

# Sahtu Divisional Education Council



## **Operating Plan for 2018-2019**

**(School Year ending June 30, 2019)**

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## Purpose of the Operating Plan

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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) <sup>1</sup> | Teaching Staff (PY) <sup>2</sup> |
|---------------------|----------------|----------------|------------------------------|----------------------------------|
| 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                              |

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

<sup>2</sup> 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           |
| <b>DEC TOTAL</b> | <b>43</b> | <b>31</b> | <b>37</b> | <b>31</b> | <b>31</b> | <b>38</b> | <b>31</b> | <b>56</b> | <b>46</b> | <b>31</b> | <b>36</b> | <b>57</b> | <b>44</b> | <b>44.8</b> |

## Student and Teacher Population

### Early Development Instrument

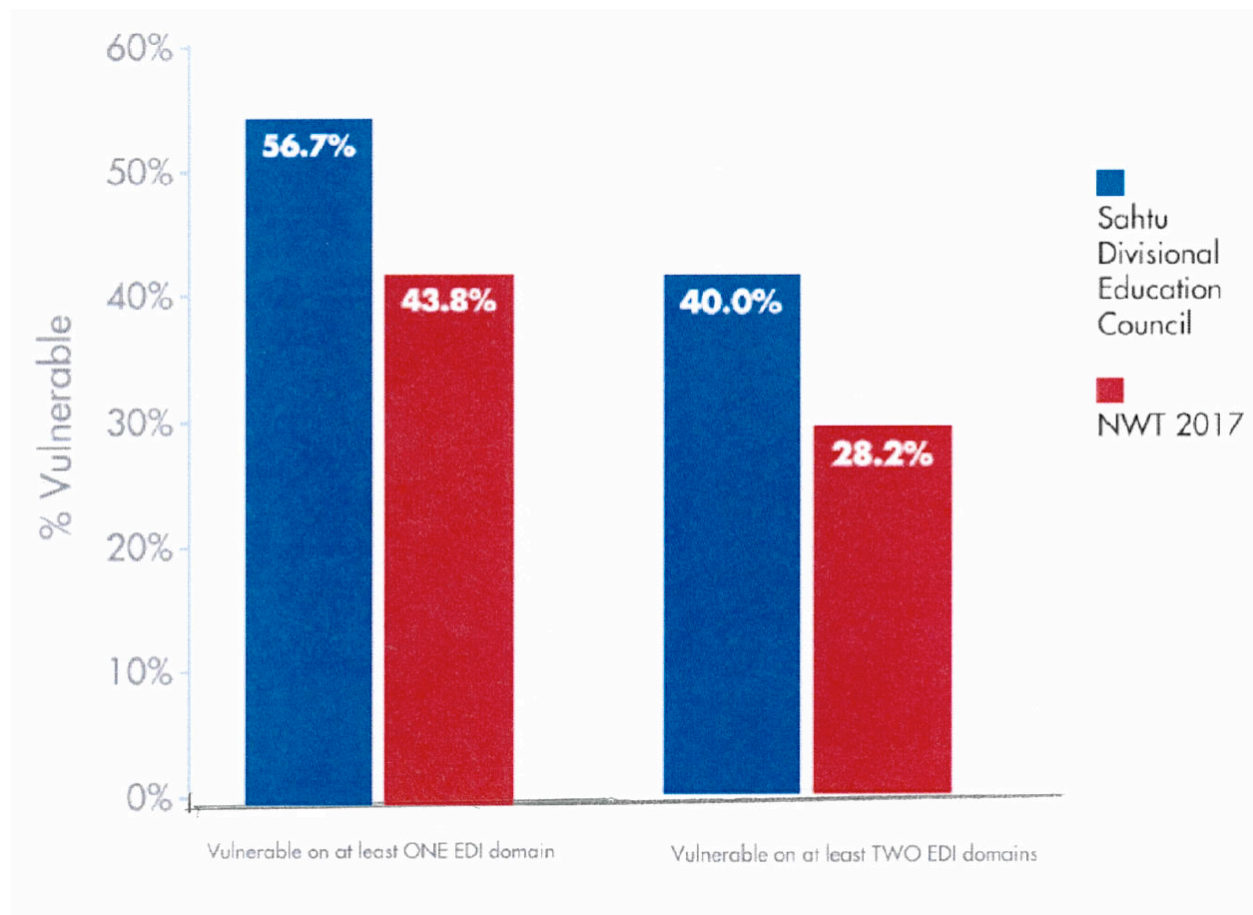
The Early Development Instrument (EDI) is a population-based measure that assesses children's readiness to learn at school. Developed by the Oxford Center of Child Studies at McMaster University, it is used across Canada. EDI is a checklist completed by all kindergarten teachers. EDI does not diagnose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



