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**Yellowknife Catholic Schools**  
**Operating Plan for 2018-2019 School Year**  
**June 30, 2018**

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## Purpose of the Operating Plan

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

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

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

## Yellowknife Catholic Schools Operating Environment

### School Profiles and Student Enrolment

Yellowknife Catholic Schools consists of three schools that will house approximately 1386 students in the 2018-2019 school year. Our school district offers programs from Junior Kindergarten to Grade 12 with specialty areas such as Religion, Early French Immersion, Late French Immersion, Wiliideh Yati language instruction and trades programming in carpentry, welding, small engine mechanics, culinary art and cosmetology.

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

Table 1: Yellowknife Catholic Schools School Profiles 2017-2018.

School	Community	Grades Offered	Enrolment (FTE) <sup>1</sup>	Teaching Staff (PY) <sup>2</sup>
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<sup>1</sup> FTE stands for home/origin school full-time equivalents with 60% or more attendance as of September 30, 2017.

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

Ecole St. Joseph (ESJS)	Yellowknife	JK-7	562	33.25
Ecole St. Patrick (ESPHS)	Yellowknife	8-12	478	33.68
Weledeh Catholic (WCS)	Yellowknife	JK-7	378.5	33.25

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

School	JK	K	Grades												
			1	2	3	4	5	6	7	8	9	10	11	12	
ESJS	72	58	62	59	75	62	68	62	44						
ESPHS											88	79.5	133	82.5	95
WCS	29	28.5	32	41.5	48	39	37.5	60	63						
<b>DEC Total</b>	101	86.5	94	100.5	123	101	105.5	122	107	88	79.5	133	82.5	95	

### Student and Teacher Population

We are lucky to have very little turnover in our staffing for next year. We will have five new teachers across the district, all in our French programming, except for one. This allows us to move forward easily with our three year vision. Our student population at École St. Joseph School has now shifted to over 50% being enrolled in French Immersion. This has resulted in an increased need for French speaking teachers and a decrease in English teachers. Given the increase that we are seeing in parents choosing to enrol their children in French Immersion programming, we are experiencing a decrease in enrolment at Weledeh.

We are continuing to experience an increase in the number of students enrolling in our schools that have learning challenges. We presently have 355 students on accommodated programs, 80 on modified and 24 on IEPs.

## Yellowknife Catholic Schools Governance

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Yellowknife Catholic Schools is governed by a District Education Authority of seven trustees, who were elected in October 2015. This is a three-year term with the next election scheduled in October 2018. DEA members may choose to run in elections as many times as they wish. There is no maximum number of years that a trustee can run. The current DEA is made up of the following individuals:

Miles Welsh – Chair

Erin Currie – Vice Chair

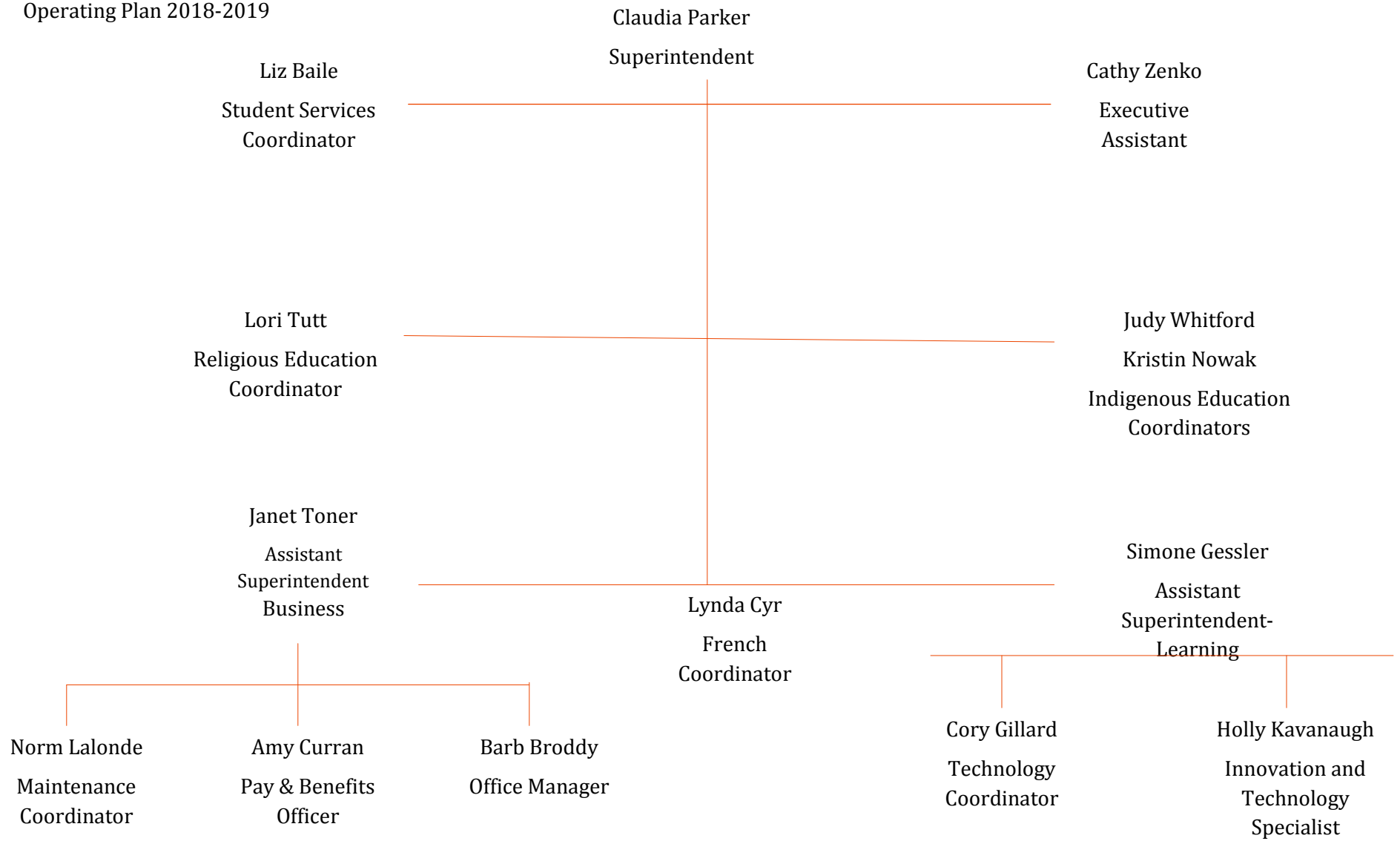
John Dalton, Amy Kennedy, Revi Lau-a, Tina Schauerte, Steven Voytilla

