

Dehcho Divisional Education Council Operating Plan for 2017-2018 School Year ending June 30, 2018

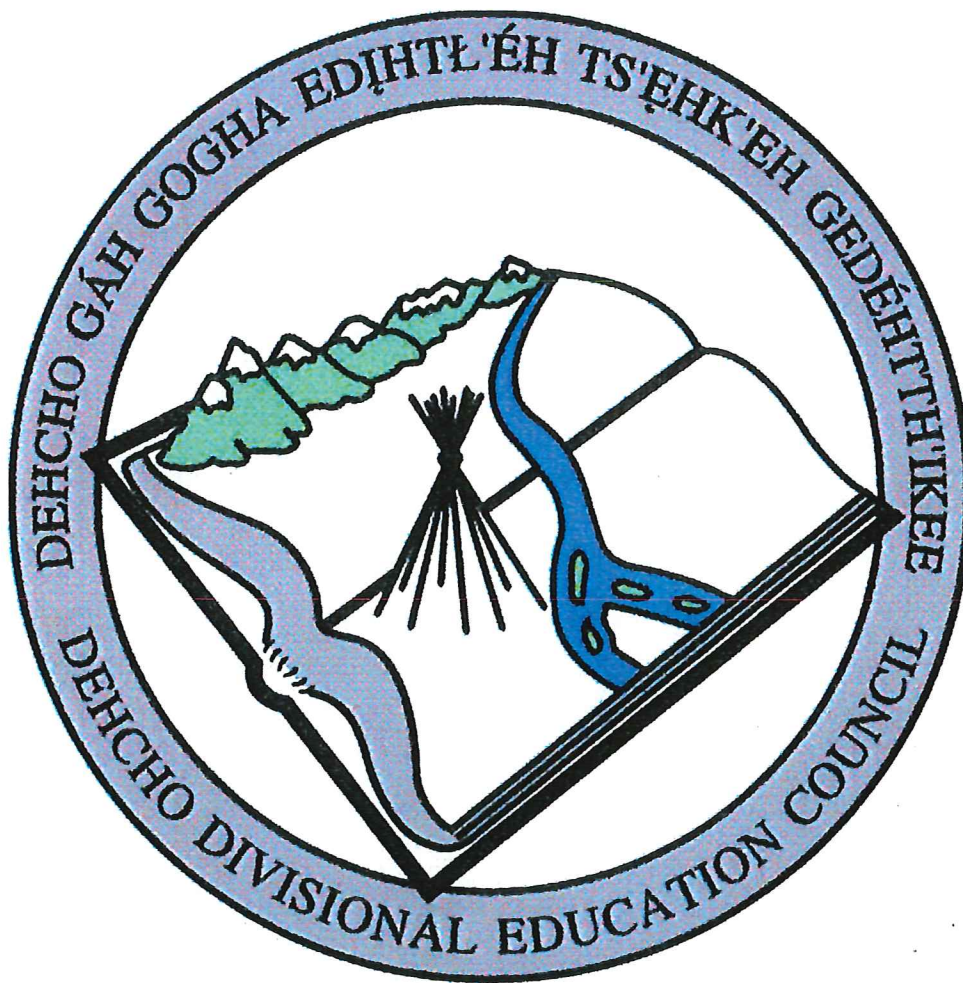


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Introduction

All reporting within this Dehcho Divisional Education Council
Operating Plan is inclusive of the District Education Authorities within the region.

The Dehcho Divisional Board of Education (DDBE) was established in 1990 to govern the educational programs within the division. At that time the board consisted of one representative appointed from each of the seven Community Education Councils in the region. Kakisa Lake joined the Board in 1995.

The first Strategic Plan, Yundaa Gogha – For the Future (1999) began with a lengthy preamble that set the Dehcho context and reflected direction set by the Department of Education, Culture and Employment. Other elements of the plan included: a mission statement, educational philosophy, goals and objectives, parameters and strategic goals. Since that time the Strategic Plan has been updated three times (2005, 2009, and 2014). Each renewal was led by an outside facilitator and included various education partners: the trustees, DEA members, parents, students, elders, community leaders, community members and education staff: superintendent, consultants, school support staff, principals and teachers.

A local artist as directed by the DDBE members created the Dehcho Divisional Education Council (DDEC) logo in 1996. While the DDEC has no single statement of “vision” it could be said that the logo and its written description represent the vision of education for the division.

“The logo is enclosed in a circle that represents both the circle of life and the sacred drum. Education is like the circle in that it has no beginning and no end. Each day we have the opportunity to learn more about self and others. The circle also represents the four components of the individual, the spiritual, physical, mental and emotional, which must be in balance in order for the person to function effectively. The open book represents the formal education of the child. The tepee indicates that education must be grounded in culture. The river is the Dehcho that connects all of the communities. The mountains like education, represent a challenge.”

The division’s Strategic Plan and individual school improvement plans (SIPs) reflect this vision in setting goals in the areas of academic excellence, school and community relations, language and culture and wellness and healthy behaviours.

Mission

The Dehcho Divisional Education Council will provide quality education based on the cultures of its students and partnerships with the communities it serves.



Goals

1. Promote excellence in student performance.
2. Respect, encourage and practice cultural values and beliefs.
3. Build and support partnerships with community and regional agencies to promote student needs.
4. Support the wellness and healthy lifestyles of students, trustees and staff.

Dehcho Divisional Education Council Demographics

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

| | | Number of Students | | | | | | | | | | | | | | |
|------------------|---------------------------------|--------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----------|
| | | JK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | FTE Total |
| Fort Liard | Echo Dene | 7.00 | 8.00 | 4.00 | 10.00 | 7.00 | 5.00 | 6.00 | 8.00 | 14.00 | 7.50 | 7.00 | 9.50 | 12.00 | 14.00 | 119.00 |
| Fort Providence | Deh Gah | N/A | 7.00 | 12.00 | 8.00 | 5.00 | 6.00 | 15.00 | 10.00 | 8.00 | 5.00 | 10.00 | 9.00 | 14.00 | 29.75 | 138.75 |
| Fort Simpson | Bompas Elementary | 5.00 | 12.00 | 12.00 | 13.00 | 21.00 | 15.00 | 8.00 | 12.50 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 98.50 |
| Fort Simpson | Thomas Simpson Secondary | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 18.00 | 13.00 | 16.00 | 18.00 | 17.50 | 20.00 | 102.50 |
| Wrigley | Chief Julian Yendo | 2.00 | 3.00 | 1.00 | 1.00 | 3.00 | 2.00 | 1.00 | 1.00 | 4.00 | 1.00 | 2.00 | 1.00 | 1.00 | 2.00 | 25.00 |
| Jean Marie River | Louie Norwegian | 0.50 | 0.00 | 1.00 | 0.00 | 1.00 | 2.00 | 0.00 | 0.00 | 0.00 | 1.00 | 1.00 | 1.00 | 0.00 | 1.00 | 8.50 |
| Kakisa Lake | Territorial School, Kakisa Lake | 0.00 | 2.00 | 1.00 | 1.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2.00 | 2.00 | 0.00 | 0.00 | 0.00 | 8.00 |
| Nahanni Butte | Charles Yohin | 1.00 | 1.00 | 1.00 | 1.00 | 2.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2.00 | 0.00 | 6.00 | 14.00 |
| Sambaa K'e | Charles Tetcho | 0.00 | 3.00 | 0.00 | 0.00 | 1.00 | 2.00 | 1.00 | 3.00 | 1.00 | 2.00 | 1.00 | 2.00 | 0.00 | 2.00 | 18.00 |
| DEC Total | | 15.50 | 36.00 | 32.00 | 34.00 | 40.00 | 32.00 | 31.00 | 34.50 | 45.00 | 31.50 | 39.00 | 42.50 | 44.50 | 74.75 | 532.25 |

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

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

| Program | Number of Students (FTEs) |
|---------------------------------|---------------------------|
| Alternative High School Program | N/a ² |

About the region

Based on the 2016 population estimates from the NWT Bureau of Statistics, the total population for the Dehcho Region is approximately 3,450.

The most prominent languages spoken in the Dehcho Region include English (98.5%), South Slavey (44.6%), French (4.2%), North Slavey (3.5%), and other languages (2.4%), where the percentages signify the percentage of the population 15 years old and older that are able to converse in the language (NWT Bureau of Statistics, 2014).