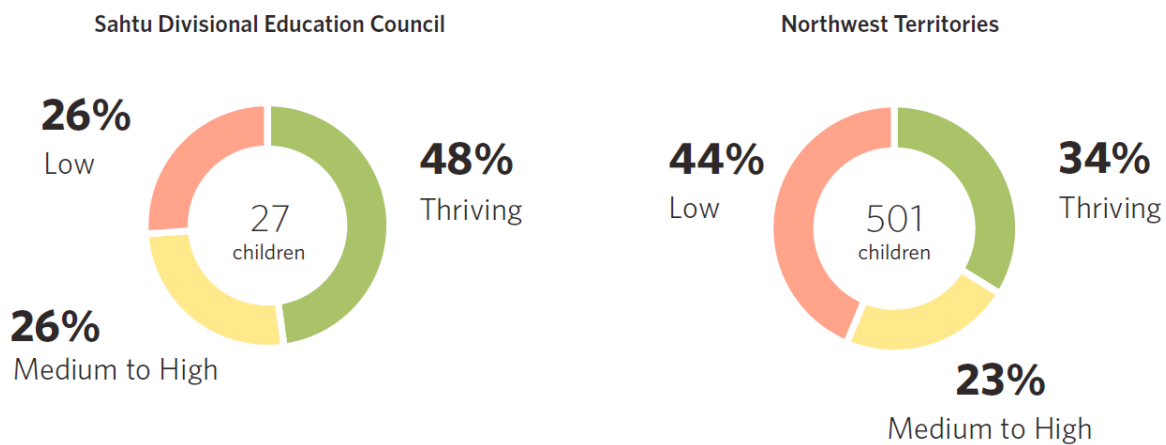
### Middle Years Development Instrument

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).

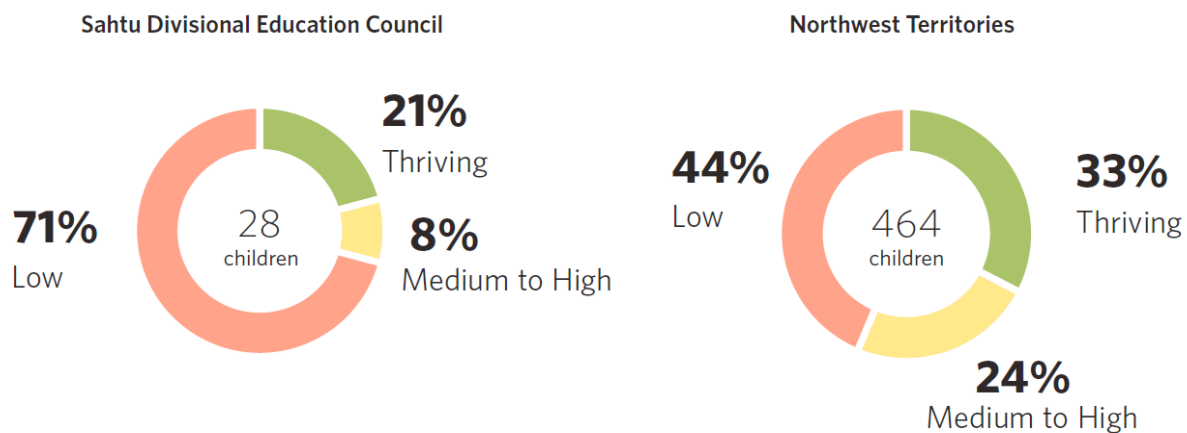
According to the MDI in 2016-17 results (see figure 3), 48% of students in Grade 4 and 21% of students in Grade 7 in the Sahtu are considered "thriving" on the Well-Being Index. Our grade 4s are well above the average in the NWT, while our grade 7s are a bit below the NWT average.



**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**



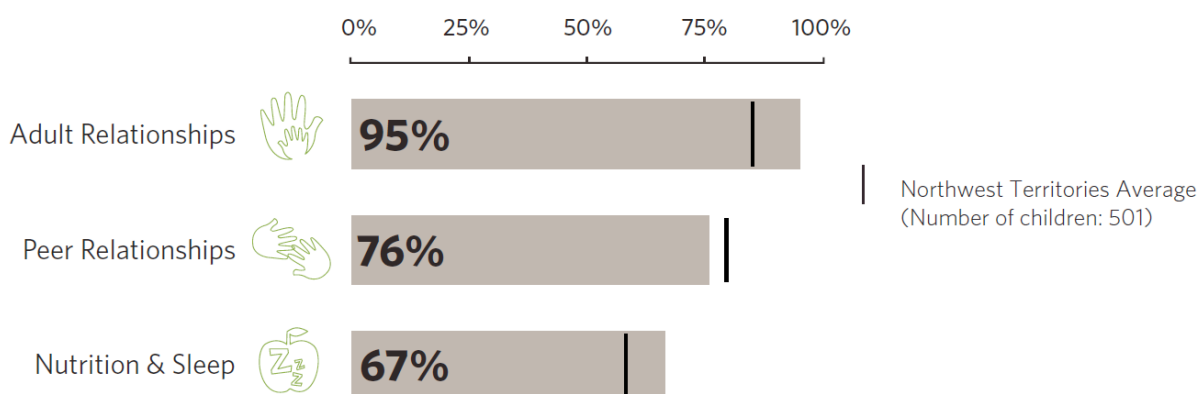
The MDI also included questions on the Assets Index. The Assets Index combines measures that highlight 4 key assets that help to promote children's positive development. Assets are positive experiences; relationships or behaviours present in children's lives.