Claudia Parker, Superintendent is under their direction.

## Student Development Information

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### Yellowknife Catholic Schools Functional Organizational Chart



### **Governance Training**

In the fall, following the election, there will be a DEA retreat that will include a review of DEA policies and operations, which covers the role of the DEA and their responsibilities. The NWT DEA/DEC Handbook will be used as a resource to guide this retreat. Dates are to be set with the trustees following elections.

In November DEA members will also attend the Alberta Catholic School Board Association Annual Convention, followed by the Alberta School Board Association's annual convention.

Media training will be provided for the DEA Chair and Vice Chair if required.

### **District Education Authority Meetings**

DEA regular meetings are held the third Wednesday of every month at 7:00, except for March, July and August. Our March meeting is held the second Wednesday of the month at 12:15. There are no meetings held in July or August unless an urgent matter or time sensitive issue requires a meeting to be held. Special meetings may be called with 48hour notice.

The YCS DEA also has monthly committee meetings the week prior to the regular DEA meeting. Committees established are Facilities committee, Finance committee, Committee of the Whole and Communication committee. Other meetings take place on an as needed basis.

## Teaching and Learning Program and Performance Indicators

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

### 1. Education Renewal Objective: Supporting excellence in teaching.

<i>Innovative Learning</i>	
<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<ul style="list-style-type: none"> <li>• 50% of instruction will focus on embedding innovation and creativity skills into students’ learning experiences through design thinking process</li> <li>• 100% of teachers will work towards developing students as global learners and leaders through                             <ul style="list-style-type: none"> <li>• Sharing student learning</li> <li>• Participation in community and global initiatives</li> </ul> </li> <li>• 100% of schools will develop innovative environments that provide for self-directed and engaging learning opportunities by                             <ul style="list-style-type: none"> <li>• Supporting MakerSpaces</li> <li>• Redesigning and reimagining school libraries</li> </ul> </li> <li>• 100% of teachers will further the integration instructional technology to foster enriched collaboration and enriched personal learning</li> <li>• 100% of schools will ensure students are provided with flexible and self-regulated learning environments through                             <ul style="list-style-type: none"> <li>• Flexible learning blocks that allow for 20% time projects and student-centered learning</li> </ul> </li> </ul>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• 100% of schools will have a vibrant and inviting learning community</li> <li>• 100% of schools will have MakerSpaces that are open to all students and focus on the design thinking process</li> <li>• 65% of Professional Development days will focus on supporting teacher learning in the areas of Inquiry-based Learning and Technology Integration</li> <li>• 100% of Collaborative Teams will work in the areas of Innovative Learning Models, Technology Integration, Supporting Math with</li> </ul>





	<p>Technology, and Student-Centered Learning</p> <ul style="list-style-type: none"> <li>• 100% of schools will provide opportunity for students to work on self-directed projects</li> <li>•</li> </ul>
<b>School-level performance targets:</b>	<ul style="list-style-type: none"> <li>• 100% of students from Grade 1-7 will have the opportunity to access a MakerSpace area</li> <li>• An 80 minute block of the weekly schedule will reflect time for innovative learning opportunities through Options</li> <li>• The focus of the library will be changed to a student learning center, providing students and staff access to technology and collaborative work spaces</li> </ul>
<b>WCS</b>	<ul style="list-style-type: none"> <li>• 100% of students from Grade 1-7 will have the opportunity to access MakerSpace area</li> <li>• 80 minutes of the weekly schedule will reflect time for innovative learning opportunities through Genius hour</li> <li>• Library will be redesigned to a student learning center, providing students and access to technology and collaborative work spaces</li> </ul>
<b>ESPHS</b>	<ul style="list-style-type: none"> <li>• 100% students will have the opportunity to access MakerSpace area</li> <li>• 40 minutes of the daily schedule, three times a week, will reflect time for innovative learning opportunities through Flex block</li> <li>• Library will be redesigned into a student learning center, providing students access to technology and collaborative work spaces</li> <li>•</li> </ul>