School Profiles

The Dehcho district is comprised of 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. The smallest, one-teacher assignments are located in Jean Marie River, Kakisa Lake and Nahanni Butte. Sambaa K'e and Wrigley have two teachers assigned. These smaller schools offer programs from JK to Grade Nine, except in the case of Nahanni Butte to Grade Ten. The larger schools located in Fort Simpson, Fort Providence and Fort Liard offer programs from Junior Kindergarten through grade 12. In each school there are Support Assistants who work with teachers in delivering programs and/or Aboriginal Language Teachers who deliver the Dene language program. The majority of students in the Dehcho are Dene, the balance being Métis and non-native. The enrolment in several schools is entirely Indigenous.

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

Table 3: DDEC School Profiles 2017-2018

| School | Community | Community Population ³ | Grades Offered |
|---------------------------------|------------------|-----------------------------------|----------------|
| Echo Dene | Fort Liard | 615 | JK - 12 |
| DehGah Elementary and Secondary | Fort Providence | 797 | JK - 12 |
| Bompas | Fort Simpson | 1,209 | JK - 6 |
| Thomas Simpson | Fort Simpson | | 7 - 12 |
| Louie Norwegian | Jean Marie River | 84 | JK - 9 |
| Kakisa Lake | Kakisa Lake | N/R ⁴ | JK - 9 |
| Charles Yohin | Nahanni Butte | 92 | JK - 10 |
| Charles Tetcho | Sambaa K'e | 106 | JK - 9 |
| Chief Julian Yendo | Wrigley | 153 | JK - 9 |

Teaching in the Dehcho is both challenging and rewarding. Teachers find the students receptive and the schools well equipped with the latest technology and supplies required to provide effective programs. The Council office provides support in a number of different areas. The Consultants and Superintendent visit the schools on a regular basis. To support the Dene language program, the Teaching and Learning Centre develops material, offers literacy courses for instructors and helps to plan programs in the schools. To support all school programs the Regional Inclusive Schooling Coordinator oversees student programming and ensures that appropriate resources are available, training is provided to teachers and Support Assistants as needed.

The Resource Centre develops and maintains multimedia kits based on NWT prescribed curricula that are circulated to all of the schools.

A variety of services are offered in the school buildings to community members depending on the community. Thomas Simpson and Bompas Elementary Schools (Fort Simpson) offer the gymnasium as public space for sports, meetings and community events. Bompas Elementary School also houses the Open Door Society, which offers a number of early childhood programs to children and their families. Charles Tetcho (Sambaa K'e) and Echo Dene (Fort Liard) share the community gym attached to the school for sports. DehGah Elementary and Secondary School (Fort Providence) makes the gym and training room available to the community throughout the day. A community library is located in DehGah Elementary and Secondary School.

³ Population Estimates by Community As At July 1, 2016, provided by NWT Bureau of Statistics

⁴ Not Reportable

Echo Dene School (EDS)

There are 11 NWTTA positions staffed at EDS including one full time school principal, one full time program support teacher, one part time literacy coach, one full time aboriginal language teacher, and 7.5 classroom teachers. The breakdown of classrooms per grade is as follows:

Table 4.1 Breakdown of Classrooms Per Grade, Echo Dene Schools

| Grade Levels (including split classes) | # of Classes |
|--|--------------|
| JK/K | 1 |
| Grades 1 - 2 | 1 |
| Grades 3 - 4 | 1 |
| Grades 5 – 6 | 1 |
| Grades 7 – 8 | 1 |
| Grades 9 - 12 | 2 |

DehGah Elementary and Secondary School (DGESS)

There are 13 NWTTA positions staffed at DGESS including one school full time principal, one part time assistant principal, two full time program support teachers, one full time aboriginal language instructor, and 8.5 classroom teachers. The breakdown of classrooms per grade is as follows:

Table 4.2: Breakdown of Classrooms Per Grade, DehGah Elementary and Secondary School

| Grade Levels (including split classes) | # of Classes |
|--|--------------|
| JK - 1 | 1 |
| Grades 2 - 3 | 1 |
| Grades 4 - 6 | 2 |
| Grades 7 - 8 | 1 |
| Grades 9 - 10 | 1 |
| Grades 11 - 12 | 2 |

Bompas School (BES)

There are 8 NWTTA positions staffed at BES including one full time school principal, one full time program support teacher, one full time aboriginal language instructor, and five full time classroom teachers. The breakdown of classrooms per grade is as follows:

Table 4.3: Breakdown of Classrooms Per Grade, Bompas Elementary School

| Grade Levels (including split classes) | # of Classes |
|--|--------------|
| JK / K | 1 |
| Grades 1 | 1 |
| Grades 2 - 3 | 1 |
| Grades 4 - 5 | 1 |
| Grades 6 | 1 |

Thomas Simpson Secondary School (TSS)

There are 11 NWTTA positions staffed at TSS including one full time school principal, one .75 assistant principal, one full time program support teacher, one full time aboriginal language instructor, and 6.75 classroom teachers. The breakdown of classrooms per grade is as follows:

Table 4.4: Breakdown of Classrooms Per Grade, Thomas Simpson Secondary School

| Grade Levels (including split classes) | # of Classes |
|--|--------------|
| Grade 7 | 1 |
| Grade 8 | 1 |
| Grade 9 | 1 |
| Grade 10 | 1 |
| Grade 11 | 1 |
| Grade 12 | 1 |

Louie Norwegian School (LNS)

There is one NWTTA position staffed at LNS including one full time school principal. The breakdown of classrooms per grade is as follows:

Table 4.5: Breakdown of Classrooms Per Grade, Louie Norwegian School

| Grade Levels (including split classes) | # of Classes |
|--|--------------|
| JK - Grade 8 | 1 |

Kakisa Lake School (KLS)

There is one NWTTA position staffed at KLS including one full time school principal. The breakdown of classrooms per grade is as follows:

Table 4.6: Breakdown of Classrooms Per Grade, Kakisa Lake School

| Grade Levels (including split classes) | # of Classes |
|--|--------------|
| JK - Grade 8 | 1 |

Charles Yohin School (CYS)

There are two NWTTA positions staffed at CYS including one full time teaching principal and one part time Aboriginal Language Specialist. The breakdown of classrooms per grade is as follows:

Table 4.7: Breakdown of Classrooms Per Grade, Charles Yohin School

| Grade Levels (including split classes) | # of Classes |
|--|--------------|
| JK - Grade 10 | 1 |



Charles Tetcho School (CTS)

There are three NWTTA positions staffed at CTS including one full time teaching principal, one part time program support teacher, and one part time teacher and one part time aboriginal language specialist. The breakdown of classrooms per grade is as follows:

Table 4.8: Breakdown of Classrooms Per Grade, Charles Tetcho School

| Grade Levels (including split classes) | # of Classes |
|--|--------------|
| JK - Grade 3 | 1 |
| Grades 4 – 9 | 1 |

Chief Julian Yendo School (CJYS)

There are three NWTTA positions staffed at CJYS including one full time teaching principal, one part time program support teacher, one part time teacher and one full time aboriginal language specialist. The breakdown of classrooms per grade is as follows:

Table 4.9: Breakdown of Classrooms Per Grade, Chief Julian Yendo School

| Grade Levels (including split classes) | # of Classes |
|--|--------------|
| JK - Grade 4 | 1 |
| Grades 5 – 9 | 1 |

Student Development Information

Early Development Instrument

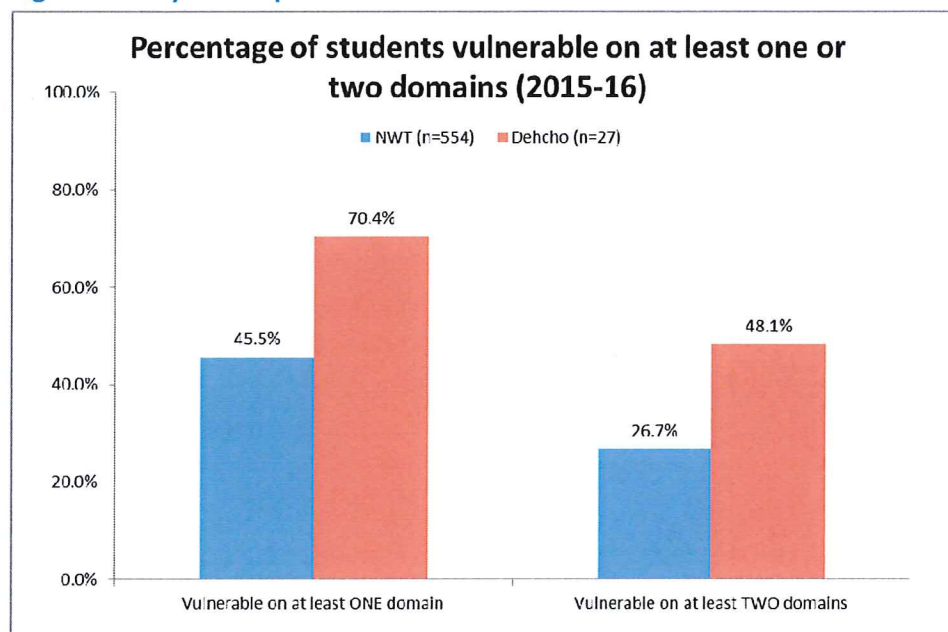
The Early Development Instrument (EDI) is a population-based measure that assesses children's readiness to learn at school. Developed by the Offord Centre of Child Studies at McMaster University, it is used across Canada (excluding Nunavut). EDI is a checklist completed by all kindergarten teachers. EDI does not diagnose individual 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 and 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 who 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 Canada⁵. 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.

