80
Other - Specify	
TTC staff	2.00
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	4.00
Other - Specify	
Total Person Years	<u><u>152.38</u></u>



**Yellowknife Education District No. 1 (YK1)
Operating Plan for 2018-2019 School Year
Submitted: June 30, 2018**



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Purpose of the Operating Plan

The Yellowknife Education District No. 1 (YK1) Operating Plan for the 2018-2019 school year was prepared in compliance with the *Financial Administration Act* that requires NWT Education Bodies to plan for and report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the GNWT Mandate and the Minister of Education's direction.

The Operating Plan is one of the key components of the Education Accountability Framework that was implemented in 2016 as part of the *Education Renewal and Innovation Framework: Directions for Change* (2013) and following new requirements of the *Financial Administration Act* that were put in force in 2016. The purpose of the Operating Plan is to:

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

YK1 Operating Environment

School Profiles and Student Enrolment

Yellowknife Education District No. 1 consists of six schools that will house approximately 2,103 students in 2018-2019 school year.

YK1 operates six schools in the City of Yellowknife. The following lists key programming in our schools:

Mildred Hall School (JK to 8)

- *Mildred Hall School (MHS) is an English school which also offers Core French and Wíllídeh language courses*
- *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*

N.J Macpherson School (JK to 5)

- *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*

École J.H. Sissons (JK to 5)

- *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 William McDonald Middle School (6 to 8)

- *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*

Range Lake North School (JK to 8)

- *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*

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

Table 1: YK1 School Profiles 2017-2018.

School	Community	Grades Offered	Enrolment (FTE) ¹	Teaching Staff (PY) ²
MHS	Yellowknife	JK-8	256	18.5
EJHS	Yellowknife	JK-5	323.5	23.0
NJM	Yellowknife	JK-5	297.5	21.0
RLN	Yellowknife	JK-8	288	21.7
EWMS	Yellowknife	6-8	240	15.90
ESJF	Yellowknife	9-12	638	31.75

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

School	Grades													
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
MHS	21	26	23	25.5	22	26	26.5	24	30	32	n/a	n/a	n/a	n/a
EJHS	47	62	48	50	41.5	40	34	1.0	n/a	n/a	n/a	n/a	n/a	n/a
NJM	32	37	51.5	55	45.5	34	42.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a
RLN	27	17.5	26.5	28	30	29	46	31	24	29	n/a	n/a	n/a	n/a
EWMS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	92	83	65	n/a	n/a	n/a	n/a
ESJF	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	145.3	155.3	187.3
DEC Total	127	142.5	149	158.5	139	129	149	148	137	126	150	145.3	155.3	187.5

Student and Teacher Population

Student Population

As outlined in Table 1, YK1's total enrollment for the 2017/2018 school year was 2,043. Of those students, **648.75 (31.8%)** were Indigenous.

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

² PY stands for person years and refers to funded positions. Teaching staff includes staff providing instruction to students, such as teachers, teaching principals, and others.

School	Enrollment	Indigenous Enrollment (%)
MHS	256	185 (72.3%)
EJHS	323.5	25 (7.7%)
NJM	297.5	88 (29.6%)
RLN	288	63 (21.9%)
EWMS	240	46 (19.2%)
ESJF	638	241.75 (37.9%)

Student Support Plans Report

Students on Regular Program	Students on Regular Grade Level with Accommodations	Students with Modified Plans	Students with IEPs
1,476 (64%)	636(28%)	130(6%)	31(1.5%)

Support for YK1 schools is allocated based on programming and student needs. District wide criteria is determined to ensure consistency in the support provided to students in all YK1 schools. Teacher in-servicing and professional development are developed around student needs to support classroom instruction. Programming in schools is designed around these student needs to ensure student growth and learning. The work-plan of the school based support teams are driven by student needs.

Teacher Population

Yellowknife Education District No.1 September 30, 2017	Enrolment (FTE)		Teachers/ Admin/ PST as of June	Early Childhood Instructors	Pupil/Teacher ratio	
	K-12	JK	K-12	JK	K-12	JK
	Sep-17	Sep-17				
School:						
Mildred Hall School	235.00	21.00	18.50	3.00	12.70	7.00
JH Sissons	276.50	47.00	18.90	5.00	14.63	9.40
William McDonald School	240.00	-	17.40	-	13.79	
NJ Macpherson School	265.50	32.00	19.00	4.00	13.97	8.00
Range Lake North School	261.00	27.00	20.70	3.00	12.61	9.00
Sir John Franklin High School	638.00	-	33.75	-	18.90	
Total District	1,916.0	127.0	128.25	15.00	14.94	8.47

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 the communities. The areas which we experience the most challenges in are French Programming 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. Staff interest in applying on and remaining in administrative roles diminishes more each year due to the high expectations and overwhelming demands of the job.

YK1 Governance

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 2,043 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 2015 for a term of three years.

Chairperson: John Stephenson

Vice Chairperson: Allan Shortt

Trustees:

Terry Brookes

Jay Butler

Tina Drew

Rajiv Rawat

Satish Garikaparathi

Administration

Superintendent of Education: Metro Huculak

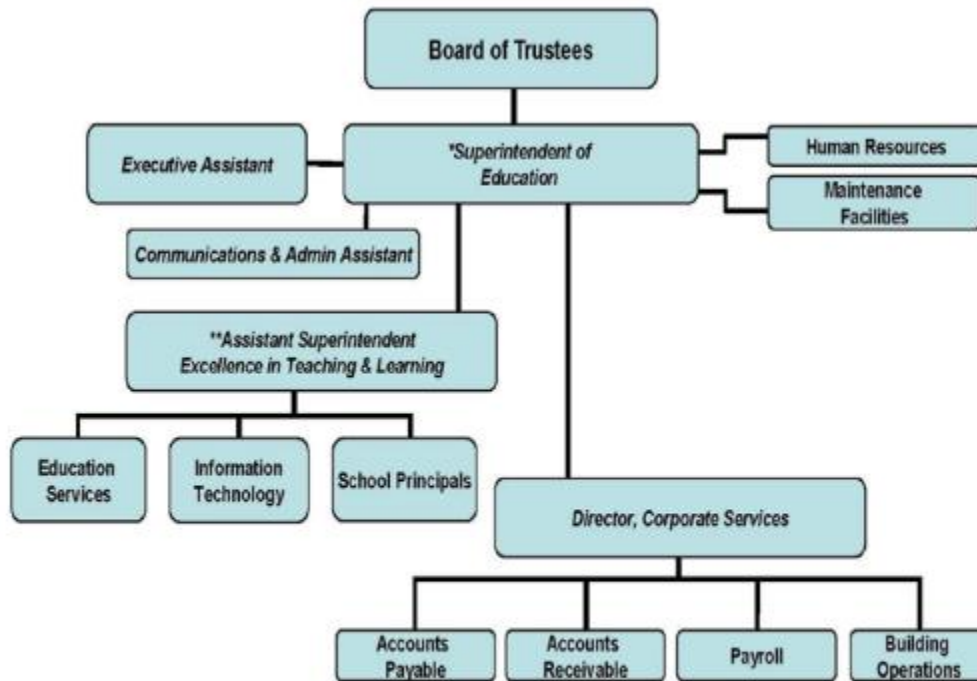
Assistant Superintendent: Ed Lippert

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.