**Literacy and Numeracy**



<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<ul style="list-style-type: none"> <li>• Increase student achievement in literacy, math and core content areas</li> <li>• Develop balanced assessment system for data-driven instruction</li> <li>• Provide a variety of reading and writing experiences to support the development of successful readers and writers</li> <li>• Develop an understanding of competency-based learning for the development of skills and knowledge</li> </ul>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• 100% of Grade 1-7 classrooms will use Daily 5 and Math daily 3 for literacy and numeracy instruction</li> <li>• 30% of teachers in Grade 9-12 will participate in Reading Apprenticeship training through professional development and will participate in an SSI project for Literacy in the Disciplines</li> <li>• 100% of students in grade 1-7 will participate in class-wide writes three times per year</li> <li>• 100% of schools will administer reading assessments and will use the data to make informed decisions around instruction</li> <li>• 100% of math teachers in grade 1-7 will be involved in an SSI project focusing on Math Daily 3</li> <li>• Competency-based skills assessment reporting will be reviewed</li> </ul>
<p><b>ESJS</b></p>	<ul style="list-style-type: none"> <li>• 100% of Language Arts teachers will have the Daily 5 practice in place in their classrooms</li> <li>• 100% of Math teachers will increase the use of Daily 3 in their classrooms</li> <li>• Class-wide writes and PM Benchmarks will be scheduled prior to report card time in 100% of classrooms in grades 1-7</li> <li>• 6 staff will be participating in a Daily 3 district-wide collaborative team</li> <li>• 100% of teachers will be involved in an established process to analyze data</li> </ul>



<p><b>WCS</b></p>	<ul style="list-style-type: none"> <li>• 100% of Language Arts teachers will have the Daily 5 practice in place in their classrooms</li> <li>• 100% of Math teachers will increase the use of Daily 3 in their classrooms</li> <li>• Class-wide writes will be scheduled prior to report card time in 100% of classrooms in grade levels 1-7</li> <li>• 100% of teachers will be involved in an established process to analyze data</li> <li>• 4 staff will be participating on a Daily 3 Collaborative Team</li> <li>• Two Numeracy/Literacy nights will be provided for parents and students</li> </ul>
<p><b>ESPHS</b></p>	<ul style="list-style-type: none"> <li>• All Grade 8 Math teachers will explore the use of Math Daily 3</li> <li>• All Math teachers will participate in training on the use of technology as a tool to support math instruction and learning</li> </ul>

***Literacy in the Disciplines***

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<ul style="list-style-type: none"> <li>• Increased student achievement</li> </ul>
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<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• Develop intentional teaching of literacy skills in all subject areas</li> <li>• Increased student achievement across all subject areas</li> </ul>
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<b>ESPHS</b>	<ul style="list-style-type: none"> <li>• 100% of Grade 9-12 teachers will participate in reading apprenticeship training</li> <li>• 50% Grade 9-12 teachers will begin to implement reading apprenticeship strategies in their classrooms</li> <li>• 13 grade 9 - 12 teachers will participate in a Literacy in the Disciplines SSI project project</li> </ul>
<b><i>Collaborative Professional Learning</i></b>	
<b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b>	<ul style="list-style-type: none"> <li>• STIP Collaborative teams will be focused on moving our district three year vision forward</li> </ul>
<b>Regional performance targets:</b>	<ul style="list-style-type: none"> <li>• 50% of STIP time will be for Collaborative Teams to work together</li> <li>• Collaborative STIP teams will focus on Math Daily 3, Supporting Math with Technology, Common Assessment &amp; Performance –Based Assessment, Compacting Essential Learnings, Modified Units of Learning</li> </ul>
<b>ESJS/WCS</b>	<ul style="list-style-type: none"> <li>• 100% of teaching staff will participate in a collaborative team that addresses one of the following areas: Math Daily 3, Supporting Math with Technology, Common Assessment &amp; Performance –Based Assessment, Compacting Essential Learnings, Modified Units of Learning</li> <li>• 100% of grade 1 - 7math teachers will participate in a Math Daily 3 collaborative team, outside of STIP, through four days of work with a</li> </ul>



	<ul style="list-style-type: none"> <li>consultant</li> <li>22.5 hours of STIP collaborative team time will be provided</li> </ul>
<b>ESPHS</b>	<ul style="list-style-type: none"> <li>100% of staff will participate in a collaborative team that addresses one of the following areas: Math Daily 3, Supporting Math with Technology, Common Assessment &amp; Performance –Based Assessment,</li> <li>17 hours of STIP collaborative team time will be provided</li> </ul>