According to Early Development Instrument (EDI) 2015-16 results (see figure 1), 70.4% and 48.1% of kindergarten students were reported as being vulnerable on at least one and two domains, respectively. Vulnerability rates on at least one and two domains for students in the Dehcho Region were above the NWT averages.

⁵ For more information on the EDI, visit <https://edi.offordcentre.com/>.

Figure 1: Early Development Instrument Results for Dehcho DEC and NWT



Middle Years Development Instrument

The Middle Years Development Instrument (MDI) is a population-based measure that uses a self-report questionnaire to ask students in Grades 4 and 7 about their thoughts, feelings and experiences in school and in the community. This work is managed by researchers at the Human Early Learning Partnership (HELP).⁶ MDI includes questions that are linked to three areas of students' development: Well-Being; health; and academic achievement. The Well-Being Index focuses on critical areas of students' development during the middle years: Optimism, happiness, self-esteem, absence of sadness and general health. Scores from these critical areas are combined to correspond to three categories of Well-Being: 'Thriving,' 'Medium to High Well-Being', or 'Low Well-Being'. Green represents the percentage of children who are "Thriving" or doing very well. Yellow represents the children who are in the "Medium to High Well-Being" category and red represents the children who report "Low Well-Being."

In order to preserve confidentiality, MDI data is not reportable for the 2015-2016 school year for CSFTNO as the minimum reporting threshold was not met (i.e. completion of the questionnaire for at least 35 children in an Education Body).

Significant work was done at the school level to ensure that compliance with the MDI survey in 2016-17 meets a level that will provide the Dehcho Divisional Education Council with valuable information about this student population.

⁶ For more information on MDI, visit <http://earlylearning.ubc.ca/mdi/>.

Dehcho Divisional Education Council Governance Structure

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 (DehGah Elementary and Secondary School), Fort Simpson (Bompas Elementary School and Thomas Simpson Secondary School), Jean Marie River (Louie Norwegian School), Kakisa Lake (Kakisa Lake School), Nahanni Butte (Charles Yohin School), Sambaa K'e (formerly Trout Lake) (Charles Tetcho School), and Wrigley (Chief Julian Yendo School).

The Education Body's purpose is to administer and manage the educational affairs of the Division in accordance with the Education Act and the Financial Administration Act of the Northwest Territories and the regulations of the Order establishing the Education Division. As such the DDEC prepares audited financial statements for the year ending June 30.

The DDEC is made up of seven trustees and a chairperson. Each District Education Authority (DEA) in the Dehcho region appoints one member to represent their community. The term for trustees is three years. Trustees may be reappointed for consecutive terms. From among those eight trustees, one is elected as Chairperson each year. The DDEC meets quarterly through the year. The terms for the Fort Providence, Wrigley, Jean Marie and Sambaa K'e DEAs ends in December 2017. The terms for the Nahanni Butte, Fort Simpson, Kakisa and Fort Liard DEAs ends in December 2018.

Dehcho Divisional Education Council

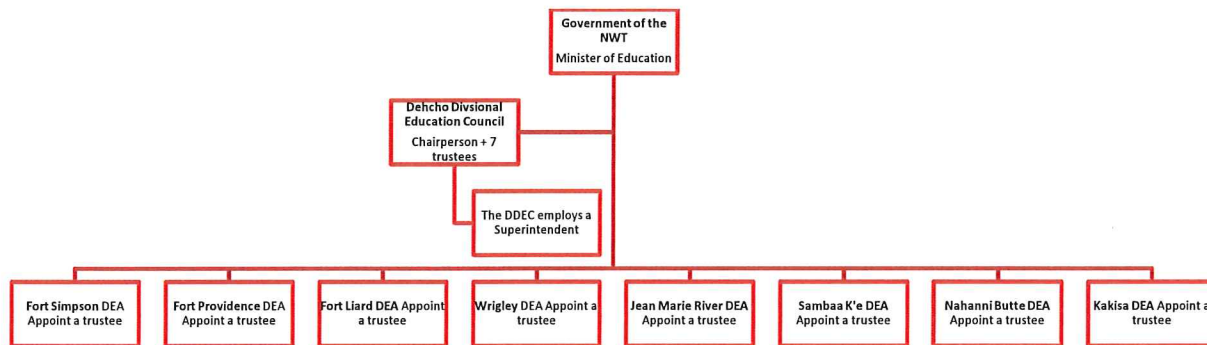
| Community | Member | Position |
|------------------|----------------------|------------------|
| Fort Liard | Sylvia Bertrand | Trustee |
| Fort Providence | Peter Canadien | Trustee |
| Fort Simpson | Renalyn Pascua-Matte | Trustee |
| Jean Marie River | Yvonne Norwegian | Trustee |
| Kakisa | Anita Simba | Chairperson |
| Nahanni Butte | Roxanne Konisenta | Trustee |
| Sambaa K'e | Danna Auger | Trustee |
| Wrigley | Lisa Moses | Vice Chairperson |

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. This position was a Transfer Assignment to the DDEC until June 2016 when the position returned to the GNWT as an indeterminate position. An Annual Performance Review of the Superintendent is conducted by the DDEC's trustees and chairperson.

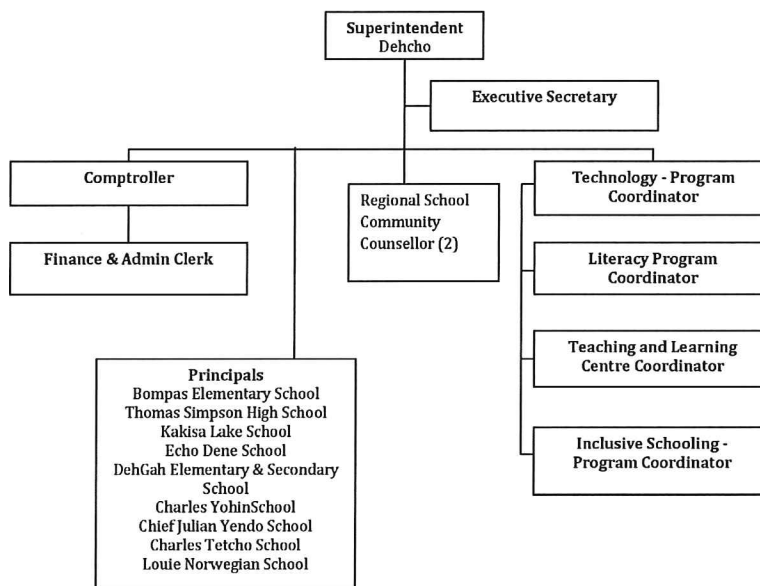
The Superintendent reports to the Chairperson. She supervises all Councils staff including three consultants, four support staff and a comptroller. Annual Performance reviews are to be conducted for all Council staff.

Dehcho Divisional Education Council
Operating Plan 2017-2018

Figure 2: Governance Structure of the Dehcho Divisional Education Council



Below is a current organizational chart outlining the chain of administration for the DDEC:



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Commitment to Education

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

- Implement the Education Renewal Framework by:
 - Implementing the Aboriginal Language and Culture-based Education Directive
 - Implementing the K-12 Inclusive Schooling Directive
 - Developing options to increase the approaches available to students that lead to graduation, to improve graduation rates and to provide greater linkages to post-secondary schooling
 - Expanding the NWT Distance Learning pilot project;
- Implement Youth Resiliency programming in schools, in collaborating with the Department of Municipal and Community Affairs; and
- Implement Junior Kindergarten for all 4-year old children in the NWT.