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:



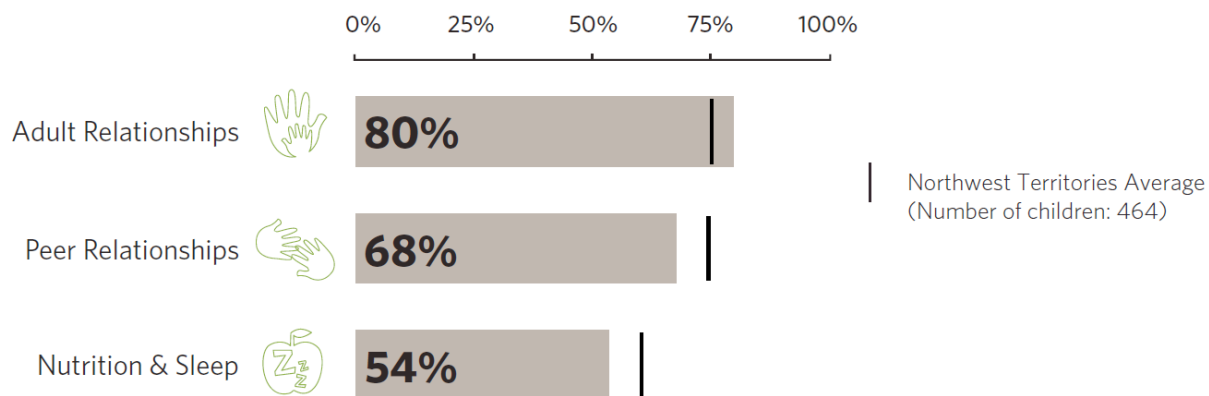
The percentages of Grade 7 students in the Sahtu (see figure 6) that reported the presence of Adult Relationships, Peer Relationships, and Nutrition & Sleep were 80%, 68% and 54% respectively. The percentages of Grade 7 students that reported a presence of Adult Relationships is above the NWT average, 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

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The Sahtu Divisional Education Council was created by a proclamation of the Minister of Education on March 31<sup>st</sup>, 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](http://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.