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

**Our Languages: Indigenous Language Curriculum**

<b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b>	To honour Indigenous language revitalization
<b>Regional performance targets:</b>	<ul style="list-style-type: none"> <li>To increase Wiliideh Yati language offerings</li> <li>To pilot Indigenous Language curriculum</li> </ul>
<b>School-level performance</b>	

<p><b>targets:</b></p> <p><i>ESJS</i></p>	<ul style="list-style-type: none"> <li>All cultural camps/activities will include a language component</li> </ul>
<p><i>WCS</i></p>	<ul style="list-style-type: none"> <li>All JK/K classes will be introduced to the Wiliideh Yati language through in-class weekly cultural activities</li> <li>The new Indigenous Language Curriculum will be piloted in Grades 1-7</li> <li>All Indigenous language instructors will participate in ECE sponsored training opportunities</li> <li>All Grade 4-7 students enrolled in the Wiliideh Yati language program will undergo base-line language assessment</li> <li>Key phrases/words will be introduced to staff and students at all levels</li> <li>Key phrases/words will be practiced at staff meetings, tea and bannock events, culture camps, and the annual feast.</li> </ul>
<p><i>ESPHS</i></p>	<ul style="list-style-type: none"> <li>A Wiliideh Yati language offering will be implemented in Grade 8</li> <li>The new Indigenous Language Curriculum will be piloted in Grades 8</li> <li>All Grade 8 students enrolled in the Wiliideh Yati language program will undergo base-line language assessment</li> </ul>
<ul style="list-style-type: none"> <li><b>Note:</b> The language instructor is the same at WCS and the Grade 8 at ESPHS.</li> </ul>	

**Health and Wellness Curriculum**

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p>Implementation of a new Health curriculum that supports inquiry-based learning</p>
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<p><b>Regional</b></p>	<ul style="list-style-type: none"> <li>The new Health and Wellness curriculum will be implemented in all Grade 4-6 classes across the district.</li> </ul>
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<p><b>performance targets:</b></p>	<ul style="list-style-type: none"> <li>• Curriculum will be reviewed and accommodated to ensure Catholic perspective is addressed.</li> </ul>
<p><i>ESJS/WCS</i></p>	<ul style="list-style-type: none"> <li>• 100% of teaching staff in Grade 4-6 will be implementing the new Health and Wellness Curriculum</li> <li>• 100% of teachers in Grade 4-6 will have participated in the training provided through ECE</li> <li>• Teachers will be provided the opportunity to work on inquiry based projects through STIP collaborative team time</li> <li>• In November all teachers will be provided professional development to continue developing their skills in inquiry-based learning.</li> </ul>
<p><b><i>Religious Studies</i></b></p>	
<p><b>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:</b></p>	<ul style="list-style-type: none"> <li>• To continue to develop the faith component of staff.</li> <li>• To continue to develop the whole child.</li> <li>• To continue to update our program resources so that it aligns with our goals of Inquiry based learning and use of technology in the classroom.</li> </ul>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• Staff formation sessions will continue for non-tenured staff.</li> <li>• All Grade 2 teachers will be in-serviced on new Grade 2 resources and implementation of programming</li> <li>• Permeation of faith will continue throughout all programming</li> <li>• A review of the new Health and Wellness curriculum will take place for the purpose of addressing ways to permeate the faith</li> </ul>

Indigenous Languages and Education

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

**3. Education Renewal Objective: Supporting language and culture initiatives that enhance students’ sense of identity.**

**3.1 Our Languages: Indigenous Language Curriculum**

<b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b>	<ul style="list-style-type: none"> <li>• To honour Indigenous language revitalization</li> <li>• To extend Wiliideh Yati language program into Junior Kindergarten and Grade 8, as it is a central part of culture and identity. Presently being taught at the Grade 1-7 level.</li> </ul>
<b>Regional performance targets:</b>	<ul style="list-style-type: none"> <li>• To increase number of students accessing indigenous language classes</li> <li>• To increase staffing in indigenous language programming by hiring a Language Support Teacher</li> </ul>
<b>School-level performance targets:</b>	<ul style="list-style-type: none"> <li>• Students will be provided the opportunity to participate in after school language and culture programming</li> <li>• Staff will be provided language development activities through indigenous cultural professional development</li> </ul>
<i>ESJS</i>	
<i>WCS</i>	<ul style="list-style-type: none"> <li>• The new Indigenous language curriculum will be piloted in all grade levels</li> <li>• All language instruction staff will participate in training opportunities provided through ECE</li> <li>• All Wiliideh Yati students in Grade 1-7 will participate in baseline assessment and yearend assessment, with the purpose of marking</li> </ul>





	improvements
<b>ESPHS</b>	<ul style="list-style-type: none"> <li>• The offering of Indigenous Language classes to Grade 8 will be introduced</li> <li>• An Indigenous Cultural Support Worker will be hired to assist in language instruction</li> </ul>