YK1 Functional Organizational Chart



* In the absence of the Superintendent the Assistant Superintendent will be acting

** In the absence of the Superintendent and Assistant Superintendent the Director, Corporate Services will be acting

Governance Training

The YK1 DEA meets at a minimum of once per month at a public meeting every second Tuesday from September to June. They also set special meetings when required to hear from school principals, consultants, auditors and other special guests. They also have a Committee of the Whole meeting every second Tuesday of the month at lunch. Trustees also arrange for Committee of the Whole meetings every two weeks if needed. Because this is an election year, training will be held for new Trustees the week of November 4 and new Trustees will have an opportunity to attend a Trustee Orientation in Edmonton sponsored by the Alberta School Board. Special times will be set for further training on policy, budget and curriculum for those 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 except for ASBA is held at the DEA office.

Divisional Education Council Meetings

According to section 109 of the Education Act, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. The YK1 DEA functions similarly to a Divisional Education Council. Table below provides a schedule of DEA meetings planned for the upcoming school year.

Table 3: YK1 Meetings Schedule.

Meeting Number	Planned Date	Planned Location
1	September 11, 2018	DEA Meeting - District DEA Office
2	October 9, 2018	DEA Meeting - District DEA Office
3	November 13, 2018	DEA Meeting - District DEA Office
4	December 11, 2018	DEA Meeting - District DEA Office
5	January 8, 2019	DEA Meeting - District DEA Office
6	February 12, 2019	DEA Meeting - District DEA Office
7	March 12, 2019	DEA Meeting - District DEA Office
8	April 9, 2019	DEA Meeting - District DEA Office
9	May 14, 2019	DEA Meeting - District DEA Office
10	June 11, 2019	DEA Meeting - District DEA Office

Additional committee meeting dates will be finalized following the organizational DEA meeting on **November 13, 2018**.

Teaching and Learning

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

1. Education Renewal Objective: Supporting excellence in teaching.

1.1 Literacy in the Disciplines

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p><i>Literacy in the Disciplines aligns with the YK1 Strategic Priority “To ensure all students reach their highest level of learning, and Key Result “To increase student success in Mathematics and Science”. As students engage in inquiry, improve their understanding of the scientific process, and begin to “think like scientists”, they utilize reading apprenticeship strategies that allow for proficient reading and writing in this discipline. Given that teachers in grades 4 to 8 across the district are already working with literacy strategies in Science, we will be focusing on high school participation in the Literacy in the Disciplines initiative. Five high school teachers are currently using the disciplinary literacy approach and we will continue with five teachers in the 2018-2019 school year.</i></p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • <i>The District Team members, which will be decided in the September, 2018, will meet four times in the upcoming school year at École Sir John Franklin High School (ESJF)</i> • <i>A team of five from ESJF will join the reading apprenticeship training offered by ECE in October 2019</i>
<p>School-level performance targets:</p> <p><i>École Sir John Franklin (ESJF)</i></p>	<ul style="list-style-type: none"> • <i>16% (N=32) will be using the reading apprenticeship approach</i>

1.2 Collaborative Professional Learning

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p><i>According to Donohoo & Velasco (2016, p.16), “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 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.” YK1 is committed to ensuring that classroom teachers have collaboration time in the form of Professional Learning Communities (PLC) built into the school day. This</i></p>
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research-based structure provides time for teachers to collaborate with agreed upon protocols to develop their practice and improve student achievement.

Additionally, teachers participate in collaborative inquiry professional development focused on district initiatives and YK1 Strategic Priorities 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.

All teachers participate in some and/or all of the PD initiatives as noted in the regional targets. Exact numbers are not available until staffing is finalized.

References

Donohoo, J. & Velasco, M. (2016). The transformative power of collaborative inquiry. Corwin: Thousand Oaks, CA

Kaser, L. & Halbert, J. (2017). The Spiral Playbook: Leading with an Inquiring Mindset in School Systems and Schools. C21 Canada

Regional performance targets:

- *100% (N=approximately 30) of JK to 3 teachers in English programming across the district will participate in a collaborative inquiry process in the area of inquiry learning for the upcoming school year*
- *100% (N=approximately 40) of Grade 4 to 8 teachers in English and French programming across the district will participate in a collaborative inquiry process in the area of Science Literacy for the upcoming school year*
- *25% (N=approximately 8) of Science teachers in English and French programming at the secondary school will participate in a collaborative inquiry process in the area of Science Literacy for the upcoming school year*
- *100% (N=19) of JK to 5 teachers in French programming will participate in a collaborative inquiry process in the area of inquiry learning and provocations learning for the upcoming school year*
- *100% (N=16) of Program Support Teachers (PST) will participate in school specific collaborative professional opportunities for the upcoming school year*

<p>School-level performance targets: <i>École J.H. Sissons (EJHS)</i></p>	<ul style="list-style-type: none"> • <i>Teachers, supported by PSTs and Administration, will have a 35 minute scheduled block once per week to collaborate on self-chosen topics related to teaching and learning. In addition, 22.5 hours will be allocated for teacher collaborative learning</i>
<p><i>École Sir John Franklin High School (ESJF)</i></p>	<ul style="list-style-type: none"> • <i>Teachers will have an 80 minute scheduled block once per week to collaborate on topics including:</i> <ul style="list-style-type: none"> ○ <i>The Discipline of Science</i> ○ <i>Inquiry Based Learning</i> ○ <i>Interdisciplinary Literacy</i> ○ <i>Student Support Planning</i> ○ <i>Inclusive education</i>
<p><i>École William McDonald Middle School (EWMS)</i></p>	<ul style="list-style-type: none"> • <i>Teachers will have an 80 minute scheduled block once per week to collaborate on subject specific topics, as well as, PBIS, self-regulation and Science inquiry. In addition, 22.5 hours will be allocated for teacher collaborative learning.</i>
<p><i>Mildred Hall School (MHS)</i></p>	<ul style="list-style-type: none"> • <i>Teachers, supported by PSTs and Administration, will have a 70-90 minute scheduled block once per week to collaborate on self-directed topics for teaching and learning. In addition, 22.5 hours will be allocated for teacher collaborative learning.</i>
<p><i>N.J. Macpherson School (NJM)</i></p>	<ul style="list-style-type: none"> • <i>Teachers will have a 60 minute scheduled block once per week to collaborate on district assessment data, goal setting, and instruction. Teachers will also use the time to pursue an inquiry question of their design related to their Professional Growth Plans. In addition, 22.5 hours will be allocated for teacher collaborative learning.</i>
<p><i>Range Lake North (RLN)</i></p>	<p><i>Teachers will have an 80 minute scheduled block once per week to focus on extending and putting into practice new learning from District PD, and to set goals based on PD and assessment data. Teachers will use the collaborative inquiry model to address topics including Science, Math, Inclusion, PBIS, Literacy, and self-selected inquiry questions. In addition, 22.5 hours will be allocated for teacher collaborative learning.</i></p>