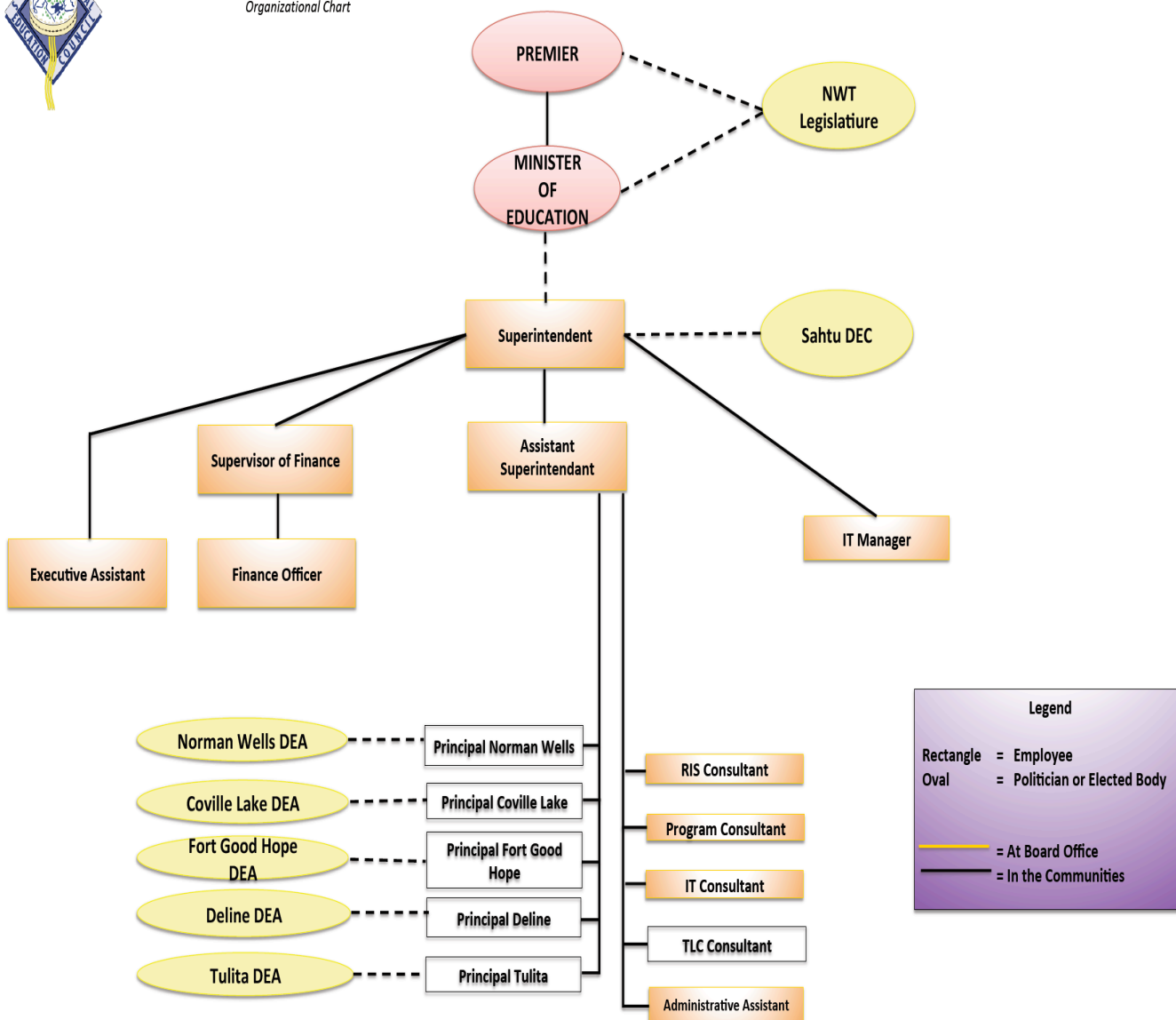


## Sahtu DEC Organizational Chart



### SAHTU DEC

Organizational Chart



## 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

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



- 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

|   |   |
|---|---|
| <b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b> | <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>       |
| <b>Regional performance targets:</b>  | <ul style="list-style-type: none"> <li>• The Sahtu DEC Leadership Team will comprise: Superintendent, Assistant Superintendent, five principals, the Regional Inclusive Schooling Coordinator, and the Programs Coordinator</li> <li>• The Leadership Team will meet a minimum of four times per year (12 hours/meeting)</li> <li>• The Program Support Teachers will join the Leadership Team for one meeting</li> </ul> |
| <b>School-level performance targets:</b><br><i>MMS</i>  | <ul style="list-style-type: none"> <li>• 34.5 hours allocated for school-based collaborative professional learning</li> <li>• Topics: to be determined with consultant but will focus on 2018-19 School Goals</li> </ul>  |
| <i>CAWS</i>   | <ul style="list-style-type: none"> <li>• 24.5 hours allocated for school-based collaborative professional learning</li> <li>• Topics: to be determined with consultant but will focus on 2018-19 School Goals</li> </ul>  |
| <i>CTS</i>  | <ul style="list-style-type: none"> <li>• 28.8 hours allocated for school-based collaborative professional learning</li> <li>• Topics: to be determined with consultant but will focus on 2018-19 School Goals</li> </ul>  |



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

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

### 2.1 [True North Program]

|   |  |
|---|--|
| <b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b> | <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> |
| <b>Regional performance targets:</b>  | <p>The Region is aiming for 20% more high school graduates.</p>  |
| <b>School-level performance targets:</b><br><br><b>CAWS</b>   | <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

|   |   |
|---|---|
| <b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b> | <p>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.</p> <p>In 2018/19 Sahtu schools will focus:</p> <p>Comprehensive Literacy (Balanced Literacy) in all five schools</p> <p>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.</p> <p>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.</p> <p>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:</p> <p>Building teacher capacity to analyse classroom and individual student writing data to determine changes in instructional practice and foci for teaching writing</p> <p>Building capacity at the school level to create PLCs to focus teacher learning about writing instruction specific to schools and grade levels</p> <p>The electronic library <i>Overdrive</i> allows students to check out electronic books at school or after the school day facilitating greater access to independent reading materials.</p> |
| <b>Regional performance targets:</b>  | <ul style="list-style-type: none"> <li>• SDEC will report back to schools in October, February and June the percentage of students reading within grade level measured by Fountas &amp; Pinnell Reading Assessments so that individual schools can establish realistic targets and SMART goals for reading growth.</li> <li>• 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.</li> </ul>  |



- 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

|   |   |
|---|---|
| <b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b> | 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. |
| <b>Regional performance targets:</b>  | 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.  |
| <b>School-level performance targets:</b><br><b>MMS</b>  | .<br><br>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   |



