



Dehcho Divisional Education Council

Operating Plan for 2018-2019 School Year

June 30, 2018

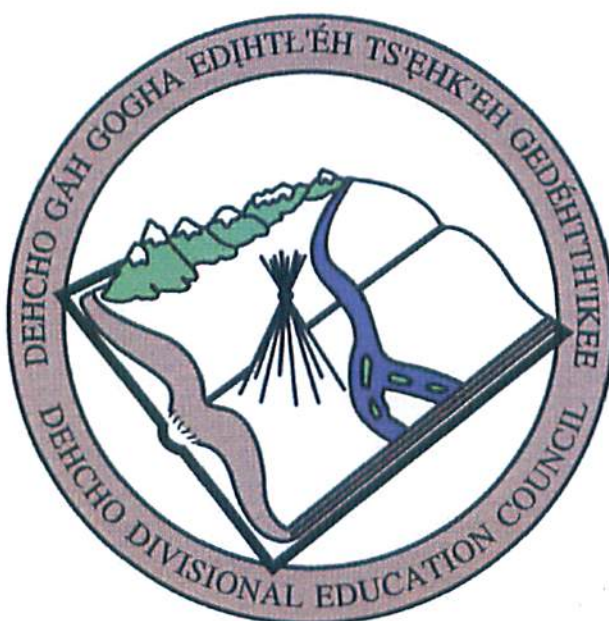


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Purpose of the Operating Plan

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

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

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

Dehcho Divisional Education Council Operating Environment

School Profiles and Student Enrolment

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

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

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

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

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

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



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

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

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

Student and Teacher Population

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

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



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

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

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

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

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

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

Dehcho Divisional Education Council Governance

The Dehcho Divisional Education Council, (DDEC) (formerly known as the Dehcho Divisional Board of Education) was established by regulation on July 4, 1996. The Dehcho Division encompasses an area which includes the communities of Fort Liard (Echo Dene School), Fort Providence (Deh Gáh Elementary and Secondary School), Fort Simpson (Bompas Elementary School and Thomas Simpson Secondary School. The Fort Simpson District Education Authority



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

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

The DDEC is made up of seven trustees and a chairperson. Each District Education Authority (DEA) in the Dehcho region appoints one member to represent their community. The term for trustees is three years. Trustees may be reappointed for consecutive terms. From among those eight trustees, one is elected as Chairperson each year. The DDEC meets quarterly through the year. Terms for the most of the current trustees end October 2018 and 2020.

Dehcho Divisional Education Council

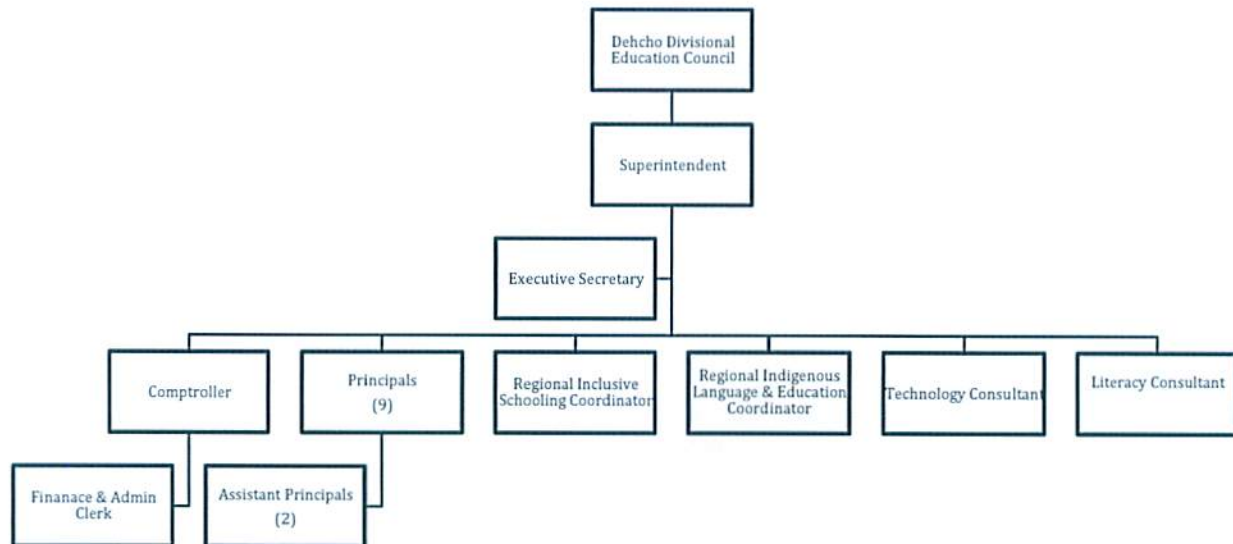
Community	Member	Position
Fort Liard	Herbert Berreault	Trustee
Fort Providence	Evelyn Sabourin	Trustee
Fort Simpson	Renalyn Pascua-Matte	Chairperson
Jean Marie River	Yvonne Norwegian	Trustee
Kakisa	Anita Chicot	Vice Chairperson
Nahanni Butte	Jayne Konisenta	Trustee
Sambaa K'e	Danna Auger	Trustee
Wrigley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