1.3 Regional Professional Development

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p><i>YK1 Strategic Priorities:</i></p> <ul style="list-style-type: none"> • <u>To ensure all students reach their highest level of learning,</u> • <u>To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner,</u> • <u>To ensure all students engage in healthy lifestyles, and respectful, caring relationships.</u> <p><i>YK1 provides PD to teachers and Educational Assistants (EA) based on YK1 Strategic Priorities, the Inclusive Schooling Directive, and systemic assessment data (Alberta Achievement Tests, Diploma Exams, Early Development Instrument (EDI) and Middle Development Instrument (MDI), as well as, qualitative data including teacher feedback. In 2018-2019, areas of PD focus will be: Math, Science, Inclusion, Early Learners (JK/K), Physical Literacy, and the arts through Student Success Initiatives (SSI) and Joint PD (NWTTA/YK1) funding. Additionally, technology PD will be provided, as appropriate, in an integrated manner to support the above.</i></p>
<p>Regional performance targets:</p>	<p><i>Exact numbers given in some of the regional targets are approximate until staffing is finalized.</i></p> <ul style="list-style-type: none"> • <i>100% (N=30) of JK to 3 teachers will participate in inquiry learning PD</i> • <i>100% (N=40) of Grade 4 to 8 teachers English (EN) and French (FR) will participate in Science literacy PD</i> • <i>100% (N=5) of Grade 9 Science teachers will participate in Science literacy PD</i> • <i>100% (N=50) of classroom teachers of Math will participate in Math PD</i> • <i>100% (N=6) of Physical education teachers will participate in shared focus PD</i> • <i>100% (N=6) of Music teachers will participate in shared focus PD</i> • <i>100% (N=31) of secondary teachers will participate in subject specific PD</i> • <i>100% (N=16) of PSTs will participate in inclusion PD</i> • <i>100% (N=31) of Educational Assistants will participate in role specific PD</i> • <i>100% (N=6) of school counselors will participate in role specific PD</i> • <i>100% (N=28) of French Immersion teachers, PSTs, and Admin will participate in second-language pedagogy PD</i> • <i>100% (N=7) of Intensive/Post-Intensive and Core French teachers will participate in the neurolinguistic approach to language acquisition</i> <p><i>100% (N=3) of Indigenous Language teachers will participate in the “Our Languages” pilot program for language acquisition</i></p>



1.4 Science Literacy

<p>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:</p>	<p><i>YK1 Strategic Priority “<u>To ensure all students reach their highest level of learning</u>”, and Key Result “To increase student success in Mathematics and Science”, YK1 continues to provide ongoing PD to support teachers’ instructional practices and student achievement in Science. In an effort to build pedagogical capacity within the district, specific teachers from each school have been identified by district and school administration to act as Science Mentors.</i></p>
<p>Regional performance targets:</p>	<p><i>Exact numbers given in some of the regional targets are approximate until staffing is finalized.</i></p> <ul style="list-style-type: none"> • <i>100% (N=12) of Science Mentors from all schools will work with outside facilitators and district staff several times over the upcoming school year to: <ul style="list-style-type: none"> ○ <i>Write, revise and publish a YK1 Science Vision document</i> ○ <i>Develop Science Performance Tasks at some (tentatively 3) yet to be determined grade levels</i> ○ <i>Provide leadership in Science at the school level by: <ul style="list-style-type: none"> ▪ <i>Co-planning unit and lesson plans</i> ▪ <i>Collaborate on lesson study opportunities</i> </i> </i> • <i>100% (N=40) of classroom teachers (Grades 4 to 9) will collaborate with outside facilitators, district staff, school mentors, grade level team and/or school-based PLCs to create unit and lesson plans</i> • <i>100% (N=70) of classroom teachers (Grades 1 to 8) will use updated curricular report card outcomes that reflect the Science competencies identified in the curricula (K to 6 Science and Technology Curriculum and Middle School Science, Grade 7 to 9) to report on their students’ progress</i>



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

2.1 Numeracy

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p><i>Under Strategic Priority “<u>To ensure all students reach their highest level of learning</u>”, a Key Result is “To increase student success in Mathematics and Science”. YK1 continues to provide ongoing PD to support teachers’ instructional practices and student achievement in Mathematics in the English program. AAT data and district assessment data (Northern Lights Assessments) indicate an ongoing need to address the teaching and learning in Mathematics by supporting the development of teachers’ mathematical understanding and pedagogy in supporting diverse learners.</i></p>
<p>Regional performance targets:</p>	<p><i>Exact numbers given in some of the regional targets are approximate until staffing is finalized.</i></p> <ul style="list-style-type: none"> • <i>100% (N=40) of teachers 4 to 8 (EN) will participate in Mathematics PD in the upcoming school year</i> • <i>In consultation with schools, principal selected teachers JK to 3 (EN) will participate in Mathematics PD in the upcoming school year</i> • <i>100% (N=70) of teachers K to 8 (EN) will administer grade appropriate district-mandated assessments in number sense, proportional reasoning, and algebraic thinking</i>

Inclusive Practices

<p>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:</p>	<p><i>Under Strategic Priority “<u>To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner</u>”, and Key Result “To increase the level of competence among the teachers in their ability to deal with diverse needs”, YK1 continues to provide training for PSTs in coaching and supporting teachers, but also, in the development of support plans that better address individual needs of students. Additionally, PSTs will be receiving PD in co-planning with teachers to address the student diversity in the classroom. Training is focused on planning tools and approaches that allow all learners to access curricular outcomes.</i></p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • <i>100% (N=16) of PSTs will participate in PD in Inclusive Practices</i> • <i>100% (N=16) of PST identified classroom teachers will participate with their PST in PD in Inclusive Practices</i> • <i>100% (N=16) of PSTs will work collaboratively with teachers in a scheduled weekly meeting to support co-planning and co-teaching</i>



- 100% (N=16) of PSTs work collaboratively with school teams and teachers with data to support goal-setting and student growth

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

3.1 Our Languages: Indigenous Languages Curriculum

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year: Under YK1 Strategic Priority *"To increase the offerings of the Wiilideh Language"*, YK1 endorses the following: *"Our Languages curriculum recognizes the need for quality, effective instructional strategies designed to engage language learners and inspire them towards a life long love for their language. The curriculum is designed to challenge the students to explore their Indigenous language across all dimensions of the language use – listening, speaking, reading, viewing and writing."* (Indigenous Language and Culture Directive DRAFT, 2018).

Regional performance targets:

- 100% (N=2) of the district Indigenous language instructors will participate in the "Our Languages" pilot program. YK1 will offer language classes at Mildred Hall School and École Sir John Franklin High School

3.2 Health and Wellness Curriculum

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year: Under YK1 Strategic Priority *"To ensure all students engage in healthy lifestyles, and respectful, caring relationships"*, YK1 schools, yet to be determined, will pilot the new NWT Health and Wellness Curriculum. The inquiry learning approach is supported across all YK1 schools through PD in Science Literacy and Inquiry Learning.