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

Language, Culture and Identity

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

Our Languages Curriculum Pilot

a. Training

The Teaching and Learning Centre Coordinator will develop a plan to support the Aboriginal Language Teachers (ALT) as they use the lessons and strategies acquired over the last two years as part of the Dehcho Aboriginal Language Teacher Training Pilot (ECE and DDEC collaboration). This plan will include face-to-face meetings in Fort Simpson as well as on-site and tele-conference sessions. Initial activities will include introduction to the Our Languages Curriculum during the Dehcho Orientation in August and participation by the ALTs in the Our Languages Curriculum In-service in Yellowknife by ECE. Funding for this continuing pilot will be provided by ECE and the DDEC under the Teaching and Learning Centre budget allocation.

The goal is to ensure that language classes support oral language development. Over the last two years working with an ECE coordinator and an outside consultant the Aboriginal Language Teachers learned about and practiced the Neurolinguistic Approach to teaching a language. The main tenets are that oral communication always precedes reading and writing and a period of intensive instruction is required. The main aspects of the method are: teacher interaction one on one with students in spoken



communication; the teacher tries to develop spoken language habits; students develop competencies around specific personal themes and explicit grammar should only be used for writing practice. A key expectation for the success of the program is the involvement of the school principals. They are expected to visit the language classroom regularly and use the checklist provided (to assess how the teacher is progressing with the lessons and the technique. When the need for extra support is noted, the principal should work with the teacher to provide assistance, or seek assistance from Council staff or the ECE coordinator. Another expectation of principals is to view the neurolinguistic explanatory video with the whole staff and discuss how as a whole they can support the Aboriginal Language Teacher and the Dene Zhatie.

b. Resource Development

At the face-to-face meetings time will be devoted to the development of hands on language resources specific to community dialects.

Dene Kede

a. Curricular Planning

As part of their Cultural Orientation an in-service session is planned for Dehcho staff in the implementation of curricula using the Dene Kede as a foundation document. Part of this session will be devoted to the development of a follow-up plan to support all classroom teachers to continue planning with the Dene Kede. Principals would monitor for success by expecting that all teachers include in their unit plans specific reference to the use of Dene Kede. Further, that in-person observation would verify that the plans had been carried out.

b. Bringing the community to the school

Another part of the Cultural Orientation will provide teachers with strategies to involve the community in the school and the school in the community in ways that purposefully meet curricular outcomes. This may involve a review the *Elders in the School* program, presentations of success stories and collaborative planning for action in the 2017-18 school year. Follow up and planning would be an appropriate collaborative activity for school staff using some of their *Strengthening Teachers Instructional Practice* time. Principals would monitor for success by expecting that all teachers include in their unit plans specific reference to the inclusion of community members and/or Elders.

Aboriginal Language Monitoring and Evaluation

The Teaching and Learning Centre Coordinator will work with school staff to identify current methods of monitoring and evaluating students' language progress. Towards the end of the year, it is anticipated that the Coordinator, ALTs and Elders may work with a consultant to plan for a region-wide standardization of Aboriginal Language monitoring and evaluation to be developed over the following two years. This may be accomplished in collaboration with ECE as part of the Our Languages Curriculum.



Health, Wellness and Student Support

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

Healthy Relationships and Fourth R

The DDEC recognizes the importance of peer relationships and took advantage of ECE's offer through the Safe and Caring Schools to provide junior and senior high schools students *Healthy Relationships Plus* and *Fourth R* courses. In the 2016-17 school year, two teachers were trained as Master Teachers for *Healthy Relationships* and *Fourth R* programs. In the fall of 2017, these teachers will offer training to the region's junior high teachers and those high school teachers instructing the CALM classes so that they may provide the programs to students in their schools. Whenever possible these Master Teachers will be made available to other regions for the training of their teachers.

Self Regulation (SR)

Teachers at Bompas Elementary School represented the region as a focus school for the Self Regulation pilot. In the 2017 – 18 school year, teachers will focus on the implementation of strategies within curricular areas rather than treating Self Regulation as an add on. Support will be provided by ECE or Inclusive School funding to continue the work with the consultant previously contracted. The regional SR team will also provide guidance and support.

In August, it will be determined which school will be the lead school for the 2017-2019 self-regulation pilot. The focus of this pilot will be determined by the school's current self-regulation implementation as determined by a staff questionnaire that examines implementation of the five domains of self-regulation. The identified school will then receive support from the Regional Inclusive Schooling Coordinator (RISC) in order to determine the scope of the projects.

Opportunities to participate in the Self-regulation book club, mindfulness courses, and Shanker Self-regulation courses through the Mehritt center, will be circulated and encouraged in all schools.

PSTs will be working with the RISC in a self-regulation Mentor group to learn more about self-regulation and how it can be implemented effectively in schools for all students. This opportunity is being provided by ECE.

School based resources will be purchased from the money received for Self-Regulation from ECE and distributed based on the needs identified in the schools.

Mental Health Counselling

Thomas Simpson School in Fort Simpson participated in the Small Communities Schools Mental Health Pilot Project from 2015-2017 initiated by ECE as part of the Education Renewal. It was identified by school staff, community members, and students that schools in the Dehcho required increased Mental



Health Services. Most of the small communities in the Dehcho do not have a counsellor living in the community. The two regional counsellors employed by the DDEC have not been able to meet the increased demands of the mental health in our schools. In addition, students in 5 of our communities must attend High School in Fort Simpson. The transition to a larger community while leaving their own homes and families can be very difficult. The Mental Health in Small Schools Community Pilot was the perfect opportunity to increase services for our students. In the first year the counsellor had three visits. This year she visited five times. The rapport she has been able to establish within the school has been incredible. Her success is measured by the number of clients she has seen and the follow-up that she has been able to provide via telephone, email, and Skype. Students are asking when she is returning. Staff fills out a survey when she leaves and it is evident from this data that her visit is effective, and supportive. The DDEC has requested that this counselling relationship continue for the 2017-2018 school year. The DDEC, through inclusive schooling funding will supplement her visits so that she can visit more regularly. Highlights: Healthy Relationships, Mindfulness, Crisis Intervention, Small Group counselling, Individual Counselling and Referrals for further supports.

Fort Providence also participated in Small Communities Schools Pilot Project in 2016-2017. During three week-long visits, the Mental Health Counsellor provided class presentations around healthy relationships and taught yoga. For the staff there was assistance with classroom management through the lens of building relationships with students as well as support for challenging behaviour. Some Individual Counselling was offered as well.

Students and staff found the pilot both supportive and productive. Both schools are planning to continue this pilot in the 2017-18 school year.

Autism Spectrum Disorder (ASD)

The Dehcho has 12 students with Autism. The RISC secured funding from Autism Speaks Canada to provide services to the families and communities of students with autism in the region. Increased understanding among stakeholders and the growing demands of the students with autism require this work to continue.

In the 2017-18 school year an autism specialist will be hired to work directly in the schools with our students with Autism Spectrum Disorder (SD). This will include training for teachers and support staff. It will also include community outreach to build awareness. Parents will be provided with opportunities to work with the consultant in order to address home support needs. The success of the programming will be measured by the monitoring review of student programming by the RISC as well as surveys to be completed by parents and school staff.

Bullying

All schools will use the bullying intervention and prevention programs WITS and WITS LEADS. These programs support the bully, bullied and the bystanders and are intended for students in Junior Kindergarten to Grade 6. Teachers administer the program as part of their Health program. Community



members, leaders and RCMP are included in the delivery of the program. The information is free online. Two schools not previously using such programs will be supported by the DDEC to do so. This is a requirement of the Safe Schools Plan every school will complete by October 2017.

a. Reporting

As a result of the *Safe Schools Plan* exercise, schools in the region realized the absence of specific mechanisms for the reporting of bullying. Following collaboration with a contractor, the division's principals determined that two forms of anonymous reporting were needed. Council staff will develop an anonymous online reporting mechanism and posters and forms for a school based location.

b. Responding

Again as a result of the *Safe Schools Plan* exercise, school principals will collaborate to develop a common response to bullying format for Dehcho schools.

Mental Health First Aid for Administrators, Counsellors and Program Support Teachers.