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

Dehcho Divisional Education Council Functional Organizational Chart

Figure 1: Dehcho Divisional Education Council Functional Organizational Chart





Governance Training

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

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

Divisional Education Council Meetings

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

Table 2: Dehcho Divisional Education Council Meetings Schedule.

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



Teaching and Learning Programs and Performance Indicators

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

1. Education Renewal Objective: Supporting excellence in teaching.

1.1 Literacy in the Disciplines

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

1.2 Collaborative Professional Learning

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



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



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

1.3 Curriculum Alignment

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



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

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

2.1 Northern Distance Learning

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



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

2.2 Building Teacher Capacity to Increase Student Literacy

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



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

2.3 Numeracy Initiative

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



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

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

3.1 Our Languages: Indigenous Languages Curriculum

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



3.2 Health and Wellness Curriculum

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



Indigenous Languages and Education

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

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

4.1 Key Cultural Experiences

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



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

4.2 Indigenous Language Instruction

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



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



4.3 Teaching and Learning Centre

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

4.4 Community Support

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



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



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

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	Cultural Orientation days are mandated by ECE to provide time for teachers to learn about the culture and heritage of their communities. In the Dehcho, these days are held alternately at the regional and local levels; two years are regional Cultural Orientation and the third year is local Cultural Orientation. This year will be local. When held locally, the DEA is encouraged to collaborate with the school staff to plan and execute the activities. Support Assistants are included and funded by the DDEC. Local Cultural Orientation days are held at individually determined dates. Often the teachers will join the community fall hunt or arrange winter camping experiences.
Regional performance targets:	<ul style="list-style-type: none"> • All schools will collaborate with their DEA and local First Nation to provide a Cultural Orientation.

4.6 Elders in Schools

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



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

4.7 NWT Residential Schools Awareness Training

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



French and/or English Second Language Instruction

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

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

5.1 French as a Second Language (FSL) Instruction

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



Inclusive Schooling

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

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

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

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

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

	<p>SSP and IEP design and implementation</p> <ul style="list-style-type: none"> 80% of PSTS (n=8) will participate in an online course in Universal Design for Learning (http://udlresource.ca/2017/11/a-self-directed-course/)
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6.2. Principals create conditions to support teachers in the use of flexible instructional strategies.

Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:	<p>In 2017-2018 Professional Learning Communities (PLCs) were introduced to all Dehcho staff at the Regional Orientation. This training continued throughout the year with Principals, PSTs and Literacy Leaders. In the 2018-19 school year all Dehcho schools will use PLCs and continue training. This PLC process will provide opportunities to support teachers in the use of flexible instructional strategies. It will take place during the 50% collaboration time that is outlined in STIP plans.</p>
Regional performance targets	<ul style="list-style-type: none"> 100% (n=9) of Dehcho schools will identify a minimum of two flexible instruction strategies that will be used by classroom teachers and support assistants in the 2018-2019 school year. 100% (n=4) of PSTs at Bompas Elementary School, Echo Dene School, Deh Gáh Elementary and Secondary School, and Thomas Simpson School will meet with support assistants biweekly to provide training on their support role with flexible instructional strategies and other areas of need to support student learning. 100% (n=4) of PSTs at Louie Norwegian, Kakisa Lake, Charles Tetcho, Charles Yohin, and Chief Julian Yendo will meet with support assistants monthly to provide training on their support role with flexible instructional strategies and other areas of need to support student learning.