Regional performance targets:

- 100% (N=6) of teachers participating in the NWT Health and Wellness pilot will use the inquiry instructional model to support their work in implementing the curriculum

Indigenous Languages and Education

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

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

4.1 Key Cultural Experiences

<p>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year::</p>	<p><i>Students need to experience their culture in an authentic manner that validates Indigenous beliefs, knowledge and perspectives. Cultural experience is a process that includes the history, relevant information and preparation, the experience or event and the follow-up activities that help students to make connections between the experience and their individual learning. Students learn best through hands on activities. The significance of each activity is strengthened through the accompaniment of story telling and traditional teaching, being on the land, and the active use of Indigenous languages that include history, reasoning and connections based on Indigenous pedagogy. Dene Kede is the foundational document for offering key cultural experiences.</i></p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • <i>All students in the district attend Indigenous language and culture Experience camps (ICE Camps) on the land. The camps correspond to the grade level themes of Dene Kede as listed below:</i> <ul style="list-style-type: none"> ○ <i>Kindergarten – dog sledding</i> ○ <i>Grade 1 – traditional plant medicine</i> ○ <i>Grade 2 – harvesting birds</i> ○ <i>Grade 3 – traditional Dene and Inuit games</i> ○ <i>Grade 4 – muskrat and beaver trapping</i> ○ <i>Grade 5 – traditional uses of wood</i> ○ <i>Grade 6 – harvesting and tanning moose</i> ○ <i>Grade 7 – traditional fish camp</i> ○ <i>Grade 8 – overnight canoe trip</i> ○ <i>Grade 9 – traditional winter camp</i> • <i>Each school begins the first day of the school year with drumming, a Feed the Fire Ceremony and words from an elder</i> • <i>Each school will utilize connections with local elders to work with students (e.g. telling stories, explaining the Dene Laws, work on traditional skills such as beading or carving)</i> • <i>All YK1 schools will offer classes in traditional games such as handgames and Inuit games</i> • <i>All teachers will be welcomed to a community sewing group every</i>

	<p><i>Tuesday for those interested in sewing and spending time with local elders</i></p> <ul style="list-style-type: none"> • <i>33% (N=6) of schools will hire full time cultural support workers to promote Indigenous culture within the schools and coordinate cultural events, work with local organizations, connect with students and families to support wellness and education</i> • <i>All grade 8 classes in the district will celebrate their year end with three days of canoe training and an overnight canoe trip</i> • <i>All key cultural experiences in schools will utilize community resource people and elders</i>
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4. 2 Indigenous Language Instruction

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p><i>The District recognizes the need for quality, effective instructional strategies, designed to engage language learners and inspire them towards a life long love for their language. Promising practices from northern language classrooms , pertinent research and a wealth of ideas bring life and vibrancy to classroom instruction.</i></p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • <i>Mildred Hall School is presently offering Wíílídeh language instruction to all students, K to 8, in the core language model. These classes are offered in the regular student schedule along with all other classes. MHS will be participating in the Our Languages pilot program in the upcoming school year.</i> • <i>École Sir John Franklin High School is presently offering the “Our Languages” pilot program to beginner language learners. These classes are offered every other day for 80 minutes, modeled on the Post-Intensive French (PIF) approach. The students will earn three credits upon successful completion. More advanced courses will be offered as needed.</i>



4.3 Teaching and Learning Centres

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p><i>The District has received funding in past years for the Teaching and Learning Centre (TLC) to purchase resources to support the Wílídeh dialect of the Tlicho language. Because these types of resources are primarily locally developed, YK1 has employed a fluent Wílídeh language instructor to create the resources according to the Dene Kede themes. Moving forward, YK1 has recently assigned a Regional Indigenous Language and Education (RILE) Coordinator position. The person in this position will be responsible for working with the regional Teaching and Learning Centres (TLC) committee to enhance the indigenization of education throughout the district.</i></p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Objectives of the TLC for the upcoming school year include: <ul style="list-style-type: none"> ○ The creation of Wílídeh language resources to meet daily lesson requirements ○ The recruitment of 6.5 qualified language instructors (contingent on the amount of funding allocated to YK1 by ECE)

4.4 Community Support

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p><i>A positive and healthy relationship between our schools and the community can be built in a holistic manner that includes a welcoming environment and authentic way to involve the community within our schools. Cultural resource people and community members need to feel welcome and safe within the schools. Due to the history of residential schools, many survivors, and those impacted, do not trust or respect educational institutions. It is critical that we overcome these hurdles and rebuild this relationship on shared experiences and trust. Elders in School is a powerfully successful program proven to build relationships.</i></p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • YK1 will employ local community Elders and knowledge holders to provide leadership in: <ul style="list-style-type: none"> ○ ICE camps ○ School ceremonies and feasts ○ “On-the-land” excursions ○ Dene Kede implementation <p><i>The Elders in School program is mandated in the ECE Indigenizing Education Directive. All schools will meet the compliance goals.</i></p>

4.5 Teacher Cultural Orientation Days

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p><i>Under Strategic Priority “<u>To ensure all schools reflect Indigenous Language and Culture</u>”, YK1 will provide a minimum of two full days of on-the-land culturally appropriate orientation for their teaching and administrative staff. “There are a range of possibilities for scheduling: one day before students begin in the fall with, one day in another season, two days in a row, or combining a half day with community celebrations for instance.” (Indigenous Language and Culture Directive DRAFT, 2018) The organizing of these days will depend on the PD opportunities scheduled in the school calendar.</i></p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • <i>The entire district will begin the school year with an Indigenous Cultural Orientation day. The staff will travel to the Wíílídeh river site. Two guest speakers will be invited to present on the theme of reconciliation. Other activities will include words from Elders, a Feed the Fire ceremony and participation in traditional activities. The second day will be an ECE presentation on the new ILC and Our Languages Directive.</i>

4.6 Elders in School

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p><i>Under YK1 Strategic Priority “<u>To integrate culturally relevant learning into instructional programming</u>”, “Elders participate in the instruction of school programs, collaboratively with the school staff and classroom teachers, helping them to become familiar with Aboriginal ways of knowing and doing. Elders help strengthen the relationships between teachers, students, parents and the community at large.” (Indigenous Language and Culture Directive DRAFT, 2018)</i></p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • <i>100% (N=6) of YK1 schools will allocate funds for Elders to work in schools to support students and programming according to the Indigenous Language and Culture Directive.</i>



4.7 Educator Training - Dene Kede Facilitator

<p>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:</p>	<p><i>Under Strategic Priority “<u>To increase the number of skilled instructors of Indigenous Language and culture based education</u>”, YK1 believes that providing teachers and school administrators with the opportunity to learn more about the community they live and work in helps them to continue developing positive relationships with their students and parents, as well as, the community at large. “Understanding the impacts of colonization and steps toward reconciliation and decolonization can happen at the personal and institutional levels.” (Indigenous Language and Culture Directive DRAFT, 2018)</i></p> <p><i>“In order to survive and to live life to the fullest, students must develop respectful relationships with the Land, the Spiritual World, other people and themselves. These relationships can be integrated into the fabric of the curriculum and school culture.” (Dene Kede Curriculum Guide, 1993)</i></p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • <i>100% (N=6) Each of the YK1 schools sends staff representatives to appropriate PD opportunities such as the Indspire National Gathering, and PD opportunities coordinated by ECE. These opportunities are reflective of the requests and interests of the staff involved in Indigenizing Education. The planning is integrated into the focus of school programming as opportunities arise throughout the school year.</i> • <i>100% (N=6) The district funds the Dene Kede facilitator position and this facilitator visits each school at a minimum bi-weekly throughout the school year depending on the ILC activities planned. The performance of the facilitator is measured on the feedback from the school administration, the teachers and the students on a day-to-day basis.</i>