## 2.4 Numeracy Initiatives

|  |   |
|--|---|
| <p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p> | <p>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).</p> <p>Grade 1 – 6 teachers use the Numeracy Assessment tool developed by an external consultant. Grade 7-9 teachers use the Key Math Assessment tool.</p> <p>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).</p> <p>Focus on improved Math achievement has helped identify the following areas:</p> <ul style="list-style-type: none"> <li>• The need to plan math instruction so that all strands and facets of the grade-level curriculum are covered</li> <li>• The need to address math instruction in multi-grade classrooms so students receive curriculum-aligned instruction at grade level</li> <li>• The need for interventions for individual students or groups of students to address lapses in mathematical knowledge</li> <li>• Differentiation and support for diversity within numeracy classrooms</li> <li>• Contemporary and enhanced instructional practices to support deeper concept attainment, higher engagement with mathematical thinking, and overall better teaching and learning in math classrooms</li> </ul> |
| <p><b>Regional performance targets:</b></p>  | <ul style="list-style-type: none"> <li>• Grade 1 – 6 numeracy year plans will guide instruction so that all strands and facets of grade-level curriculum are present and covered</li> <li>• Formative assessments in grades 1-6 will guide and inform teacher instruction and student learning</li> <li>• Data in grades 1-6 will be used at the classroom level by the classroom teacher to inform changes in instruction and learning</li> </ul>  |



|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Data in grades 1-6 will be used at the school-based level to target improved numeracy achievement</li> <li>• 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.</li> </ul> |
|--|--|

## 2.5 ADLC Alberta Distance Learning Centre

|  |  |
|--|--|
| <b>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:</b> | Alberta Distance Learning Centre (ADLC) offers distance learning options to students for courses that either may not 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. |
| <b>Regional performance targets:</b>   | 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.                          |

## 2.6 Northern Distance Learning

|   |  |
|---|--|
| <b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b> | 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 |
| <b>Regional performance targets:</b>  | 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.   |



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| <b>School-level performance targets:</b> |  |
| <b>CAWS</b>                              | 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. |
| <b>EAS</b>                               | 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.          |
| <b>CTS</b>                               | There are five students enrolled in NDL. Five students in Biology 20. These students will complete this course by June 2019.                     |

**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**

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



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|  | <ul style="list-style-type: none"><li>• All student participants (100%) will undergo base-line language assessments</li><li>• All students will improve oral fluency in North Slavey (the ability to speak North Slavey), as measured by on-going follow-up assessments</li></ul> |
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## 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 Naizeza 15 (LDC 1382)

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| <b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b> | <p>Naizeza 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>   |
| <b>Regional performance targets:</b>  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 55 high school students in 4 schools will be enrolled in Naizeza 25 and 35, pending ECE approval of these courses, for second semester, January 2019.</li> </ul> |





#### 4.2 Key Cultural Experiences

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| <p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></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><b>Regional performance targets:</b></p>  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> |





#### 4.3 Indigenous Language Instruction

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| <b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b> | <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>  |
| <b>Regional performance targets:</b>  | <ul style="list-style-type: none"> <li>• 100% of Indigenous Language instructors will take training opportunities offered by ECE</li> <li>• 100% of Indigenous Language instructors will be given training in implementing the OLC</li> <li>• 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</li> <li>• All student participants (100%) will undergo base-line language assessments</li> <li>• All students will improve oral fluency in North Slavey (the ability to speak North Slavey), as measured by on-going follow-up assessments</li> </ul> |

#### 4.4 Teaching and Learning Centres

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| <b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b> | <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> |
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| <b>Regional performance targets:</b> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• 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</li> <li>• 100% of TLC staff will access professional learning opportunities along with Indigenous language instructors</li> </ul> |
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#### 4.5 Community Support

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| <b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b> | <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>  |
| <b>Regional performance targets:</b>  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>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.</li> </ul> |
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#### 4.6 Teacher Cultural Orientation Days

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| <b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b> | 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.   |
| <b>Regional performance targets:</b>  | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> |

#### 4.7 Elders in Schools

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| <b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b> | 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. |
| <b>Regional performance targets:</b>  | <ul style="list-style-type: none"> <li>Five Sahtu schools will have an Elder employed at least part-time, as and when needed and/or available, throughout the school year</li> <li>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</li> </ul>  |



## 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

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| <b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b> | 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. |
| <b>Regional performance targets:</b>  | <p>Only one school in the region offers core French, therefore 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>                                     |
| <b>School-level performance targets:</b><br><i>MMS</i>  | <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.

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| <b>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</b> | <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>   |
| <b>Regional performance targets:</b>  | <ul style="list-style-type: none"> <li>• 100% of SSPs and IEPs will be created on TieNet by October 31 of each year.</li> <li>• All SSPs and IEPs will be finalized when meetings are completed and signatures are collected. Last date to finalize plans is May 31.</li> <li>• 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.</li> <li>• All SSPs and IEPs will be reviewed at each reporting period or earlier as needed.</li> <li>• New SSPs and IEPs will be created as required.</li> </ul> |



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

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| <p><b>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</b></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><b>School-level performance targets:</b></p> <p><i>MMS</i></p>  | <ul style="list-style-type: none"> <li>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.</li> </ul>  |
| <p><i>CAWS</i></p>   | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| <p><i>CTS</i></p>  | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| <p><i>CLS</i></p>  | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| <p><i>EAS</i></p>  | <ul style="list-style-type: none"> <li>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.</li> </ul>  |