<p>School-level performance targets:</p> <p><i>Echo Dene School</i></p>	<ul style="list-style-type: none"> • 65% of teachers will use differentiated instruction, group work, and activity centers as flexible instructional strategies during STIP and PST collaboration time. • 35% of teachers will focus on co-teaching with the PST as a flexible instructional strategy during PST collaboration time and STIP.
<p><i>Deh Gáh School</i></p>	<ul style="list-style-type: none"> • 100% of JK - 3 teachers will focus on activity centers and flexible groupings as flexible instructional strategies during STIP and PST collaboration time • 100% of Grade 4-12 teachers will focus on entrance and exit tickets as flexible instructional strategies during STIP and PST collaboration time.
<p><i>Thomas Simpson</i></p>	<ul style="list-style-type: none"> • 100% of teachers will identify and implement by September 30, 2018, two flexible instruction strategies to implement with the PST during STIP and PST collaboration time: (examples include menu of assignments, scaffolding, co-teaching, chunking, peer teaching, Reading Apprenticeship etc.)
<p><i>Bompas Elem</i></p>	<ul style="list-style-type: none"> • 100% (n=6) of teachers will regularly use differentiated instruction. • 30% (n=6) of teachers will focus on co-teaching with the PST during STIP and PST collaboration time. • Teachers and PST will use STIP time and weekly PST/teacher meetings to plan and discuss successes and challenges.
<p><i>Louie Norwegian</i></p>	<ul style="list-style-type: none"> • The teacher and support assistant will focus on: Differentiated Instruction and Activity Centers as flexible instructional strategies during STIP.



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

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

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



	<p>established for SBST by September 30th, 2018.</p> <ul style="list-style-type: none"> • 90% (n=9) of Dehcho schools will have had a staff review of the Teachers Helping Teachers model for SBST by September 30th, 2018. • 90% (n=9) of Dehcho schools will establish a weekly time slot for SBST meetings that is given priority at the school.
6.4. IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.	
Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:	<p>The SSP and IEP review process in Dehcho schools is satisfactorily established. There are guidelines around the expectations for SSP and IEP consultation in the SSP and IEP checklists of procedures provided to all schools from the Regional Inclusive Schooling Consultant. In an effort to help make this process further established, schools will be responsible for providing targets on parent consultation, student consultation, and SBST meetings that are specifically designed to review/revise SSPs and IEPs. In addition, based on recommendations provided by ECE in response to our Compliance Report, the MAPS process will be used for all students on IEPs to engage parents in the planning process.</p>
Regional performance targets:	<ul style="list-style-type: none"> • 60% of Dehcho School SSPs will indicate at least one year's growth in Math and/or Language Arts over the 2018-2019 school year. • 80% of students on an IEP (n=8) will have participated in the MAPS process with their family and/or significant others. • 80% of Dehcho schools (n=9) will provide an outline of the consultation process for IEPs and SSPs and collect data to submit to the Regional Inclusive Schooling Coordinator after each reporting/review period. • 100% (n=9) of Dehcho Schools will formally review SSPs and IEPs three times per year with parents and students using the SBST.
6.5. Program Support Teachers spend not less than 60% of their time engaged in activities that directly support classroom teachers.	



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



Louie Norwegian

Kakisa Lake

Charles Tetcho

Charles Yohin

Chief J Yendo

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



Student Wellness and Support

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

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

7.1 Healthy Foods for Learning

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

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

7.2. Self-Regulation Initiative

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

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

7.3 Mental Health Initiatives

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



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

7.4 Safe and Caring Schools

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



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



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

Human Resources Management

School Staff Recruitment and Retention

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



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

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

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



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

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

Note: A* - allocated; B† - budgeted.

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

Completion of Staff Evaluations

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

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

Financials