Teachers and Support Staff require the tools to work with students who are experiencing Mental Health Issues. Mental Health First Aid is "the help provided to a person developing a mental health problem or experiencing a mental health crisis. It is the first aid provided until medical treatment can be obtained" (www.mentalhealthfirstaid.ca/en/about)

Dehcho Health and Social Services has a certified trainer for Mental Health First Aid. This individual has agreed to provide one training session for principals and PSTs at the beginning of the 2017-2018 school year as part of a regional meeting. This type of training is critical for many of our administrators in small schools due to the lack of immediate mental health services. Providing them with the Mental Health First Aid could make a difference in many student lives until the required support is accessed.

It is hoped that with this increase in Mental Health Awareness and some initial tools for providing support that school staff will feel more equipped to deal with Mental Health issues. A survey of participants will provide data as to the effectiveness of the training at the end of the school year. Discussions will also take place at Principal and PST meetings to determine if the training is being used and what further supports may be necessary.

Non Violent Crisis Intervention (NVC)

NVCI focuses on preventing potentially violent behaviour by identifying those behaviours that may lead to a crisis, providing verbal and nonverbal ways to respond and diffuse behaviour and how to assess risk levels.

All support assistants and PST's in Dehcho Schools have training in NVCI that will expire in the 2017-2018 school year. This one day training will be provided next year by the RISC (certified trainer) for these individuals as well as the new PSTs to be hired. This training will also be made available to all school staffs should they require it. The PST's in the schools will identify those requiring this training based on the needs of the students within the school. Refresher opportunities will be provided at PST meetings



to ensure that PST's are able to use the training effectively as well as work with the support assistants in the school to review and practice the NVCI skills.

Extra-Curricular access for all students

Extra-Curricular access for all students is identified in the Inclusion Compliance Tool as an area of need for the Dehcho region. The RISC will work with principals and PSTs to determine the barriers that exist around extra-curricular activities (why do some students participate and others do not or cannot?). A district policy will be considered to ensure that schools are providing extra-curricular activities for all students when possible. In addition, parents/guardians and where possible students, will be consulted to determine some possible best practices that may be implemented in schools. The PST and principal monthly report will include a section that provides information around how each extra-curricular opportunity has been designed to be more inclusive.

Teaching and Learning

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

Personal Development

The Dehcho Divisional Education Council feels that students need to travel and share learning experiences with their peers in the region. As a result we have begun to plan experiences for our youth at specific grade levels to help integrate our students in experiential learning opportunities that ideally will give them support once they begin to look at their post-secondary opportunities. Success for the project would be monitored by the DDEC in terms of the student engagement and quality of projects.

Further evaluation of other projects may involve the collection of evaluation data from ECE, Aurora College and Victoria Island University as program hosts.

The first experience, **Drum Making Workshop for Grade 8 Male Youth** took place in February 2017 and will be held again in February 2018. Leaders from the Dehcho were asked to provide a drum-making workshop for all grade 8 young men. In addition to the construction, time is spent telling stories, imparting the importance of being clean when handling the drum, teaching them drum songs and the significance of the drummer as a positive role model. Students are accommodated at the vacant Student Accommodation building and Thomas Simpson School hosts the workshop in its shop. Costs for the program are covered through grants from MACA and The Mackenzie Recreation Association, DDEC and individual schools.

Dehcho educators felt that as part of Career explorations students in grade nine (male and female) would attend the **Trades Awareness Program** offered by Aurora College and ECE in October and March. This program is fully funded by ECE. The region's schools share supervision duties to ensure all grades nine students can attend.



As a follow up to the Trades Awareness Program, in 2017-18, students in grade ten across the region will be offered the opportunity to attend the **Victoria Island University's, Discovery Days**. Discovery Days for Grade 10 students is a three-day activity conducted in February on the Nanaimo campus. The goal of these days is to allow students an opportunity to explore post-secondary options in a variety of program areas in an interactive environment. This is a new experience and all of the logistics have yet to be settled. Costs for the student travel will be borne through fund raising, individual schools and DEAS, and possibly regional agencies.

Part of the Education Renewal was to offer Resiliency programming to support students to develop the skills and personal well being to manage change and challenges in their lives. DehGah Elementary and Secondary School along with three other communities (Hay River, Aklavik, and Fort MacPherson) uses funding from ECE, Municipal and Community Affairs and fund raising to offer the **Four Pillars Resiliency Program**. The "four pillars" are: Participants were grade six and seven students. This is the third year of the pilot from ECE which the schools intend to continue next year.

Professional Learning

Dehcho Divisional Education Council

is responsible for providing professional learning opportunities to build the capacity of their education staff. These opportunities are planned in alignment with both ECE and priorities. Outlined below are planned professional learning themes for the next school year. An explanation of how each professional learning theme aligns with ECE priorities is also provided. Only group-based professional learning opportunities are included.

Professional Learning Communities (PLCs)

Several factors drive the decision of the Dehcho Divisional Education Council to provide region-wide professional development from Solution Tree in the area of *Professional Learning Communities*. In the first place, several years funding from ECE's Student Success Initiative has been directed at a regional literacy initiative, which invested in professional development, resources and action research to improve the quality of teaching and the students' results in reading and writing. What seemed to be missing was collaboration. The Literacy Leaders, a regional group of teachers from several schools has attempted to bridge that gap. They gather twice annually in-person and by teleconference twice annually to discuss issues in the area of literacy, to seek possible solutions and to share with their co-workers. Teachers at the grades one to nine level have established regular assessment practices and most teachers are using the required resources for language instruction. Action research by the Literacy Leaders has produced solid results that led to changes in practice to support male readers and students who were reluctant to read.



The revised Inclusive Schooling Directive focuses on the role of the Program Support Teacher as a coach and need for a School Based Support Team. Support for the Program Support Teachers may come from the collaborative approach of the *Professional Learning Communities*.

Finally, a key component of the *Strengthening Teacher Instructional Practice* Memorandum of Understanding is collaborative practice. It is very clear that teachers in the Dehcho while willing to collaborate for the most part do not engage in collaborative inquiry as a practice.

Professional Learning Communities (PLCs) are “an ongoing process in which educators work in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” (*Learning by Doing: A Handbook for Professional Learning Communities at Work*, 2006). It is our hope that by taking up this job-embedded professional development that all schools will have as their priority, ensuring high levels of learning for all. By the end of the year, it is our goal that all staff know the three big ideas and that the majority of staff have internalized the three big ideas that drive the work of PLCs:

1. The purpose of our school is to ensure that all students learn at high levels.
2. Helping all students learn requires a collaborative and collective effort.
3. To assess our effectiveness in helping all students learn we must focus on results – evidence of student learning – and use results to inform and improve our professional practice and respond to students who need intervention or enrichment.

Further it is our goal that the focus schools and groups will have had productive experiences and will take lead roles in the following year.

Beginning with the annual regional orientation in August 2017 all staff will receive introductory in-service into *Professional Learning Communities*. Throughout the remainder of the 2017-18 school year staff at DehGah Elementary and Secondary and Echo Dene School will delve deeper into the Professional Learning Communities with four on-site webinars and training sessions provided by a facilitator from Solution Tree. The region’s Literacy Leaders and Aboriginal Language Specialists may form other learning groups for the year.

It is anticipated that over the course of several years that *Professional Learning Communities* will become the vehicle for work in all school programs.

The Role of the PST

Outlining structures to all staffs so that the PST role is clearly understood and the School Based Support Team and teacher collaboration meetings become part of the expectation for schools with documentation. Providing structures for administrators so that working with the PST in some capacity (menu of support) is an expectation for all school staff.

JK/K Curriculum Implementation

The revised JK/K Curriculum introduced in the spring of 2017 and some of the Dehcho Kindergarten teachers attended that in-service provided by ECE. Due to a turnover and leave situations other teachers



will receive in-service in the fall of 2017. Throughout the year the RISC and PSTs will work with the Kindergarten teachers to ensure that the components of the program are implemented and offer support where needed.

Table 5 indicates the themes for regional professional learning opportunities in the 2017-2018 school year.