**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.**

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| <b>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</b> | 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. |
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| <b>Regional performance targets:</b> | 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. |
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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.**

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| <b>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</b> | 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. |
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| <b>Regional performance targets:</b> | <ul style="list-style-type: none"> <li>• 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).</li> <li>• Communication with every parent regarding SSPs will occur at a minimum at each reporting period.</li> <li>• Meetings will occur with every parent of students who are on an IEP at</li> </ul> |
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|  | 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.**

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| <b>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</b> | 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. |
| <b>Regional performance targets:</b>  | 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

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| <b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b> | 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. |
| <b>Regional performance targets:</b>  | <ul style="list-style-type: none"> <li>Five schools will access funds through the Healthy Foods for Learning program during the 2018-19 school year</li> </ul>   |
| <b>School-level performance targets:</b><br><i>MMS</i>  | <ul style="list-style-type: none"> <li>Type: Breakfast</li> <li>Number of days program will operate per week: 5</li> <li>Number of months program will operate in the school year: 10</li> <li>Amount of times food/drinks offered will be sugar free and non-processed: most of the time</li> </ul>   |
| <i>CAWS</i>   | <ul style="list-style-type: none"> <li>Type: Breakfast and Snacks</li> <li>Number of days program will operate per week: 5</li> <li>Number of months program will operate in the school year: 10</li> <li>Amount of times food/drinks offered will be sugar free and non-processed: most of the time</li> </ul>  |
| <i>CTS</i>  | <ul style="list-style-type: none"> <li>Type: Breakfast and Morning Snack</li> </ul>  |



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|            | <ul style="list-style-type: none"> <li>• Number of days program will operate per week: 5</li> <li>• Number of months program will operate in the school year: 10</li> <li>• Amount of times food/drinks offered will be sugar free and non-processed: most of the time</li> <li>• 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.</li> </ul> |
| <i>EAS</i> | <ul style="list-style-type: none"> <li>• Type: Breakfast and Snacks</li> <li>• Number of days program will operate per week: 5</li> <li>• Number of months program will operate in the school year: 10</li> <li>• Amount of times food/drinks offered will be sugar free and non-processed: most of the time</li> </ul>  |
| <i>CLS</i> | <ul style="list-style-type: none"> <li>• Type: Breakfast and Snacks</li> <li>• Number of days program will operate per week: 5</li> <li>• Number of months program will operate in the school year: 10</li> <li>• Amount of times food/drinks offered will be sugar free and non-processed: most of the time</li> </ul>  |

## 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.



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|   | <p><b>Self-Regulation:</b> 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><b>Education Data System:</b> An online data system to record and track instances of student behaviour and discipline.</p> <p><b>Effective Behaviour Support:</b> 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><b>Applied Suicide Intervention Skills Training:</b> 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><b>Mind Up</b> 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><b>Regional performance targets:</b></p> | <ul style="list-style-type: none"> <li>• Two teachers in each school will access training in Mental Health First Aid and Applied Suicide Intervention Skills Training (ASIST).</li> <li>• 100% of students in JK – Grade 12 will be using self-regulation strategies and tools to regulate behaviours.</li> <li>• 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.</li> <li>• 100% of students in Grades 7, 8, and 9 will learn about healthy relationships and safe choices through the Fourth R program.</li> <li>• The Mind-Up Curriculum will be offered in all of the JK-4 classes.</li> <li>• In JK-K classes, Mind-Up will be offered for 15 minutes twice a week.</li> <li>• In grades 1-4, Mind-Up will be offered for 30 minutes once a week.</li> </ul>  |



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| <b>School-level performance targets:</b><br><br><b>MMS</b>  | <ul style="list-style-type: none"> <li>Programs available: Talking About Mental Illness (TAMI), Gay-Straight Alliance.</li> </ul>  |
| <b>CAWS</b>   | <ul style="list-style-type: none"> <li>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.</li> </ul>  |
| <b>EAS</b>  | <ul style="list-style-type: none"> <li>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</li> </ul>  |
| <b>7.3 Safe and Caring Schools</b>  |  |
| <b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b> | <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>  |
| <b>Regional performance targets:</b>  | <ul style="list-style-type: none"> <li>100% of schools will have a Safe School Plan which will be reviewed by the Superintendent by Sept 30<sup>th</sup> and monitored by the Superintendent throughout the year.</li> <li>100% of schools will have an Emergency Response Plan which will be reviewed by the superintendent by Sept. 30<sup>th</sup> and will be monitored by the Superintendent throughout the year.</li> <li>All staff and students will sign the Technology Usage Agreement prior to using the Sahtu DEC technology</li> </ul> |
| <b>School-level performance targets:</b><br><br><b>MMS</b>  | <ul style="list-style-type: none"> <li>Planned Fire Drills: a minimum of 3</li> <li>Planned Lock Down Drills: a minimum of 2</li> <li>Planned Safe and Caring School Committee meetings: a minimum of 2</li> </ul>   |