**3.2 Indigenizing Teaching and Learning Practice**

<b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b>	<ul style="list-style-type: none"> <li>• To enhance educators knowledge of Indigenous people and history on local, regional and national level</li> <li>• To begin exploring the history and impact of colonization, with the intention to bring an informed and critical perspective in contemporary society</li> </ul>
<b>Regional performance targets:</b>	<ul style="list-style-type: none"> <li>• Increase in cultural understanding and comfort of staff using traditional Indigenous practices</li> </ul>
<b>ESJS</b>	<ul style="list-style-type: none"> <li>• All primary classrooms will have Culture corners</li> <li>• Culturally relevant bins will be developed for use with students with special needs</li> </ul>
<b>WCS</b>	<ul style="list-style-type: none"> <li>• Restorative practices to be used with both staff and students as a holistic way of dealing with challenges and conflicts. These practices will be connected to the Indigenous worldviews through a common focus on restoring harmony.</li> <li>• All primary classrooms will have culture corners.</li> <li>• Culturally relevant bins will be developed for use with students with</li> </ul>

	special needs
<i>ESPHS</i>	<ul style="list-style-type: none"> <li>• Indigenous support worker to work with teachers to help integrate Indigenous culture as it pertains to their specific curriculum</li> </ul>
<b>3.3 Key Cultural Experiences</b>	
<b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b>	<ul style="list-style-type: none"> <li>• To have staff and students connect to the land and participate in authentic cultural opportunities</li> <li>• To value and infuse teachings of elders into school programming</li> </ul>
<b>Regional performance targets:</b>	<ul style="list-style-type: none"> <li>• To promote respect for the land and it's value to culture</li> <li>• To communicate and develop authentic cultural experiences in innovative environments</li> </ul>
<i>ESJS</i>	<ul style="list-style-type: none"> <li>• All JK -7 students will participate in a land based cultural activity once a year</li> <li>• Through exploratory options, grade 5-7 students will be provided the opportunity to participate in a weekly cultural activity</li> <li>• JK-5 students will have an in-class cultural activity monthly, including learning traditional skills, participation in cultural activities, and playing traditional games.</li> <li>• An afterschool Indigenous culture activity club will be provided for grade 3-7 students</li> <li>• Traditional games will be taught through the PEd programming</li> </ul>
<i>WCS</i>	<ul style="list-style-type: none"> <li>• All JK -7 students will participate in a land based cultural activity once a</li> </ul>

	<p>year</p> <ul style="list-style-type: none"> <li>• During genius hour, which takes place weekly, students will be provided the opportunity to explore and learn about traditional culture</li> <li>• JK-5 students will have an in-class cultural activity monthly, including learning traditional skills, participation in cultural activities, and playing traditional games.</li> <li>• An afterschool Indigenous culture activity club will be provided for grade 3-7 students</li> <li>• Traditional games will be taught through the PEd programming</li> </ul>
<p><b>ESPHS</b></p>	<ul style="list-style-type: none"> <li>• All grade 8 students will participate in a land based cultural activity once a year</li> <li>• During flex time, which is three times a week, grade 8-12 students will be provided the opportunity to participate in cultural activities which will include discussions with elders, learning of traditional skills, participation in cultural activities, and playing traditional games</li> <li>• The Northern Studies course will include a monthly in-class cultural activity</li> <li>• Grade 9-12 students will be provided opportunities to participate in monthly in-school and on the land cultural activities integrated into current curriculum delivery</li> <li>• Traditional games will be taught through the PEd programming</li> </ul>

**3.4 Whole School Approach to Language**

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<ul style="list-style-type: none"> <li>• To honour language</li> </ul>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• Extend Wiliideh Yati throughout Weledeh school JK-7</li> </ul>
<p><i>WCS</i></p>	<ul style="list-style-type: none"> <li>• Language will be promoted throughout the school and culture corners set up in primary classrooms</li> <li>• All staff will be taught key phrases and key words</li> </ul>

**3.5 Indigenous Language Instruction**

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<ul style="list-style-type: none"> <li>• To honour language</li> </ul>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• To increase Wiliideh Yati language offerings, as it is a central part of culture and identity</li> </ul>
<p><b>School-level performance</b></p>	

<p><b>targets:</b> <i>ESJS</i></p>	<ul style="list-style-type: none"> <li>• Language and culture will be introduced in after school programs</li> <li>• Targeted language will be promoted through grade level culture camps</li> </ul>
<p><i>WCS</i></p>	<ul style="list-style-type: none"> <li>• Wiliideh Yati classes will be offered for Grade 1-7, through core programming three times a week</li> <li>• JK/K classes will develop language through weekly cultural activities</li> </ul>
<p><i>ESPHS</i></p>	<ul style="list-style-type: none"> <li>• Wiliideh Yati classes will be offered for grade 8 students, three times a week for 40 minute blocks</li> </ul>