Table 5: Professional Learning themes for education staff in the 2017-2018 school year

| Regional Professional Learning Theme | |
|--------------------------------------|---|
| Professional Learning Communities | <ul style="list-style-type: none">• Creating a collaborative culture in schools• How to align practice to promote learning |
| Literacy | <ul style="list-style-type: none">• Collecting the right data• Analyzing data• Reading Apprenticeship• Daily Five training |
| Dene Kede | <ul style="list-style-type: none">• The Dene world view• Using the Dene Kede concepts as a foundation for unit planning |
| Health Wellness and Student Support | <ul style="list-style-type: none">• Mental health First Aid training for all staff starting with principals and PSTs |
| Role of the PST | <ul style="list-style-type: none">• Regional and ECE training for principals and Program Support Teachers to ensure PSTs are meeting the expectations to be supporting teachers in the classrooms |
| JK/K Implementation | <ul style="list-style-type: none">• Play-based classroom strategies |
| Our Languages Curriculum | <ul style="list-style-type: none">• Implementation and follow-up |
| School-Based Support Teams | <ul style="list-style-type: none">• Collaborative planning for all students• Book study: Learning in Safe Schools (PSTs and Principals)• Class Reviews and using the data to positively impact student engagement |

Student Outcomes and Success

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

Literacy

For the past several years the funding from ECE's Student Success Initiative has supported a literacy initiative in the Dehcho region.



The primary goals of Education Renewal in the NWT are to provide “an effective, relevant NWT education system for all learners and an associated practical reporting, management and accountability framework,” with secondary focuses on student success, professional capacity and system accountability. The mission of the Dehcho Divisional Education Council is to “provide quality education based on the cultures of its students and partnerships with the communities it serves.” In the Dehcho, most students do not read or write at the grade level expected for their chronological age. 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. Supports will be provided in the form of resources, training and mentoring/coaching.

The purposes for the project are to respond to these demands by extending and ‘refreshing’ initiatives and growth from previous professional development to empower all teachers to respond to the range of student needs in classrooms. We will prepare school leaders to build teacher capacity, skills, confidence in literacy instruction and assessment while empowering teachers to take an active role in developing a culture of literacy within their schools. In addition, teachers will be asked to critically examine teacher and school practices to ensure that their actions will have a significant effect on student achievement. Teachers taking an active role in promoting literacy and powerful literacy instruction will ameliorate the effects of teacher or administrator turnover. Teachers will be provided with on-site training as well as access to ECE and other outside contractors for specific training in *Reading Apprenticeship* and *Daily Five*. Collaborative practice time for the STIP will strengthen assessment and next step practices through collaborative marking of the Dehcho Student Writes, a regional writing assessment. Through the division-wide in-service of *Professional Learning Communities* teachers will learn about and be provided time to practice strategies to develop a culture of literacy in their schools.

Going forward the initiative will continue to focus on three main goals:

1. Increase student achievement in reading and writing.
2. Establish quality and consistent assessment practices.
3. Create collaborative networks at the regional and school levels.

To this end the Student Success Initiative will continue to support the Literacy Consultant and the Literacy Leaders. Literacy Leaders are teacher representatives from the larger schools and one teacher representative for the small schools who meet throughout the year to collaborate on professional development, review literacy strategies and resources and recommend best practices to the DDEC for regional implementation.

In 2017-18, the DDEC will provide support for the Regional Literacy Consultant and Literacy Leaders to participate in professional development in the areas of Daily 5 and Literacy Summits that support the acquisition of literacy skills. These teachers will then provide in-service at the school level to refresh teacher knowledge and skills annually and when requested.



Junior and senior high school teachers will participate in further training from ECE in the *Reading Apprenticeship* methodology. Again, it is anticipated that the Regional Literacy Consultant and school based Literacy Leaders will follow-up at the school level to reinforce the training and ensure strategies are employed.

At all levels it is also anticipated that newly acquired *Professional Learning Communities (PLCs)* skills will be employed especially in focus schools and with the Literacy Leaders. In the past, some of the Literacy Leaders conducted action research on their own or in partnerships with success. Given new knowledge about process will increase the success of these activities.

The Literacy Consultant will lead research into best practices in literacy assessments. Again, the *PLCs* may assist in this. The anticipated outcome is to provide a regional guide for required literacy assessments.

Finally, in-service by Council staff will be provided in the area of data collection, review and follow-up using the AATs and *Dehcho Student Writes* for hands on practice. The focus will be on how the information is used to plan for students' next steps.

Literacy requires a continuous supply of resources. Literacy Leaders will continue their practice of literature review, recommendation and purchasing for teachers and students.

Numeracy

Council staff will investigate best practices for establishing a numeracy initiative for the region. Results on AATs, Departmental Exams and classroom-based assessments indicate student achievement is declining in numeracy. Initial actions will include: establishing a baseline, researching the literature on the issue, interviewing staff, students and parents, and consulting with other NWT school districts on their work in the area of numeracy.

Self Regulation (SR)

As noted in the Health, Wellness and Student Support category Bompas Elementary School has been the lead school for SR regional team in the Dehcho. In the last two years the school staff has made many successful changes to the school environment to support the biological domain for students. Sensory stimulation and reduction are controlled through monitoring light and noise, making healthy snacks available, providing a variety of work spaces and seating and creating consistent and age appropriate schedules and routines. Going forward the regional team will look to support a new focus school and monitor continuing practices at Bompas. It is anticipated that once strategy for next year will be to have other Dehcho schools visit Bompas Elementary School so teachers can share their self-regulation journey. There will also be ongoing training in the use of tools that are used to assist students to regulate themselves such as bikes, rocking chairs and mini-trampolines. Teachers will be encouraged to participate in ECEs Mindfulness training and SR book studies.



Distance Learning

Echo Dene School will enter its third year in the Distance Learning Pilot operated by the Beaufort Delta Education Council. Initially the school offered one course each semester to approximately four to six high school students who would not have access to the higher level courses due to the small number of students in their high school. Last year students had access to four courses over the year and will have access to the same number next year. The costs for the program are borne by ECE and Echo Dene School.

Support for Learning from Outside Sources

All Dehcho schools receive additional funding from a variety of sources to supplement existing school programs and to offer extra-curricular programs. Municipal and Community Affairs (MACA) provides funding for *Get Active Afterschool* programs. The intent is to involve students who do not engage in physical activity. Schools use the funds to buy equipment and snacks, and to hire staff. MACA also provides funding for student travel to sporting and other recreational events. Regional activities such as the Drum Making workshop mentioned in the Personal Development category are also funded. Industry Tourism and Investment (ITI) provides funding and workshops to the schools in the region. Their areas of focus are agriculture, harvesting and food processing. Environment and Natural Resources (ENR) provides funding to schools to develop on the land programs for students in the *Take a Kid Hunting* and *Take a Kid Trapping* programs. Mental health counsellors from Dehcho Health and Social Services in Fort Simpson, Fort Liard and Fort Providence support students by providing counselling services one day a week at each school.

Funded by the federal Department of Justice for the past three years DehGah Elementary and Secondary School has had a counsellor at the school to engage with and support students who have had involvement with the criminal justice system. DehGah Elementary and Secondary School received funding from the National Indian Brotherhood that will enable the school to establish a permanent camp at Willow Lake near Fort Providence. The funding is for three years for transportation, staff and equipment. A partnership with MACA provided a Physical Literacy Coordinator for DehGah Elementary and Secondary School as an ongoing three year pilot. The coordinator plays a key role in the promotion and education of physical literacy in the community and school. The coordinator inspires the school community and community as a whole to be more active. The coordinator also provides professional development to community members and school staff.

Student Attendance

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



truancy, or other reasons are not counted as present, even if they have an excused reason from parents/guardians.

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

DDEC Attendance Plan

The DDEC does not have a regional plan for attendance. Individual schools have plans in place as part of their School Improvement Plans (SIP). Review of these plans and results do not show any significant improvement in attendance. For the most part the strategies employed reward those students who already attend on a regular basis or are designed to improve attendance for a short term leading to an event that is viewed as a reward.

Schools are encouraged to have a process in place for monitoring attendance and following up with students who are absent. Current school practices do not actively promote attendance at school. The way to improve attendance is to focus on the students with the lowest attendance.

In the 2017-18 school year, the Council will develop an attendance plan to be followed by all schools. Key elements of the plan will include:

- At each school there will be a staff member (secretary, principal or assigned staff member) to call the parent/guardian of all students absent on a given day. Given the fact that most of the schools in the Dehcho are small, follow up will likely be by the principal or classroom teacher. This must be done to ascertain the reason for the absence.
- A recording sheet will be maintained outside of PowerSchool to track the specific contact, excuses and follow-up and to act as a back-up.
- Each month the principal will maintain a list of students with less than 75% attendance and the strategies /actions take to improve each student's attendance. Home visits, learning contracts, meetings with families, utilizing the school community counsellor, school buddy (staff member or student) are some strategies currently used.
- Depending on the reason for absence, the regional school community counsellor may be called on to intervene or the School Based Support Team. In the case of attendance of less than 75% a Student Support Plan will be developed.
- School staff will identify strategies for supporting families and students with attendance issues such as home visits, parenting workshops, information about the benefits of school attendance on social media, school websites and in public places.