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

#### 7.4 Self-Regulation

|  |   |
|--|---|
| <b>Relevance to regional priorities and strategies for</b> | 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 |
|--|---|



|   |   |
|---|---|
| <b>program implementation in the 2018-2019 school year:</b> | <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> |
| <b>Regional performance targets:</b>                        | <ul style="list-style-type: none"> <li>• All five schools will implement school-wide at least two of the self-regulation strategies identified through the work with Stacey Bernard</li> <li>• Schools will identify what self-regulation strategies they wish to implement each year from JK – 12.</li> </ul>  |



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

**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 <sup>3</sup> |          | 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          |
| <b>Regional Office</b> | 1.0                            | 1.5        | n/a                                   | n/a      | n/a                | n/a        | n/a                  | n/a               | <b>1.0</b>                                   | <b>1.5</b>  | 1.0                      | 1.0        | n/a            | n/a           | <b>1.0</b>  | <b>1.0</b> |
| <b>MMS</b>             | n/a                            | n/a        | 1.29                                  | 2        | 2.4                | 1.6        | n/a                  | n/a               | 1.29   | <b>3.6</b>  | n/a                      | n/a        | 0.5            | n/a           | <b>1.09</b> | 0.5        |
| <b>CAWS</b>            | n/a                            | n/a        | 1.0                                   | 1        | 1.4                | 1.2        | n/a                  | n/a               | 1.0  | <b>2.2</b>  | n/a                      | n/a        | 2.0            | n/a           | <b>1.08</b> | 2.0        |
| <b>CTS</b>             | n/a                            | n/a        | 1.24                                  | 1        | 2.3                | 2.8        | n/a                  | n/a               | 1.24   | <b>3.8</b>  | n/a                      | n/a        | 2.0            | 0.4           | <b>1.63</b> | 2.4        |
| <b>EAS</b>             | n/a                            | n/a        | 1.0                                   | 1        | 1.7                | 2.8        | n/a                  | n/a               | 1.0  | <b>3.8</b>  | n/a                      | n/a        | 2.0            | n/a           | <b>1.26</b> | 2.0        |
| <b>CLS</b>             | n/a                            | n/a        | 1.0                                   | 1        | 0.9                | 1.2        | n/a                  | n/a               | 1.0  | <b>2.2</b>  | n/a                      | n/a        | 1.4            | n/a           | <b>1.00</b> | 1.4        |
| <b>TOTAL</b>           | <b>1.0</b>                     | <b>1.5</b> | <b>5.53</b>                           | <b>6</b> | <b>8.7</b>         | <b>9.6</b> | <b>n/a</b>           | <b>n/a</b>        | <b>5.53</b>                                  | <b>15.6</b> | <b>n/a</b>               | <b>n/a</b> | <b>7.9</b>     | <b>0.4</b>    | <b>6.06</b> | <b>8.3</b> |

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

<sup>3</sup> 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<br>Budget | 2017-2018<br>Approved<br>Budget | 2017-2018<br>Projected Actual |
|--------------------------------------|---------------------|---------------------------------|-------------------------------|
| <b><u>OPERATING FUND</u></b>         |                     |                                 |                               |
| <b>REVENUES</b>                      |                     |                                 |                               |
| 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                 |                     |                                 |                               |
| <b>Total GNWT</b>                    | <b>14,464,596</b>   | <b>14,444,421</b>               | <b>15,138,435</b>             |
| 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                       |
| <b>Total Generated Funds</b>         | <b>42,000</b>       | <b>37,650</b>                   | <b>818,515</b>                |
| Transfers                            |                     |                                 |                               |
| Transfers from Capital Fund          |                     |                                 |                               |
| <b>Total Transfers</b>               | <b>-</b>            | <b>-</b>                        | <b>-</b>                      |
| <b>TOTAL REVENUES</b>                | <b>14,506,596</b>   | <b>14,482,071</b>               | <b>15,956,950</b>             |
| <b><u>EXPENSES</u></b>               |                     |                                 |                               |
| 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                        | -                   |                                 |                               |
| <b>TOTAL EXPENSES</b>                | <b>14,518,294</b>   | <b>14,550,268</b>               | <b>15,965,328</b>             |
| <b>SURPLUS (DEFICIT)</b>             | <b>(11,698)</b>     | <b>(68,197)</b>                 | <b>(8,378)</b>                |
| <b>ACCUMULATED SURPLUS (DEFICIT)</b> | <b>357,222</b>      | <b>377,298</b>                  | <b>368,920</b>                |



