



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



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Purpose of the Operating Plan

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

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

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



Beaufort Delta Divisional Education Council Operating Environment

School Profiles and Student Enrolment

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

Various language programs are provided in each community. Inuvik offers French Immersion programming from grades K-9. Gwich'in Language programming is offered in Fort McPherson, Tsiigehtchic, Akalvik and Inuvik. Inuvialuktun Language programming is offered in Inuvik, Tuktoyaktuk, Sachs Harbour and Paulatuk. Inuinnaqtun Language programming is offered in Ulukhaktok.

Northern Distance Learning (NDL) provides access to high school '-1' courses in Ulukhaktok, Akalvik, Tuktoyaktuk and Fort McPherson.

All schools will continue to offer on-the-land programming for all students.

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

Table 1: School Profiles 2018-2019

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

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

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

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

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

Student and Teacher Population

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

The BDDEC is almost fully staffed. However, staffing schools has become more challenging. With teaching opportunities becoming increasingly available in southern Canada, teachers have accepted contracts in our region, only to notify us late in the summer that they have accepted teaching contracts elsewhere. This pattern adds stress on our administrators and schools causing impacts on student learning. Substitute teachers are becoming more and more difficult to find in all of our communities. It is rare that we have a qualified teacher available to substitute teach in any of our schools. Increasingly we are hiring a younger staff, many of whom are in their first years of teaching. Approximately 30 new teachers will participate in the 'New to The North' Mentoring program.

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



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

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

Governance and Training

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

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

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

Each DEA has individual regulations that guide decision making.

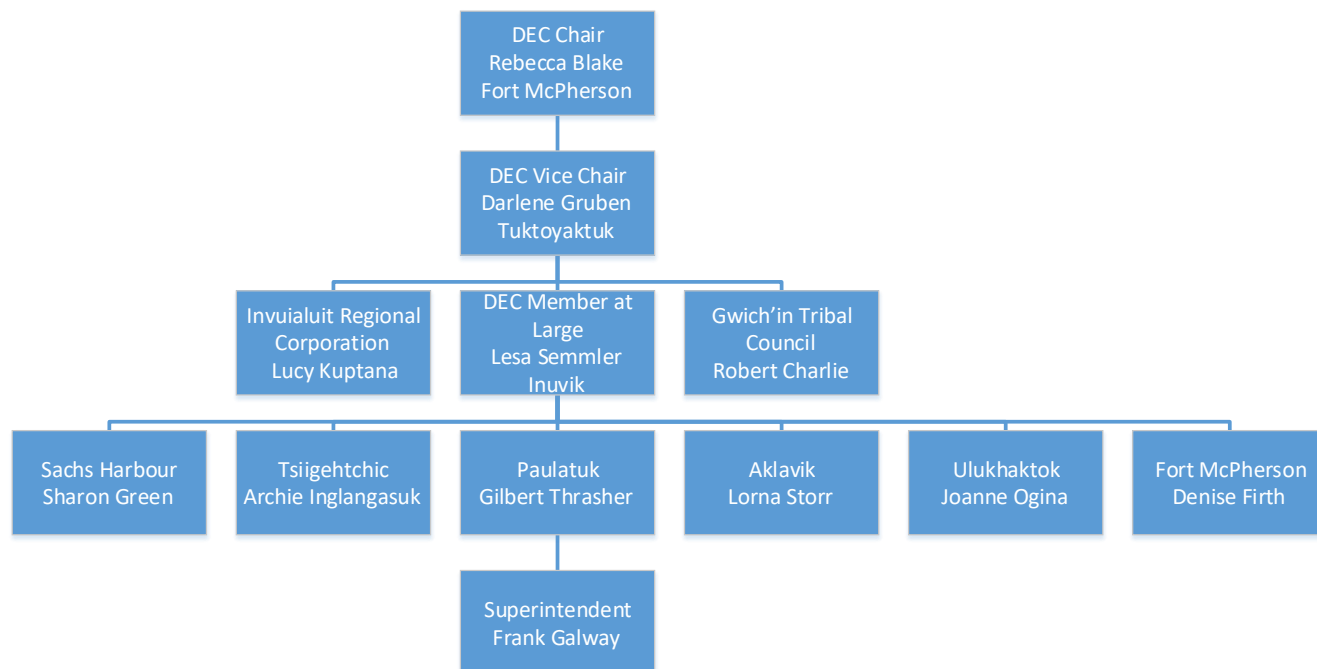
An Executive Committee is elected annually and consists of 5 positions including: Chair, Vice-Chair, Member at Large, IRC Representative, and GTC Representative. The Superintendent runs the election for this committee. The first position to be determined is the Chair, followed by the Vice-Chair. Depending on which region the Vice-Chair represents- the Beaufort region or the Delta region- the Member at Large must come from the other region to ensure equal representation on the Executive Committee. The IRC and GTC BDDEC board members sit on the Executive Committee.