French and/or English Second Language Instruction

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

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

French as a Second Language (FSL)

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p><i>In accordance with the Education Act, YK1 offers second-language instruction from JK to 12. Programs offered are: JK to 12 Early French Immersion, Grade 6 to 12 Intensive/Post-Intensive French, Grade 1 to 12 Core French. Number of hours of instruction includes Intensive French Camps in Grades 5 to 7. Percentages in the school-level targets indicate the time allocation dedicated to French Instruction.</i></p>
<p>School-level performance targets:</p>	
<p>École J.H. Sissons (EJHS)</p>	<ul style="list-style-type: none"> • 100% FSL instruction (Immersion) in JK to 2 • 85% FSL instruction (Immersion) in Grades 3 to 5
<p>École William McDonald Middle School (EWMS)</p>	<ul style="list-style-type: none"> • 75% FSL instruction (Immersion) in Grades 6 to 8 • 50% FSL instruction (Intensive French) in Grade 6 • 25% FSL instruction (Post-Intensive French) in Grades 7,8 • 6% FSL instruction (Core French) in Grades 6 to 8
<p>École Sir John Franklin High School (ESJF)</p>	<ul style="list-style-type: none"> • 60% FSL instruction (Immersion) in Grades 9 to 12 • 18% FSL instruction (Post-Intensive French) in Grade 9 • 12.5% FSL instruction (Post-Intensive French/Core French) in Grades 10 to 12
<p>Range Lake North (RLN)</p>	<ul style="list-style-type: none"> • 50% FSL instruction (Intensive French) in Grade 6 • 25% FSL instruction (Post-Intensive French) in Grades 7,8 • 6% FSL (Core French) in Grades 1 to 8

Mildred Hall School (MHS)	<ul style="list-style-type: none">• 6% FSL (Core French) in Grades 1 to 8
N.J. Macpherson School (NJM)	<ul style="list-style-type: none">• 6% FSL (Core French) in Grades 1 to 8

Inclusive Schooling

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

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

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

6.1. Student supports aligned to the goals stated in Student Support Plans (SSPs) and/or Individual Education Plans (IEPs) and are provided in a timely manner.

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p><i>Under Strategic Priority “<u>To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner</u>”, YK1 continues to ensure that all schools provide supports that align with SSP/IEP goals. Feedback from 2016-2017 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, provide support in the areas of collaborating with parents, writing SSPs and IEPs, implementing and communicating them.</i></p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of SSPs and IEPs will be finalized by October 31, 2018 • 100% of SSPs and IEPs are to be reviewed and revised, at each reporting time and/or as needed. • 100% of teachers will implement at least one support as identified by SSP/IEPs by the second reporting period

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

Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:

Under Strategic Priority “To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner” and Key Result, “To increase the level of competence among teachers in their ability to deal with diverse needs”, YK1, through SSI funding, PD in Math, Science Literacy, Inquiry Learning, and Inclusive Practices. These initiatives are delivered through the lens of inclusion. YK1 believes it is necessary that teachers learn and experiment with strategies that are open-ended with a “low floor, high ceiling” ensuring access points for all learners. Subject specific teachers and generalist teachers in all schools participate in district PD.

All outside facilitators who provide PD and support YK1 initiatives are practitioners of inclusive and flexible instructional strategies. Two of these facilitators have been presenters at ECE sponsored PST training events. YK1 feels confident that our support for teachers aligns with ECE directives and initiatives.

To support inclusive practices, the district will use a mentor /mentee (PST/teacher) approach with the outside inclusion expert, to develop plans and teaching strategies around meeting diverse needs in a classroom setting. More teachers will be included as we use the lesson study format to model instructional practices “in action”.

Regional performance targets:

- *SSI funded projects planned for 2018-2019 that support inclusive and flexible teaching approaches are in Science, Math, and planning for diverse classrooms*
- *100% (N=16) of PSTs and at least one teacher from all schools will work with outside facilitators on inclusive practices including planning for and teaching in classrooms with diverse needs, followed up by lesson studies to include more teachers.*
- *100% (N=90) of English and French Immersion classroom and/or specialist teachers in Science and/or Math, grades 1 to 8, will receive PD throughout the year with outside and district facilitators*
- *100% (N=8) of Science department teachers at the secondary school will receive PD throughout the year with outside and district facilitators*
- *All Educational Assistants will formally meet bi-monthly with PSTs in their role of supporting learning; additional meetings will be held on an as-needed basis*



6.3. Classroom teachers notify and access the School-based Support Team (SBST) to support students who experience persistent learning difficulties in spite of the use of responsive teaching strategies, or when a student needs significant enrichment.

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p><i>Under YK1 Strategic Priority “<u>To ensure all students receive programming which responds their diverse learning needs in a respectful and inclusive manner</u>”, YK1 schools utilize the School-based Support Team (SBST) model to address learning needs of identified students on a regular basis. Feedback from schools is positive regarding the intent of the SBST and this model has been used successfully with slight modifications of the protocol while maintaining the integrity of the tool.</i></p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% (N=6) of schools will continue to employ the use of the SBST for the upcoming school year • 100% (N=6) of schools will continue to meet bi-weekly, following a referral protocol each has developed. Documentation of meetings will be maintained.

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

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p><i>Under YK1 Strategic Priority “<u>To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner</u>”, and Key Result, “To maintain a high level of satisfaction with our inclusive education program”, YK1 schools will ensure that SSPs and IEPs are completed, updated and reviewed regularly with stakeholders. Students are including in the development of SSPs and IEPs when appropriate.</i></p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% (N=6) of YK1 schools will comply with district guidelines, developed in collaboration with the RISC and PSTs, for the completion and review of SSPs and IEPs • All schools (N=6) will review SSPs and IEPs with parents during reporting periods: November, March and June. • All PSTs and classroom teachers will work collaboratively to review SSPs and IEPs in June proposing revisions and changes as needed and recommended by SBST



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

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p><i>YK1 is committed to ensuring that the 60% allocation of time to support classroom teachers as outlined in the Inclusive Schooling directive is adhered to.</i></p> <p><i>Administrators will not directly schedule PSTs into classrooms to address the 60% allocation for teacher support as specified in the directive, but, rather will monitor their time to ensure the requirement is met.</i></p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • <i>100% (N=6) of principals will ensure PSTs are supporting teachers as per the time allocation (60% of the time) in the directive</i> • <i>100% (N=6) of principals will ensure that time is allocated in the school day for monthly meetings of PSTs with teachers</i> • <i>100% (N=6) of principals will ensure teachers have time scheduled into their timetables for regular/monthly meetings with PSTs</i>