Efficient Administration of Boards

Human Resources Management

School Staff Recruitment and Retention

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

Table 6: Budgeted Person Years for General School Staff by School

| School | | General School Staff | | | | | | | | | Total |
|-----------|--------------------|----------------------|-----------|-------------|-------------|------------|------------------------------|-------------|-------|-----------------------|-------|
| | | Administration Staff | Teachers* | Consultants | Secretaries | Custodians | School Community Counsellors | Bus Drivers | Cooks | School Administration | |
| Allocated | Regional | 6.25 | 44.27 | 1.75 | 2.19 | 5.09 | 1.6 | 0 | 0 | 0 | 61.15 |
| | | | | | | | | | | | |
| Budgeted | Regional | 4 | 0 | 1.25 | 0 | 1 | 0 | 0 | 0 | 0 | 6.25 |
| | Echo Dene | 0 | 8 | 0 | 1 | 1.5 | 0 | 0 | 0 | 0 | 10.5 |
| | Deh Gah | 0 | 11 | 0 | 1 | 2 | .5 | 0 | 0 | 0 | 14.5 |
| | Bompas | 0 | 6 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 9 |
| | Thomas Simpson | 0 | 8.5 | 0 | 1 | 1.5 | 0 | 0 | 0 | 0 | 11 |
| | Louie Norwegian | 0 | 1 | 0 | 0 | .25 | 0 | 0 | 0 | 0 | 1.25 |
| | Kakisa Lake | 0 | 1 | 0 | 0 | .3 | 0 | 0 | 0 | 0 | 1.3 |
| | Charles Yohin | 0 | 1 | 0 | 0 | .5 | 0 | 0 | 0 | 0 | 1.5 |
| | Charles Tetcho | 0 | 2 | 0 | 0 | .3 | 0 | 0 | 0 | 0 | 2.3 |
| | Chief Julian Yendo | 0 | 1.5 | 0 | 0 | .5 | 0 | 0 | 0 | 0 | 2 |
| | Total | 4 | 40 | 1.25 | 4 | 9.85 | .5 | 0 | 0 | 0 | 59.6 |

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Table 7: Allocated and Budgeted⁸ Person Years for Inclusive Schooling and Aboriginal Language Staff by School

| School | Inclusive Schooling Staff | | | | | | | | | | | | Aboriginal Language Staff | |
|-----------------|---------------------------|----------|---------------------------------------|-----------|--------------------|------------|----------------------|----------|----------------------------|----------|--------------|-------------|---------------------------|--------------|
| | Regional Coordinator | | Program Support Teachers ⁹ | | Support Assistants | | Wellness Counsellors | | Magnet Facilities Staffing | | Total IS | | Total AL Staff | |
| | A* | B* | A | B | A | B | A | B | A | B | A | B | A | B |
| Regional Office | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 2 | 1 | 2 |
| Echo Dene | 0 | 0 | 1 | 1 | 1.78 | .8 | .25 | 0 | 0 | 0 | 3.03 | 2.8 | 1.82 | 1 |
| Deh Gah | 0 | 0 | 1.17 | 2 | 2.2 | 3.2 | .25 | 0 | 0 | 0 | 3.62 | 5.2 | 2.02 | 1 |
| Thomas Simpson | 0 | 0 | 1 | 1 | 2.1 | 2.4 | .25 | 0 | 0 | 0 | 3.35 | 3.4 | 1.6 | 1 |
| Bompas | 0 | 0 | 1 | 1 | 1.03 | 2.4 | 0 | 0 | 0 | 0 | 2.03 | 3.4 | .81 | 1 |
| Louie Norwegian | 0 | 0 | .5 | 0 | .1 | 0 | .25 | 0 | 0 | 0 | .85 | 0 | .5 | 1 |
| Kakisa Lake | 0 | 0 | .5 | 0 | .13 | 0 | .25 | 0 | 0 | 0 | .88 | 0 | .5 | .5 |
| Charles Yohin | 0 | 0 | .5 | 0 | .08 | 0 | .25 | 0 | 0 | 0 | .83 | 0 | .5 | .75 |
| Charles Tetcho | 0 | 0 | .5 | .5 | .22 | .5 | .25 | 0 | 0 | 0 | .97 | .5 | .5 | .5 |
| Chief J Yendo | 0 | 0 | .5 | .5 | .3 | 0 | .25 | 0 | 0 | 0 | 1.05 | .5 | .5 | 2.0 |
| Total | 1 | 1 | 6.67 | 6. | 7.94 | 9.3 | 2 | 1 | 0 | 0 | 17.61 | 17.8 | 8.75 | 10.75 |

* A is allocated B is budgeted

⁸ With the implementation of the Ministerial Directive on Inclusive Schooling (2016), budgeting by Education Bodies for Inclusive Schooling PYs will only be done for the 2017-2018 school year. Movement towards compliance to the Directive will be reflected in the Operating Plan for 2018-2019 with the removal of all "Budgeted" columns.

⁹ Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily and weekly work, PSTs are not focused on one specific curricular area, but support all student learning by supporting teachers with their students on Student Support Plans or Individualized Education Plans, with a particular emphasis on Tier 2 and 3 students. Please report here accordingly.



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

Aboriginal Language Staff

The Dehcho Divisional Education Council has many long serving Aboriginal Language Teachers who will retire in the next five years creating a need for succession planning.

During the last two years, the Dehcho Divisional Education Council partnered with the University of Victoria and Dehcho First Nations to provide a Language Revitalization Diploma Course that would lead students to a degree in Education. Thirteen students will receive their diplomas and it is anticipated that four will attend the University of Victoria's Education Program. It is hoped that in the larger communities of Fort Providence and Fort Simpson these graduates will be the new Aboriginal Language Teachers. At Chief Julian Yendo School a community member is being mentored on the job on a part-time basis. She is included in training that takes place regionally as well. A strategy for succession is needed for the smaller communities especially Jean Marie River and Kakisa, as potential teachers have not been identified in those communities.

It is also necessary to hire an Aboriginal Language Consultant to guide language programs and support the Aboriginal Language Specialists in the communities. There has been a gap since the previous consultant retired. For next year we are planning to have a non-speaking person oversee the Teaching and Learning Centre to meet program needs through hiring language contractors and facilitating meetings and other collaborations for the Aboriginal Language Teachers.

In the mean time, ongoing professional development is provided to the Aboriginal Language Teachers through participation in ECE's *Aboriginal Language Teacher Training Pilot* and regional in-service opportunities; The Dehcho Divisional Education Council also provides support for individuals to access CILLDI (Canadian Indigenous Languages and Literacy Development Institute) and ALCIP (Aboriginal Language Culture Instructor Program).

Inclusive Schooling Staff

During the last five years, the DDEC has struggled to hire and retain suitable teachers to fill the Program Support Teacher (PST) position. Outside hires do not transition easily to the PST role expected by ECE and the DDEC. Of the five full-time PSTs currently on staff only two will continue next year. One of the two part-time PSTs will continue next year. The staffing allocation planned for the 17-18 year means that we are only .68 person years from total compliance. In Table 5 you will see that DehGah Elementary and Secondary School has one PST allocated, but has budgeted two positions. One of these positions will serve Kakisa Lake and Jean Marie River Schools as well as the 0.17 at DehGah Elementary and Secondary School. The Regional Student Support Consultant will support Charles Yohin School, the only school without PST support. A plan to be in full compliance will be developed by the end of the 2017-18 school year.



The counsellor at DehGah Elementary and Secondary School has recently resigned. Council will look to replace this counsellor and to expand the position to support Kakisa Lake and Louie Norwegian Schools.

Completion of Performance Reviews

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

The number of all education staff that requires an evaluation in the next school year is: **26 NWTTA staff**

Dehcho Divisional Education Council Governance

DEA/DEC Operations

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

Effective Management of Honoraria and Travel Allowances

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

The budgeted cost of honoraria and travel allowances for board members/trustees is \$56,000. The Comptroller for the Dehcho Divisional Education Council pays out Honoraria and Travel Expenses as required at each meeting.

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

The Dehcho Divisional Education Council honoraria are paid on a per meeting basis. Payments of honorarium and travel expenses are paid upon arrival at the quarterly meetings. As a result, repayment for non-attendance is not required.

Occasionally a member has had to leave a meeting early and the honoraria have been recovered from subsequent meeting honoraria payments.