**3.6 Community Support**

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p>To build relationships with our Indigenous families and community</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• Increase relationships with our Indigenous families and community</li> <li>• Increase participation of Indigenous families in school events</li> <li>• To communicate and develop authentic cultural experiences in innovative environments</li> </ul>
<p><b>School-level performance targets:</b> <i>ESJS</i></p>	<p>Cultural resource people will be included in all cultural camps, including working with YKDFN band members and Doctor family camp</p>

	<ul style="list-style-type: none"> <li>• Resource experts will be introduced in both afterschool and in class cultural activities</li> <li>• Parents will be included in cultural programming during family nights</li> <li>• Students will participate in events with Aboriginal Sports Circle</li> <li>• Students will participate in the Regional Youth Traditional Handgames Tournament</li> </ul>
<b>WCS</b>	<ul style="list-style-type: none"> <li>• Cultural resource people will be included in all cultural camps, including working with YKDFN band members and Doctor family camp</li> <li>• Resource experts will be introduced in both afterschool and in class cultural activities</li> <li>• Parents will be included in cultural programming during family nights</li> <li>• Continue to have family lunches and tea and bannock</li> <li>• Continue to have Weledeh Feast and drum dance</li> <li>• Students will participate in events with Aboriginal sports circle</li> <li>• Continue hosting and participating in the Regional Youth Traditional Handgames Tournament</li> </ul>
<b>ESPHS</b>	<ul style="list-style-type: none"> <li>• Cultural resource people will be included in all cultural camps, including working with YKDFN band members and Doctor family camp</li> <li>• Resource experts will be introduced in both afterschool and in class cultural activities</li> <li>• Indigenous community members will be involved in the delivery of the Northern Studies program</li> <li>• Students will participate in events with Aboriginal Sports Circle</li> <li>• Continue hosting and participating in the Regional Youth Traditional Handgames Tournament</li> </ul>

**3.7 Teacher Cultural Orientation Days**

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p>To enhance educators knowledge of Indigenous people and history on local, regional and national level</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• To begin exploring the history and impact of colonization, with an intention to bring an informed and critical perspective in contemporary society</li> </ul>
<p><b>School-level performance targets:</b></p> <p><b>ESJS/WCS</b></p>	<ul style="list-style-type: none"> <li>• In small grade level groups, teachers will focus on the theme that correlates to their grade level culture camps. They will spend a day working with elders and community resource people on language and on-the-land instruction. This will be continued throughout the year.</li> <li>• All teachers will be given a full school day with elders and resource people that will target the TRC recommendations on developing an understanding of Indigenous issues and effects of colonization (this may include but not limited to topics such as: Blanket project, gender issues, land use, leadership, etc.)</li> </ul>
<p><b>ESPHS</b></p>	<ul style="list-style-type: none"> <li>• Grade 8 teachers will focus on the theme that correlates to their grade level culture camps. They will spend a day working with elders and community resource people on language and on-the-land instruction. This will be continued throughout the year.</li> <li>• All teachers, in small groups, will focus on a theme that correlates to their high school level courses. They will spend a day working with elders and community resource people on language and on-the-land instruction. This will be continued throughout the year.</li> </ul>

<b>3.7 Elders in the School</b>	
<b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b>	To value and infuse teachings of elders into school programming
<b>Regional performance targets:</b>	<ul style="list-style-type: none"> <li>To have staff and students engage in meaningful experiences with elders</li> </ul>
<b>ESJS</b>	<ul style="list-style-type: none"> <li>Elders will be employed to be part of culture programs offered at the school, for example offerings during Options program.</li> </ul>
<b>WCS</b>	<ul style="list-style-type: none"> <li>Elders will be employed to support weekly activities offered through the Wiliideh Yati classes</li> <li>Elders will be employed to be part of culture programs offered at the school, for example offerings during genius hour</li> </ul>
<b>ESPHS</b>	<ul style="list-style-type: none"> <li>Elders will be employed to be part of culture programs offered at the school, for example offerings during flex block</li> <li>Elders will be involved in Northern Studies program delivery</li> </ul>



## French and/or English Second Language Instruction

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

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

#### *French as a Second Language (FSL) Instruction*

<b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b>	Provide second language instruction options for students
<b>Regional performance targets:</b>	<ul style="list-style-type: none"> <li>To continue to provide French Immersion choice for students</li> </ul>
<b>ESJS</b>	<ul style="list-style-type: none"> <li>JK Bilingual program will continue to be offered</li> <li>French Immersion programming from K-7</li> <li>Core French will be offered to Grades 1-7 four times per week for 30-40 minute per block</li> </ul>
<b>WCS</b>	<ul style="list-style-type: none"> <li>Late French Immersion – Grade 6/7</li> <li>Core French will be offered to Grades 1-7 four times per week for 30-40 minute per block</li> </ul>

<b>ESPHS</b>	<ul style="list-style-type: none"><li>• French Immersion program offered from Grade 8-12</li><li>• Core French will be offered to Grades 8-12, three 80 minute blocks per 6 day cycle</li></ul>

## Inclusive Schooling

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

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

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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.