BDDEC Functional Organizational Chart

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

Beaufort Delta Education Council Organizational Chart



Beaufort Delta Divisional Education Council Meetings

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

Table 3: Meetings Schedule

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

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

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

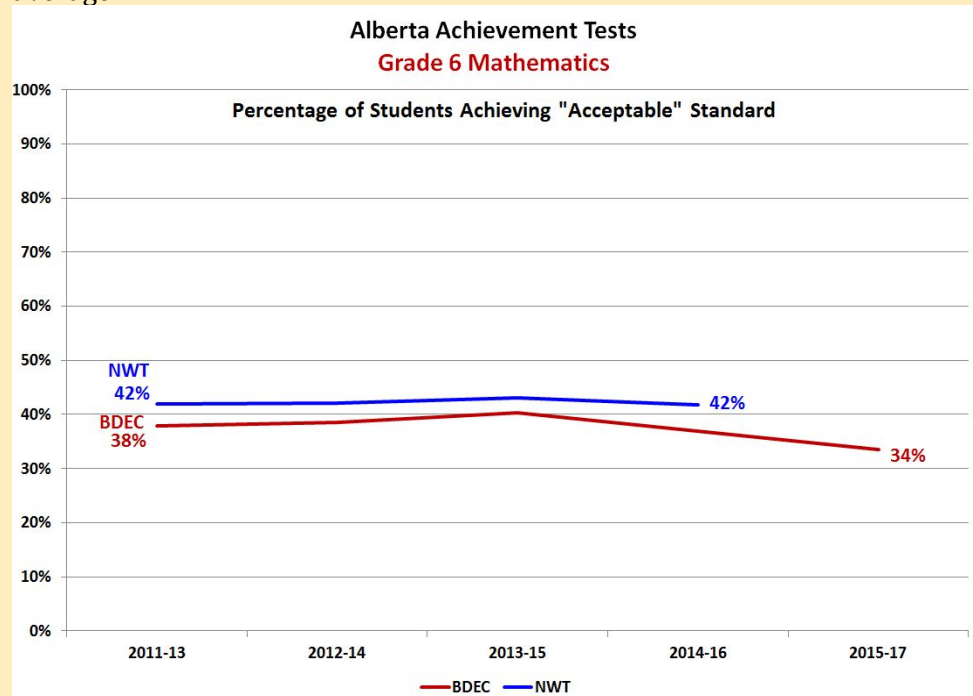
1. Education Renewal Objective: Supporting excellence in teaching.

1.1 Math Support PRIME Math Training

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

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

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



Regional performance targets:

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

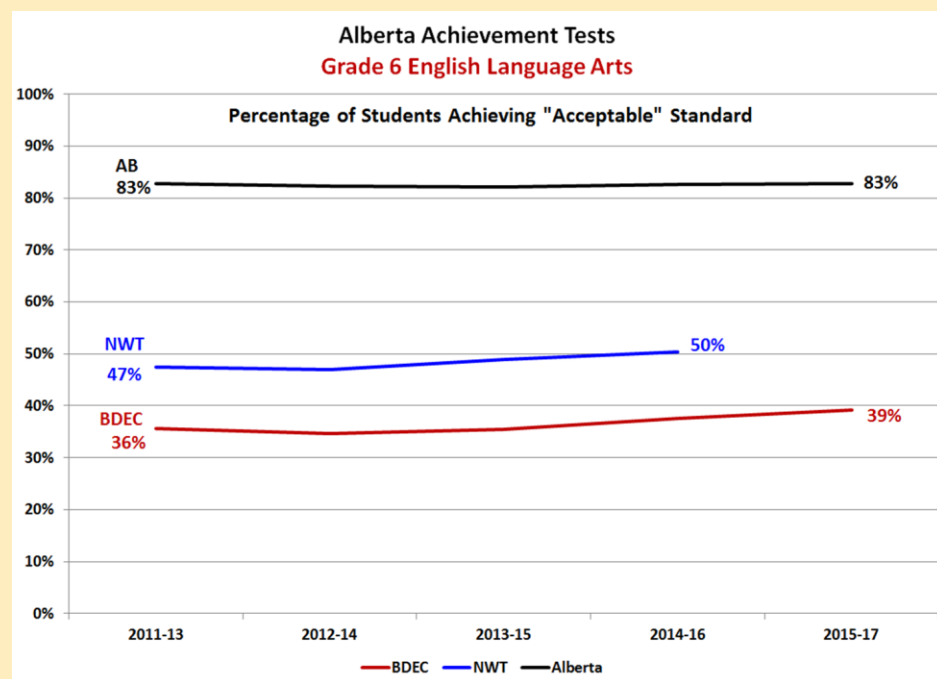


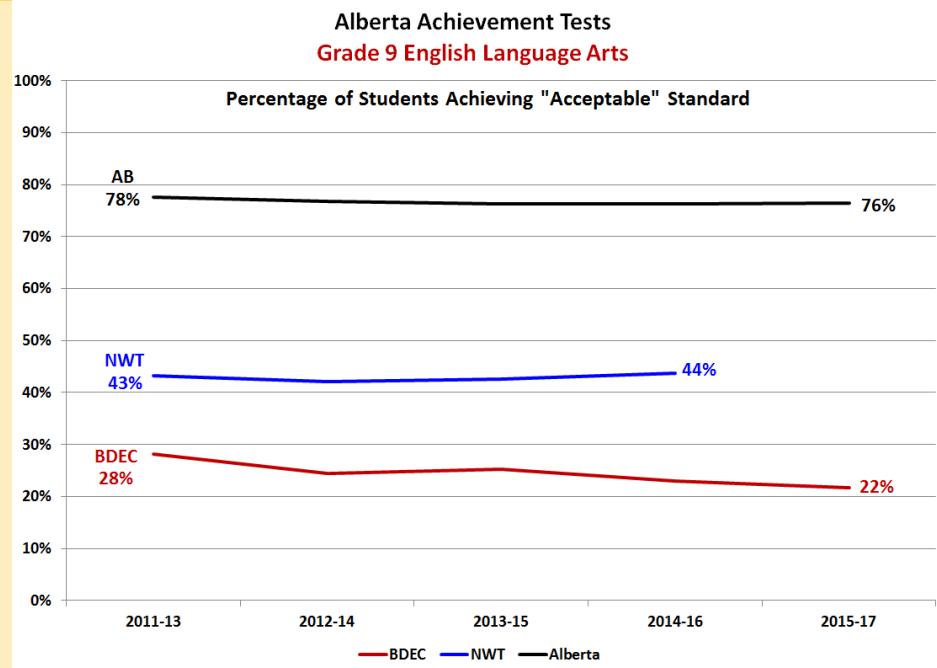
1.2 English Language Arts

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

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

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





1. Assessment that Guides Reading Instruction

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

2. Assessment that Guides Writing Instruction

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

3. Instruction Supported with Quality Instructional Resource Implementation

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

Regional performance targets:

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

1.3 Literacy in the Disciplines

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

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

Regional performance targets:

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



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

2.1 Numeracy Initiatives

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

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

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

Regional performance targets:

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

2.2 English Language Arts

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

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

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

Regional performance targets:

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

2.2 Northern Distance Learning

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

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

3.1 Our Language: Indigenous Language Curriculum

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

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

3.2 Culture Based Education

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

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

Regional performance targets:

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



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

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

4.1 Indigenizing Teaching and Learning Practice

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

4.2 Key Cultural Experiences

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



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

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



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



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

4.3 Whole School Approach to Language

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

4.4 Indigenous Language Instruction

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

School-level performance targets:

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



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

4.5 Teaching and Learning Centres

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



School-level performance targets:

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

4.6 Community Support

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

School-level performance targets:

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



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



4.7 Teacher Culture Orientation Days

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



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



4.8 Elder's in Schools

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

School-level performance targets:

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



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

4.9 NWT Residential Schools Awareness Training

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



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

French and/or English Second Language Instruction

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

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

5.1 French Immersion

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

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

5.2 English as a Second Language (ESL) Instruction

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

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

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

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

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

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

School-level performance targets:

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

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

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

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

School-level performance targets:

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

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

School-level performance targets:

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

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



Student Wellness and Support

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

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

7.1 Self-regulation Initiatives

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

School-level performance targets:

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

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

School-level performance targets:

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

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Mental health supports will be used to promote and provide students with information and experiences relating to "Cyber Safety, Sexual Health, Drug Awareness, Stress, Addictions, Physical Fitness, Grief, Suicide, Nutrition, Diabetes, trauma, violence, mental health first aid, bullying, and so on."</p> <p>Schools will be encouraged to address many issues through health and wellness campaigns and or activities in collaboration with other agencies: IRC-Inuvialuit Regional Corporation, Health and Social Services, Community Health Workers, School and Family Support Workers, Canadian National Institute for the Blind (CNIB), ECE Mental Health and Wellness.</p> <p>The NWT Talking About Mental Illness (TAMI) coalition will be focusing on delivering the 4 main goals are:</p> <ol style="list-style-type: none"> 1. Reduce stigma about mental illness 2. Increase knowledge of mental health issues, signs and symptoms 3. Encourage students to initiate change 4. Increase awareness of resources
<p>Regional performance targets:</p>	<p>Initiatives, such as TAMI and Northern Counselling Therapeutic Services (NCTS) will continue with its implementation in the designated BDDEC schools for 2018-19 school year supported by ECE.</p>

School-level performance targets:

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

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

School Performance Targets

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

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



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



Moose Kerr
School

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

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

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

General School Staff											
		Regional Office Administration	Teachers*	Consultants	Secretaries	Custodians	Wellness Counsellors	Bus Drivers	Cooks	School Administration	Total
Budgeted	Regional Office	10.30		7.50							17.80
	<i>Angik</i>		5.00		0.80	0.60					6.40
	<i>Chief Julius</i>		13.50		1.00	1.85	0.80				17.15
	<i>Chief Paul Niditchie</i>		5.00		0.80	0.50					6.30
	<i>East 3 Elem</i>		28.00		1.00	2.50					31.50
	<i>East 3 Sec</i>		21.00		0.80	2.50	1.50				25.80
	<i>Helen Kalvak</i>		9.00		1.00	.75					10.75
	<i>Inualthuyak</i>		2.50		0.00	.50					3.00
	<i>Mangilauk</i>		15.00		1.00	1.62	0.80				18.42
	<i>Moose Ker</i>		10.00		1.00	1.25					12.25
TOTAL		10.30	109.00	7.50	7.40	12.07	3.10				149.37

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

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

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

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

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

Completion of Staff Evaluations

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

Department of Education, Culture & Employment BDDEC Approved Budget

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

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

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

**Beaufort Delta Education Council
Details of Expenses - Consolidated
Annual Budget**

CONSOLIDATED DETAILS OF EXPENSES

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

Department of Education, Culture & Employment Council Approved Budget

Beaufort Delta Education Council Details of Inclusive Schooling Expenses Annual Budget

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

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

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

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

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

Regional Coordinator	Indigenous Language Instruction Staff	General Indigenous Education	Teaching and Learning Centres	Community Support	Total
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Budget Distribution

Regional Office	318,163	34,266	-	199,627	552,056
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Aklavik - Moose Ker School	288,792	9,747		7,620	306,159
Fort McPherson - CJS	142,416	11,606		8,263	162,285
Inuvik - East Three Elementary	343,078	23,617		11,509	378,204
Inuvik - East Three Secondary	343,078	15,853		7,725	366,656
Paulatuk - Angik School	150,857	5,259		6,260	162,376
Sachs Harbour - Inualthuyak School	76,150	3,092		5,397	84,639
Tsiigehtchic - CPNS	143,394	4,833		5,974	154,201
Tuktoyaktuk - Mangilaluk School	285,846	16,606		10,250	312,702
Uluhaktok - Helen Kalvak School	157,186	9,747		7,916	174,849

TOTAL	318,163	1,930,797	134,626	-	270,541	2,654,127
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**Beaufort Delta Education Council
2018 - 2019 Budget**

Schedule of Budgeted Approved Person Years

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