Student Wellness and Support

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

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

7.1 Healthy Foods for Learning

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p><i>Under YK1 Strategic Priority “<u>To ensure all students engage in healthy lifestyles, and respectful, caring relationships</u>” and Key Result, “To increase student awareness of nutrition and the importance of healthy food choices”, YK1 schools will utilize Healthy Food for Learning funding.</i></p>
<p>School-level performance targets: <i>École J.H. Sissons (EJHS)</i></p>	<ul style="list-style-type: none"> • <i>At EJHS, a lunch program will be offered daily throughout the school year for all students who are in need of a lunch. Healthy and sugar-free snacks will be available on a daily basis throughout the school year. Occasional pizza lunches (about 3 times/year) will also be provided.</i>
<p><i>École Sir John Franklin High School (ESJF)</i></p>	<ul style="list-style-type: none"> • <i>At ESJF, a snack and lunch program will be offered every day of the week for 9 months. The food and drinks offered to students will be sugar-free and non-processed most of the time.</i>
<p><i>École William McDonald School (EWMS)</i></p>	<ul style="list-style-type: none"> • <i>At EWMS, a snack program will be available to all students all day, every day throughout the school year. A healthy lunch program will be offered daily that includes a sandwich, healthy drink, and a granola bar. The school has a vending machine that offers bottled water and sugar free drinks. EWMS will continue with special lunch days that consist of the following: Subway Day, Pizza Day, Hotdog Day, Pasta Lunch Day, etc.</i>

Mildred Hall School (MHS)	<ul style="list-style-type: none"> At MHS breakfast, a hot lunch and two snacks a day will operate Monday to Friday every day of the school year for any student that needs to access it. All breakfasts, lunches and snacks are healthy with non-processed and sugar free items. The school garden and Food Rescue will contribute to the food program. Food Rescue will continue to help provide for MHS students' needs, and anything they bring that is not considered "healthy" (for example- frozen pizzas) will be sent home with students to their families as an extra form of groceries. MHS will also access YK Cares for Weekend kits for students to fend for themselves throughout the weekend.
N.J. Macpherson School (NJM)	<ul style="list-style-type: none"> At NJM healthy snacks consisting of fruit, cereal, yogurt, cereal bars, cheese and crackers will be available daily throughout the school year to students needing them. In an effort to raise awareness and educate students on healthy food choices, every Wednesday, each class will also be provided with a vegetable or fruit tray. NJM Parent Advisor Committee will offer soup or pasta lunches three or four times per year.
Range Lake North School (RLN)	<ul style="list-style-type: none"> At RLN, lunches and snacks will be available daily throughout the school year. Classrooms receive a snack bowl with muffins, hardboiled eggs, cheese strings, sugar-free applesauce, apples and oranges. A lunch consisting of a sandwich, apple or orange and cheese strings will also be available for students, as needed.

7.2. Self-Regulation Initiative

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p>Under YK1 Strategic Priority "<u>To ensure all students engage in healthy lifestyles, and respectful, caring relationships</u>", and Key Result, "To promote positive relationships, resiliency and good citizenship", YK1 schools utilize the Positive Behaviour Interventions and Supports – Soutien au comportement positif (PBIS-SCP) structure to proactively teach and support students' self-regulation. EDI and MDI data supports the use of a variety of self-regulation programs and practices that meet student needs and build on those already in place to address students' interpersonal and intrapersonal development.</p>
Regional performance targets:	<ul style="list-style-type: none"> 100% (N=6) of schools utilize specialized furniture and equipment in their classrooms 100% (N=6) of schools provide a calming/sensory space for students when needed 100% (N=6) of schools utilize the PBIS-SCP model and provide training to new staff 100% (N=6) of schools provide training to new staff in school-wide self-regulation programs and practices 100% (N=6) of schools will ensure staff are informed of training opportunities from ECE e.g. book groups



<p>School-level performance targets:</p> <p><i>École J.H. Sissons (EJHS)</i></p>	<ul style="list-style-type: none"> • <i>All JK to 3 classes will use the Zones of Regulation model.</i>
<p><i>Mildred Hall School (MHS)</i></p>	<ul style="list-style-type: none"> • <i>The following practices will continue to be implemented school-wide. New staff will be trained as needed.</i> <ul style="list-style-type: none"> ○ <i>Movement breaks</i> ○ <i>Breathing exercises</i> ○ <i>Mindful imagery</i> ○ <i>Heavy breaks</i> ○ <i>Sensory diets</i> ○ <i>Visual schedules</i> ○ <i>Daily Physical Activity</i>
<p><i>N.J. Macpherson School (NJM)</i></p>	<ul style="list-style-type: none"> • <i>100% of classes will, under the guidance of the school counsellor, practice Mindfulness strategies</i> • <i>Grade 5 students will be trained as Junior Mindfulness Leaders to model strategies in other classes</i>
<p><i>Range Lake North School (RLN)</i></p>	<ul style="list-style-type: none"> • <i>100% of classes have first period specialist-free instruction to allow for transitioning and soft starts</i>

7.3. Mental Health Initiatives

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p><i>Under YK1 Strategic Priority “<u>To ensure all students engage in healthy lifestyles, and respectful, caring relationships</u>” and Key Results, “To promote positive relationships, resiliency and good citizenship” and “To increase awareness and access to wellness and mental health activities”, YK1 schools implement programs and initiatives that address student mental health and well-being.</i></p> <p><i>Programs referenced by acronyms in school targets are as follows:</i></p> <ul style="list-style-type: none"> • <i>Magnanimous Advocates Generating Mental Awareness (MAGMA)</i> • <i>Applied Suicide Intervention Skills Training (ASIST)</i> • <i>Talking About Mental Illness (TAMI)</i>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • <i>100% (N=6) of YK1 schools have counsellors for the upcoming school year</i> • <i>100% (N=4) of YK1 schools with staff who have not yet received training, will access training provided and funded by ECE (ASIST, Go to Educator etc.) in the upcoming school year</i>



<p>School-level performance targets:</p> <p>École J.H. Sissons (EJHS)</p>	<ul style="list-style-type: none"> • <i>At EJHS, staff will continue to put into practice understanding and strategies learned through attendance at PD in the 2017-2018 school year including: Trauma Informed Practices, Mindfulness, and Self-regulation, and Emotional Intelligence.</i>
<p>École Sir John Franklin High School (ESJF)</p>	<ul style="list-style-type: none"> • <i>At ESJF, the following programs and strategies will be in place:</i> <ul style="list-style-type: none"> ○ <i>MAGMA (student group to develop awareness of mental health)</i> ○ <i>Community counselor availability</i> ○ <i>Public Health nurse available (Falcon Health Haven)</i> • <i>ESJF staff including student services department and counselors will access training provided by ECE for ASIST and Mental Health First Aid</i>
<p>École William McDonald Middle School (EWMS)</p>	<ul style="list-style-type: none"> • <i>EWMS has received training in and will continue to implement the following programs: TAMI and the Fourth R in the upcoming school year. Staff will avail themselves of the Aurora Nurse Student's projects on self-esteem, anxiety and stress.</i>
<p>Mildred Hall School (MHS)</p>	<ul style="list-style-type: none"> • <i>Some and/or all of the staff at MHS have received training in, and will continue to use and/or implement the following programs: Mental Health First Aid, ASIST, Go to Educator, TAMI, Mental Health and Resiliency, Mental Health in the workplace, Mental Health Fitness. Additionally, programs such as "Lights On" (supervised healthy place for students to socialize) will be offered four times during the year and Peacemakers (student leadership group with a focus on every child feeling "connected").</i>
<p>N.J. Macpherson School (NJM)</p>	<ul style="list-style-type: none"> • <i>In consideration of the age range of their school population (JK to 5), NJM will continue to implement the Mind-up program for the upcoming school year</i>
<p>Range Lake North School (RLN)</p>	<ul style="list-style-type: none"> • <i>RLN has received training in, and will continue to implement the programs Second Step and TAMI in the upcoming school year. Additionally, the program FRIENDS (https://www.friendsresilience.org/) introduced in the 2017-2018 school year will be facilitated by the school counselor and continued in the upcoming school year.</i>