Records Management

Timely Implementation of ARCS and ORCS Schedules

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

Table 8: Summary of ARCS and ORCS schedule

| Question | Response |
|--|---|
| Has your Education Body identified a staff position that has been trained in records management through GNWT training (e.g. Records Toolbox Course)? | Yes, in some cases |
| If yes to above, has this position been dedicated to managing records and documentation? | No |
| Do you know the total number of records boxes to be processed? | Yes |
| If yes to above, how many? | 24 |
| Do you have a schedule for processing records boxes? | In some cases. Finance records are processed annually in July and August. |
| If yes to above, how many do you plan to process this year? | 24 |

Financial records have been processed and boxes and stored in a secure storage room and is updated approximately every two years. Presently there are approximately 24 boxes that require movement into storage.



Financial Management

Accurate Implementation of Operating Budget

The Dehcho Divisional Education Council developed the following Operating Budget based on realistic cost assumptions for planned activities.

Table 9

| Divisional Education Council/District Education Authority | | | | |
|---|--|---------------------|---------------------------------|-------------------------------|
| STATEMENT OF REVENUES AND EXPENSES | | | | |
| Annual Budget - Consolidated | | | | |
| | | 2017-2018 Budget | 2016-2017 Approved Budget | 2016-2017 Projected Actual |
| OPERATING FUND | | | | |
| REVENUES | | | | |
| Government of the NWT | | | | |
| Regular Contribution | | 13,852,674 | 14,229,000 | 14,621,468 |
| French Language Contribution | | 55,000 | 55,000 | 55,000 |
| Aboriginal Language Contribution | | 73,000 | 73,000 | 73,000 |
| Other Contribution | | 505,100 | 330,000 | 470,555 |
| Capital Contribution | | | | |
| Total GNWT | | 14,485,774 | 14,687,000 | 15,220,023 |
| | | | | |
| Federal Government | | 0 | 0 | 0 |
| Property Tax Requisitioned | | 0 | 0 | 0 |
| Other School Authorities | | 0 | 0 | 0 |
| Education Body Generated Funds | | | | |
| Rentals | | 36,000 | 36,000 | 32,000 |
| School Fees | | 0 | 0 | 0 |
| Sales | | 0 | 0 | 0 |
| Investment Income | | 15,000 | 15,000 | 10,000 |
| Other | | 82,000 | 137,000 | 54,000 |
| Total Generated Funds | | 133,000 | 188,000 | 96,000 |
| | | | | |
| Transfers | | | | |
| Transfers from Capital Fund | | | | |
| Other (Specify) | | | | |

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Operating Plan 2017-2018

| | | | |
|--|--------------------|----------------------|------------------------|
| Total Transfers | 0 | 0 | 0 |
| TOTAL REVENUES | 14,618,774 | 14,875,000 | 15,316,023 |
| EXPENSES | | | |
| Administration | 1,106,178 | 1,164,907 | 1,000,000 |
| School Programs | 9,692,134 | 9,377,703 | 9,868,369 |
| Inclusive Schooling | 2,396,978 | 2,441,803 | 2,500,000 |
| Aboriginal Language/Cultural Programs | 1,400,971 | 1,420,813 | 1,230,000 |
| Transfers to Capital | | | |
| Debt Services | | | |
| TOTAL EXPENSES | 14,596,261 | 14,405,226 | 14,598,369 |
| SURPLUS (DEFICIT) | 22,513 | 469774 | 717654 |
| ACCUMULATED SURPLUS (DEFICIT) | <u>1989</u> | <u>145523</u> | <u>(20,524)</u> |

The objective for the budget for the 2017-2018 fiscal year was to present a balanced budget. This is despite the fact that during the past five years the Council has experienced continuous declining enrollment and unexpected and uncontrollable personnel related costs, many of which are not recoverable. During the 2016-2017 year, a surplus is projected which was the result of cost control measures as well as recoveries of some of these costs incurred the previous fiscal year. In preparing a balance budget, careful attention has been placed on the needs of the schools, available resources and adequate provision for unfunded expenditures that may occur during the upcoming year. In summary, the objective of this budget is to maintain the same level of service while making adjustments due to the present funding and enrollment realities.



Table 10: Details of Inclusive Schooling Expenses

| | Allocated Funding | Budgeted |
|--|-------------------|------------------|
| Regional Coordinator(s) | 150,899 | 177,020 |
| Program Support Teachers ¹⁰ | 983,559 | 1,026,333 |
| Support Assistants | 720,118 | 945,830 * |
| Wellness Counsellors | 205,311 | 125,295 * |
| Magnet Facilities Staffing | 0 | 0 |
| Others – please define: | 0 | 0 |
| Staff Development | 47,390 | 46,000 |
| Staff Development Travel | 23,178 | 30,000 |
| Specialized Learning Material/Assistive Technology | 65,434 | 46,500 |
| Services Purchased/Contracted | 0 | 0 |
| Magnet Facilities | 0 | 0 |
| Southern Placements | 0 | 0 |
| Counseling/Healing | 128,612 | 0 * |
| Not budgeted to date | 0 | 0 |
| Total Inclusive Schooling spending | 2,324,501 | 2,396,978 |

* *-Variance in Support Assistants, Wellness Counsellors and Counseling/Healing are outlined in Inclusive School Staff page 25 – Hiring and Training Strategies

A priority within the Operating Plan is continued support for Inclusive Schooling initiatives. As such, the Council proposes a budget for the 2017-18 fiscal year that meets and exceeds allocated funding in order to provide the highest level of support to the schools and communities. Accordingly, an emphasis on staffing Support Assistants and Program Support Teachers has been given a high priority. As a result, the proposed budget allows for expenditures in excess of allocated funding.

¹⁰ Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. In their daily and weekly work, PSTs are not focused on one specific curricular area, but support all student learning by supporting teachers with their students on Student Support Plans or Individualized Education Plans, with a particular emphasis on Tier 2 and 3 students. Please report here accordingly.

Table 11

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

FUNCTION

| ADMINISTRATION | SCHOOL PROGRAMS | INCLUSIVE SCHOOLING | ABORIGINAL LANGUAGES | TOTAL |
|----------------|-----------------|---------------------|----------------------|-------|
|----------------|-----------------|---------------------|----------------------|-------|

SALARIES

| | | | | |
|-------------------------|-----------|-----------|---------|------------------|
| Teachers' Salaries | 6,084,254 | 1,026,333 | | 7,110,587 |
| Instruction Assistants | | 945,830 | 267,525 | 1,213,355 |
| Non Instructional Staff | 686,444 | 1,689,751 | 302,315 | 3,466,956 |
| Board/Trustee Honoraria | 21,000 | | 65,000 | 86,000 |

EMPLOYEE BENEFITS

| | | | | | |
|--------------------------------|--------|---------|--------|------|----------------|
| Employee Benefits/Allowances | 51,734 | 169,857 | 35,630 | 5000 | 262,221 |
| Leave And Termination Benefits | | 220,000 | | | 220,000 |

SERVICES

PURCHASED/CONTRACTED

| | | | | | |
|----------------------------------|--------|---------|--------|--------|----------------|
| Professional/Technical Services | 30,000 | | | | 30,000 |
| Postage/Communication | 45,000 | 60,000 | | | 105,000 |
| Utilities | | | | | |
| Heating | | | | | |
| Electricity | | 38,272 | | | 38,272 |
| Water/Sewage | | | | | |
| Travel | 95,000 | 550,000 | 36,870 | 35,000 | 516,870 |
| Student Transportation (Bussing) | | 65,000 | | | 65,000 |
| Advertising/Printing/Publishing | | 20,000 | | 20,000 | 40,000 |
| Maintenance/Repair | 28,000 | | | | 28,000 |
| Rentals/Leases | 33,000 | 30,000 | | | 63,000 |
| Other | 40,000 | 45,000 | | | 85,000 |
| Other Contracted Services | 16,000 | 90,000 | 30,000 | | 136,000 |

MATERIALS/SUPPLIES/FREIGHT

| | | | | | |
|-----------|--------|---------|--------|--------|----------------|
| Materials | 60,000 | 600,000 | 20,000 | 20,000 | 700,000 |
| Freight | | 30,000 | | | 30,000 |

TRANSFERS TO CAPITAL

| | | | | | |
|--------------|------------------|------------------|------------------|------------------|-------------------|
| TOTAL | 1,106,178 | 9,692,134 | 2,396,978 | 1,400,971 | 14,596,261 |
|--------------|------------------|------------------|------------------|------------------|-------------------|