|   | Administration   | School Programs  | Inclusive Schooling | Aboriginal Languages | Total             |
|---|------------------|------------------|---------------------|----------------------|-------------------|
| <b><u>SALARIES</u></b>                      |                  |                  |                     |                      |                   |
| 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            |
|   |                  |                  |                     |                      |                   |
| <b><u>EMPLOYEE BENEFITS</u></b>             |                  |                  |                     |                      |                   |
| Employee Benefits/ Allowances               | 52,000           | 414,000          | 35,000              | 10,000               | 511,000           |
| Leave And Termination Benefits              | -                | 80,000           | -                   |                      | 80,000            |
|   |                  |                  |                     |                      |                   |
| <b><u>SERVICES PURCHASED/CONTRACTED</u></b> |                  |                  |                     |                      |                   |
| 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                   | -                | -                | -                   | -                    | -                 |
|   |                  |                  |                     |                      |                   |
| <b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>    |                  |                  |                     |                      |                   |
| Materials                                   | 250,000          | 612,200          | 14,500              | 17,000               | 893,700           |
| Freight                                     | 6,500            | 1,000            | 3,000               | 5,000                | 15,500            |
|   |                  |                  |                     |                      |                   |
| <b><u>TRANSFERS TO CAPITAL</u></b>          |                  |                  |                     |                      |                   |
|   |                  |                  |                     |                      |                   |
| <b>TOTAL</b>                                | <b>1,433,023</b> | <b>9,120,292</b> | <b>2,475,235</b>    | <b>1,489,744</b>     | <b>14,518,294</b> |

Department of Education, Culture & Employment  
Council Approved Budget

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

SALARIES

Regional Coordinator

Program Support Teachers

Support Assistants

| General Inclusive<br>Schooling | Staff Development | Assistive Technology | Magnet Facilities | Total     |
|--------------------------------|-------------------|----------------------|-------------------|-----------|
| 266,755                        |                   |                      |                   | 266,755   |
| 1,122,491                      |                   |                      |                   | 1,122,491 |
| 968,488                        |                   |                      |                   | 968,488   |

EMPLOYEE BENEFITS

Employee Benefits/Allowances

|  |        |  |  |        |
|--|--------|--|--|--------|
|  | 35,000 |  |  | 35,000 |
|--|--------|--|--|--------|

SERVICES PURCHASED/CONTRACTED

Professional/Technical Services

Travel

Other Contracted Services

|        |  |  |  |        |
|--------|--|--|--|--------|
| 30,000 |  |  |  | 30,000 |
| 35,000 |  |  |  | 35,000 |
|        |  |  |  | 0      |

MATERIALS/SUPPLIES/FREIGHT

Materials

Freight

|        |  |       |  |        |
|--------|--|-------|--|--------|
| 12,000 |  | 2,500 |  | 14,500 |
| 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

SALARIES

Regional Coordinator  
Language Instruction  
Non Instructional Staff  
Elders in Schools

| General Indigenous Languages and Education | Teaching and Learning Centres | Community Support | Total   |
|--|-------------------------------|-------------------|---------|
| 533,210                                    |                               |                   | 533,210 |
|  | 860,534                       |                   | 860,534 |
|  |                               |                   | 0       |
|  | 51,000                        |                   | 51,000  |

EMPLOYEE BENEFITS

Employee Benefits/Allowances

|        |  |  |        |
|--------|--|--|--------|
| 10,000 |  |  | 10,000 |
|--------|--|--|--------|

SERVICES PURCHASED/CONTRACTED

Professional/Technical Services  
Travel  
Advertising/Printing/Publishing  
Rentals/Leases  
Other Contracted Services

|       |        |  |        |
|-------|--------|--|--------|
|       |        |  | 0      |
| 5,000 |        |  | 5,000  |
|       | 18,000 |  | 18,000 |
|       |        |  | 0      |
|       |        |  | 0      |

MATERIALS/SUPPLIES/FREIGHT

Materials  
Freight

|       |  |  |       |
|-------|--|--|-------|
| 7,000 |  |  | 7,000 |
| 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

Budget Distribution

Regional Office

Mackenzie Mountain School

Chief Albert Wright School

Chief T'Selehye School

Ehtseo Ayha School

Colville Lake School

TOTAL

| Regional Coordinator | Indigenous Language Instruction Staff | General Indigenous Education | Teaching and Learning Centres | Community Support | Total     |
|----------------------|---------------------------------------|------------------------------|-------------------------------|-------------------|-----------|
| 533,210              |                                       | 10,000                       | 35,000                        |                   | 578,210   |
|                      | 60,379                                |                              | 5,000                         |                   | 65,379    |
|                      | 272,245                               |                              | 13,000                        |                   | 285,245   |
|                      | 209,115                               |                              | 12,000                        |                   | 221,115   |
|                      | 189,225                               |                              | 13,000                        |                   | 202,225   |
|                      | 129,571                               |                              | 8,000                         |                   | 137,571   |
| 533,210              | 860,534                               | 10,000                       | 86,000                        |                   | 1,489,744 |





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