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

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

YCS Student Services established a revised SSP and IEP process across the district in 2017/2018. This revised SSP/IEP process and tools will be used by PSTS and teachers in the upcoming first term to ensure SSPs and IEPs are purposeful, effective, and implemented in a timely manner. To address this, all schools will be required to do one Class Review by the end of the first term and principals will establish school schedules of when SSPs and IEPs will be developed, reviewed and reported.

The district identified high school teachers needing specific supports and training in implementing SSPs and IEPs. High school teachers will continue to

<p><b>in 2017:</b></p>	<p>receive 1 to 1 support from PSTs and through two IEP profile review days with the RISC.</p> <p>To further support this, Shelly Moore will be working with all PSTS next year to further their skill set in how to assist in effective IEP writing with teachers.</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• 100% of SSPs and IEPs will be finalized in Tienet by November 30th.</li> <li>• PSTs will spend at least 50 percent of their time assisting teachers in SSP and IEP writing.</li> <li>• 80% of high school teachers will report implementing 1 - 2 supports identified on SSP/IEP by the second reporting period.</li> <li>• 80% of high school teachers will be able to identify how they are working with the school team in implementing IEPs in their classrooms.</li> </ul>
<p><b>6.2. Principals create conditions to support teachers in the use of flexible instructional strategies.</b></p>	
<p><b>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</b></p>	<p>Support and allocation of time for PSTs to work on their collaborative skills with designated teachers as outlined in the District’s PST Collaborative Leadership Training Initiative, will be provided.</p> <p>Teachers and PSTs will be provided learning opportunities in four areas: UDL, Self-Regulation, Restorative Practices and Assistive Technology during district PD days and scheduled planning time.</p> <p>Classroom Assistants will be provided time and support for self-directed learning opportunities and Student Support training during STIP and Early Thursdays, coordinated by the RISC.</p>
<p><b>School-level performance</b></p>	

<p><b>targets:</b> <i>ESJS/WCS</i></p>	<ul style="list-style-type: none"> <li>• 100% of PSTs will participate in professional development and collaborative teams that support the new changes to the role of the PST and assists them in working with teachers and CAs.</li> <li>• 100% of CAs will be provided training to expand their knowledge and skills, needed to work with students requiring support.</li> </ul>
<p><i>ESPHS</i></p>	<ul style="list-style-type: none"> <li>• 100% of PSTs will participate in professional development and collaborative teams that support the new changes to the role of the PST and assists them in working with teachers and CAs.</li> <li>• 100% of CAs will be provided training to expand their knowledge and skills, needed to work with students of different challenges.</li> <li>• Six high school teachers and 3 PSTs will form inquiry teams and work on project based learning using UDL and coaching to meet the needs of diverse learners across content area. (Leads: Dr. Leyton Schnellert and RISC)</li> </ul>

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

<p><b>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</b></p>	<p>The establishment of a SBST at all schools with a minimum of one meeting weekly.</p> <p>This year the district’s focus was establishing a new SBST approach and procedures at the high school level. This will continue next year to further deepen the function of the team. Teachers will make referrals to the SBST to seek collegial support and strategies for student(s) who require further support. The high school SBST will increase their number of meeting times to review student referrals. Consistency, accessibility and responsiveness to the needs of the teachers, students and families will be measured by team members reviewing minutes and feedback.</p>
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<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• Standard processes in place for SBST meetings</li> <li>• SBST meetings scheduled on a monthly basis</li> <li>• Documentation of SBST meetings</li> <li>• Increase of services to teachers, students and parents through the SBST</li> </ul>
<p><b>School-level performance targets:</b></p> <p><i>ESJS</i></p>	<ul style="list-style-type: none"> <li>• Weekly meetings scheduled with PSTs</li> <li>• SBST meetings will take place weekly to address the student and staff needs based on the size of the school population</li> <li>• Minutes of meetings are available for future reference and are posted in a timely fashion</li> <li>• Parent meetings for students with significant program modifications will be held in August, prior to the start of classes.</li> <li>• Data collected on number of referrals being addressed at SBST level</li> <li>• Twice a year, during site based meetings, schools will report on the success of their teams and data</li> </ul>
<p><i>WCS</i></p>	<ul style="list-style-type: none"> <li>• Weekly meetings scheduled for SBST</li> <li>• Minutes of meetings are available for future reference</li> <li>• Data collected on number of referrals being addressed at SBST level</li> <li>• Twice a year, during site based meetings, schools will report on the success of their teams and data</li> </ul>
<p><i>ESPHS</i></p>	<ul style="list-style-type: none"> <li>• All new established high school procedures will be implemented including weekly meetings scheduled for SBST</li> <li>• Minutes of meetings are available for future reference</li> <li>• Data collected on number of referrals being addressed at SBST level</li> <li>• Twice a year, during site based meetings, schools will report on the</li> </ul>