7.4 Safe and Caring Schools	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	<p><i>Under YK1 Strategic Priority “<u>To ensure all students engage in healthy lifestyles, and respectful, caring relationships</u>”, and Key Result, “To promote positive relationships, resiliency and good citizenship”, YK1 schools complete Safe School Plans to meet ECE directives and reinforce the YK1 priority to develop respectful, caring and healthy students.</i></p> <p><i>Program choices in the schools are determined by student needs given that schools are configured differently as follows: JK to 5, JK to 8, 6 to 8, 9 to 12.</i></p> <p><i>Programs referenced by acronyms in school targets are as follows:</i></p> <ul style="list-style-type: none"> • <i>Positive Behaviour Interventions and Supports – Soutien au comportement positif (PBIS - SCP)</i> • <i>Gay Straight Alliance (GSA)</i> • <i>Fostering Open eXpression among Youth (FOXY)</i> • <i>Strength, Masculinities, and Sexual Health (SMASH)</i>
Regional performance targets:	<ul style="list-style-type: none"> • <i>100% (N=6) of schools will complete at least six Emergency Evacuation (fire) drills for the upcoming school year</i> • <i>100% (N=6) of schools will complete two Lock Down procedure drills for the upcoming school year</i> • <i>100% (N=6) of YK1 schools will review and update Safe School Plans with the Superintendent</i>
School-level performance targets:	
<i>École J.H. Sissons (EJHS)</i>	<ul style="list-style-type: none"> • <i>School-based Safe and Caring School Committee meetings are planned in conjunction with the PBIS - SCP meetings to be held three times a year</i> • <i>PBIS - SCP will continue to be implemented to support healthy relationships in the upcoming school year</i>
<i>École Sir John Franklin High School (ESJF)</i>	<ul style="list-style-type: none"> • <i>Safe and Caring School Committee meetings are scheduled bi-monthly for the upcoming school year</i> • <i>Healthy Relationship programs to be implemented in the upcoming school year include PBIS-SCP and the Fourth R</i> • <i>Planned activities to support inclusion of LGBTQ2+ will include supporting the GSA who will meet on a regular basis, Pink Day (National and International Days of Pink (Local) and the provision of gender-neutral washrooms (2)</i>
<i>École William McDonald Middle</i>	<ul style="list-style-type: none"> • <i>Safe and Caring School Committee meetings will be held in conjunction with the School-based Support Team which are held bi-monthly</i>



<p>School (EWMS)</p>	<p><i>throughout the school year</i></p> <ul style="list-style-type: none"> • <i>Healthy Relationship programs to be implemented in the upcoming school year include: PBIS and the Fourth R</i> • <i>Community-based programs to be implemented in the upcoming school year include FOXY/SMASH</i> • <i>Planned activities to support LGBTQ2+ inclusion will be the Rainbow Alliance Club that will meet bi-weekly</i>
<p>Mildred Hall School (MHS)</p>	<ul style="list-style-type: none"> • <i>Safe and Caring School Committee meetings are scheduled three times for the upcoming school year</i> • <i>Healthy Relationship programs to be implemented in the upcoming school year include: PBIS-SCP, the Fourth R, and Peacemakers</i> • <i>Community-based programs to be implemented in the upcoming school year include FOXY/SMASH</i>
<p>N.J. Macpherson School (NJM)</p>	<ul style="list-style-type: none"> • <i>Weekly school-based Safe and Caring School Committee meetings are planned in conjunction with the School-based Support Team meetings</i> • <i>PBIS will continue to be implemented to support healthy relationships in the upcoming school year</i> • <i>A community-based program to be implemented in the next school year will be Girl's Space</i> • <i>Plans to support LGBTQ2+ inclusion include providing staff with the Rainbow Classroom Toolkit and, as a school, working toward using non-gender specific terms to refer to students (boys, girls -friends, children)</i>
<p>Range Lake North School (RLN)</p>	<ul style="list-style-type: none"> • <i>School-based Safe and Caring School Committee meetings are planned in conjunction with PBIS-SCP meetings held monthly throughout the school year</i> • <i>Healthy relationship programs to be implemented in the upcoming school year are: PBIS-SCP, Second Step Program, Peacemakers, small-group social skills groups</i> • <i>Community-based programs to be implemented in the upcoming school year include FOXY/SMASH</i>



Human Resources Management

School Staff Recruitment and Retention

YK1 is responsible for ensuring that schools are resourced to meet the priorities and needs of students. Tables below provide details on allocated and budgeted General School, Inclusive Schooling, and Indigenous Languages and Education staff for the 2018-19 school year.

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

		General School Staff									
		Regional Office Administration	Teachers*	Consultants	Secretaries	Custodians	French	Librarian	IT	JK Instructors	Total
Budgeted	Regional Office	7.5	0	1.5	1	2.4	2.5		3		17.9
	Mildred Hall School		15.5		1	2		.5		2	21.0
	École JH Sissons		16.75		1	1.75	.5	.5		5	25.5
	NJ Macpherson School		17		1	2		.5		5	25.5
	Range Lake North School		17		1	1.75	.75	.5		2	23.0
	William Macdonald Middle School		16.65		1	2	.75	.5			20.9
	École Sir John Franklin		32		2.5	5	.25	1			40.75
	TOTAL	7.5	114.9	1.5	8.5	16.9	4.75	3.5	3	14	174.6

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

Table 5: Allocated and Budgeted Person Years for Inclusive Schooling and Indigenous Languages and Education Staff.

	Inclusive Schooling (IS) Staff												Total ILE			
	Regional IS Coordinator		Program Support Teachers ³		Support Assistants	Support Assistants	Wellness Counsellors	Magnet Facilities	Total IS	Regional ILE Coordinator	IL Language Specialists	IL Language Specialists	Total ILE			
	A*	B†	A	B	A	B	B	B	A	B	A	B	A	B		
Regional Office	1	1				1				1	1	6.16	1	7.16	2	
<i>Mildred Hall School</i>			2.15	3	3.98	6.5	1		6.13	10.5			4.15	4.15	5	
<i>École J.H. Sissons</i>			2.72	2	5.04	2	.5		7.76	4.5						
<i>N.J. Macpherson</i>			2.5	2	4.63	6	.8		7.13	8.8						
<i>Range Lake North School</i>			2.42	3	4.48	5.5	1		6.9	9.5						
<i>William MacDonald Middle School</i>			2.02	2	3.74	3.3	.5		5.76	5.8						
<i>École Sir John Franklin High School</i>			3.25	3	9.93	8.5	1.75	5.0	18.68	18.25			2.25	2.25	5	
TOTAL	1	1	15.0	15	31.8	32.8	5.55	5.0	53.36	59.35	1	1	6.16	7.40	7.16	8.4

Note: A* - allocated; B† - budgeted.

³ Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily/weekly work, PSTs are not focused on one specific curricular area, but support all student learning – with a particular emphasis on supporting students on Student Support Plans or Individualized Education Plans.

Completion of Staff Evaluations

All education staff is required to undergo evaluations as per Minister's *Direction on Evaluation and the Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012). Evaluations are important in developing individual staff growth plans. In 2018-2019 school year, **three** principals (including assistant principals) and **fifty** teachers (including Program Support Teachers) who will be in their evaluation year will undergo an evaluation.



Appendix A: Operating Budget

Yellowknife Education District No.1 STATEMENT OF REVENUES AND EXPENSES Annual Budget

	2018-2019 *Budget	2017-2018 Budget	2017-2018 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
Regular Contribution	27,992,844	27,625,554	27,650,909
Other Contribution	623,000	740,000	948,000
Capital Contribution			
Total GNWT	28,615,844	28,365,554	28,598,909
Federal Government			
Property Tax Requisitioned	6,331,000	6,231,000	6,231,000
Other School Authorities	50,000	40,000	40,000
Education Body Generated Funds			0
Rentals	380,000	380,000	380,000
School Fees			0
Sales			0
Investment Income	110,000	110,000	110,000
Other	351,500	308,000	216,000
Total Generated Funds	841,500	796,000	706,000
Transfers			
Transfers from Capital Fund			
Other (Specify)			
Total Transfers	0	0	0
TOTAL REVENUES	35,838,344	35,432,554	35,575,909
EXPENSES			
Administration	1,503,872	1,459,541	1,459,541
School Programs	23,376,306	23,601,487	23,644,842
Inclusive Schooling	6,480,631	6,076,426	6,076,426
Operations and Maintenance	3,358,270	3,162,804	3,282,804
Aboriginal Language/Cultural Programs	1,281,304	1,108,796	1,108,796
Accommodations (Nordic Arms)	197,500	197,500	297,500
Transfers			
Transfers to Capital Fund			
Transfer to DEA			
Other (Specify)			
Total Transfers	0	0	0
Debt Services			
TOTAL EXPENSES	36,197,883	35,606,554	35,869,909
SURPLUS (DEFICIT)	(\$359,539)	(\$174,000)	(\$294,000)
ACCUMULATED SURPLUS (DEFICIT)	1,063,313	\$1,542,852	\$1,422,852

**(Approved Budget based on information received as of June 12, 2018)*

(Deficit is for added teachers due to increased enrolment, Nordic Arms had a roof replacement in 2018)

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

**Divisional Education Council/District Education Authority
Details of Expenses - Consolidated
Annual Budget**

	Administration	School Programs	Inclusive Schooling	Indigenous Languages and Education	Maintenance	Staff Accommodation	Total
<u>SALARIES</u>							
Teachers' Salaries	75,386	14,866,031	3,418,407	526,139			18,885,963
Instruction Assistants		1,463,564	2,135,934	110,467			3,709,965
Non Instructional Staff	999,755	2,009,024		104,382	461,897	24,000	3,599,058
Board/Trustee Honoraria	77,348						77,348
<u>EMPLOYEE BENEFITS</u>							
Employee Benefits/Allowances	102,584	2,432,728	631,790	141,513	117,292	0	3,425,907
Leave And Termination Benefits							0
<u>SERVICES PURCHASED /CONTRACTED</u>							
Professional/Technical Services	40,000	281,000	22,000	62,500	2,000		407,500
Postage/Communication	26,000	58,300		0	7,000		91,300
Utilities							0
Heating					800,000	35,000	835,000
Electricity					850,000	50,000	900,000
Water/Sewage					151,000	21,000	172,000
Travel		90,000		5,000			95,000
Student Transportation (Busing)		450,000	20,000	10,000			480,000
Advertising/Printing/Publishing	30,800						30,800
Maintenance/Repair	1,000	59,900	10,000	59,789	701,081	67,000	898,770
Rentals/Leases	5,000	223,613					228,613
Other Contracted Services	84,000	531,325	80,000	173,004	263,000		1,131,329
<u>MATERIALS /SUPPLIES /FREIGHT</u>							
Materials	56,999	889,122	162,500	88,510		500	1,197,631
Freight	5,000	21,699			5,000		31,699
<u>TRANSFERS TO CAPITAL</u>							
TOTAL	1,503,872	23,376,306	6,480,631	1,281,304	3,358,270	197,500	36,197,883



Divisional Education Council/District Education Authority
Schedule of Approved Person Years
Annual Budget

	<u>2018/2019</u> <u>Person Years</u>
Administration Staff	7.50
Territorial Schools:	
Teachers	113.90
Consultants	1.50
Librarians	3.50
Secretaries	8.50
Custodians	16.90
Junior Kindergarten Early Childhood Inst	14.00
Other - Technology	3.00
Other - French Teachers & Eas	4.75
Other - Outreach counsellor	1.00
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	15.00
Support Assistants	32.80
Counsellors	4.55
Other - Magnet Positions	5.00
Other - Education Psychologist	1.00
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	7.40
Other -Maintenance	5.00
Total Person Years	247.30



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

**Yellowknife Education District No.1
Details of Indigenous Languages and Education Expenses
Annual Budget**

	General Indigenous Languages and Education	Teaching and Learning Centres	Community Support	Total
<u>SALARIES</u>				
Regional Coordinator	121,177	110,932		232,109
Language Instruction	323,833			323,833
Non Instructional Staff	76,727		108,318	185,045
Elders in Schools	40,000			40,000
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances	103,168	13,006	25,340	141,514
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services	68,500			68,500
Travel	10,000			10,000
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services	189,176			189,176
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	35,065	56,062		91,127
Freight				0
TOTAL	967,646	180,000	133,658	1,281,304

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

**Yellowknife Education District No.1
Details of Indigenous Languages and Education Expenses
Annual Budget**

	Regional Coordinator	Indigenous Language Instruction Staff	General Indigenous Education	Teaching and Learning Centres	Community Support	Total
Budget Distribution						
Regional Office	142,812	133,452	310,935	56,062		643,261
Mildred Hall School		225,515	0	123,938	69,728	419,181
Ecole Sir John Franklin High School		43,980	94,149		63,930	202,059
Ecole William MacDonald Middle School		3,033				3,033
Ecole JH Sisson School		3,906				3,906
NJ Macpherson School		4,302				4,302
Range Lake North School		5,562				5,562
TOTAL	142,812	419,750	405,084	180,000	133,658	1,281,304

**Divisional Education Council/District Education Authority
Details of Inclusive Schooling Expenses
Annual Budget**

	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
<u>SALARIES</u>					
Regional Coordinator	147,538				147,538
Program Support Teachers	1,697,208			127,438	1,824,646
Counsellors	525,301				525,301
Education Psychologist	127,438				127,438
Teachers				358,696	358,696
Support Assistants	2,122,390			48,406	2,170,796
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	933,488			98,228	1,031,716
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services	0	123,000			123,000
Travel		15,000			15,000
Other Contracted Services	112,000				
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials			15,000	29,500	44,500
Freight					0
TOTAL	5,665,363	138,000	15,000	662,268	6,480,631