	success of their teams and data
<b>6.4. IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.</b>	
<b>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</b>	<p>All SSPs and IEPs will be shared with parents during each reporting period, as well as on an individualized basis. Parents will be provided the opportunity to see and discuss their child’s progress on an ongoing basis and needs basis.</p> <p>All schools will have a yearly schedule that outlines the planning times for updating and reviewing SSPs/IEPs with staff, school team and contracted consultants.</p> <p>Transition planning and mapping are critical steps for school and family to ensure seamless programming. YCS is developing clear, standardized informative processes that assist in this area of meaningful and appropriate programming for each school.</p>
<b>Regional performance targets:</b>	<ul style="list-style-type: none"> <li>• All YCS School calendars will have identified dates for class review weeks, IEP weeks and SSP deadlines for staff.</li> <li>• Transition planning will be scheduled and ongoing throughout the year as required.</li> <li>• Using the district standardized processes, the RISC will work with school teams on things such as Person Centred Planning (PCP), transition plans, customized orientation for students and families, case conferences. PCP is a method used to plan out the strengths and needs of students with disabilities with supporting adults (family/staff).</li> </ul>
<b>School-level performance targets:</b>	

<b>ESJS/WCS</b>	<ul style="list-style-type: none"> <li>• 100% of classroom teachers will participate in 1 to 1 meetings with PSTs in planning and coordinating SSPs and IEPs.</li> <li>• 100% of classroom teachers will attend parent meetings for students who are on IEPs or SSPs.</li> </ul>
<b>ESPHS</b>	<ul style="list-style-type: none"> <li>• 80% of Core subject teachers will attend IEP planning meetings and parent meetings</li> </ul>

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

<b>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</b>	<p>YCS PSTs offer a range of activities that support teachers according to the revised role. Time management and priority setting are a challenge during specific times of the year. Through PST orientation and training days, we are defining what the range of supports and time use look like for each school context and population.</p> <p>Principals will work with their PSTs to develop a school plan on how PSTs will collaborate and assist classroom teachers in meeting the needs of students. PSTs will be provided a district-wide process to follow.</p>
<b>Regional performance targets:</b>	<ul style="list-style-type: none"> <li>• Nine classroom teachers from the district will work on a pilot project that will foster a collaborative PST-teacher relationship through inquiry based learning. (Leads – Leyton Schnellert and RISC)</li> <li>• All principals will create a school plan that outlines PST time use, staff assignments and specific school opportunities for PSTs and teachers to work together.</li> </ul>
<b>School-level performance</b>	



<p><b>targets:</b> <i>ESJS/WCS</i></p>	<ul style="list-style-type: none"> <li>• The Principal will work with the PST to establish priorities for support and activities for each term.</li> </ul>
<p><i>ESPHS</i></p>	<ul style="list-style-type: none"> <li>• Each semester, a class review will be conducted by classroom teachers and their assigned PST to decide what supports and collaboration will be needed for class profiles.</li> <li>• PSTs will have a plan in place to address priorities</li> </ul>

## Student Wellness and Support

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

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

### *Healthy Food For Learning*

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p>The district has a healthy food policy. Our goal is to ensure that all students are provided with the food needed on a daily basis so their minds are ready for learning.</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• All schools have healthy food programs established.</li> <li>• Services are available to all students when needed, no matter what their status.</li> </ul>

<b>ESJS</b>	<ul style="list-style-type: none"> <li>• School offers a daily healthy breakfast and lunch program to students as needed</li> <li>• Healthy snacks are available daily to students as needed</li> <li>• All food falls under the healthy food category, with the exception of special days such as hotdog day or pizza day.</li> <li>• Parents are permitted to bring in special treats for students for birthday and other classroom celebrations.</li> <li>• To meet demands, the school will provide healthy food packages for students to take home to their families on the weekend.</li> </ul>
<b>WCS</b>	<ul style="list-style-type: none"> <li>• School offers a daily healthy breakfast and lunch program to students as needed</li> <li>• Healthy snacks are available daily to students as needed</li> <li>• All food falls under the healthy food category, with the exception of special days such as hotdog day or pizza day.</li> <li>• Parents are permitted to bring in special treats for students for birthday and other classroom celebrations.</li> <li>• Schools works with community organization to provide healthy food packages for students to take home to their families on the weekend.</li> </ul>
<b>ESPHS</b>	<ul style="list-style-type: none"> <li>• Through the Rock Café students are provided healthy breakfast and lunch alternatives at a low cost.</li> <li>• Free Rock Café cards are provided for students as needed</li> <li>• Drink and food dispensers at the school only carry approved healthy alternatives.</li> <li>• Student Support will have a daily supply of food for students to access if needed</li> </ul>

**Self-Regulation Initiative**

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p>Self-regulation allows for students to develop an awareness of their behaviours and learn strategies that will assist them in moving forward.</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• To continue to train staff in the area of self-regulation and have practices evident in our classrooms.</li> </ul>
<p><i>ESJS</i></p>	<ul style="list-style-type: none"> <li>• 100% of staff will have the opportunity to further increase their awareness of self-regulation</li> <li>• Through workshops, staff will develop an understanding that self-regulation is more than adaptations to the environment</li> <li>• All students will have access to designated calming spaces, soft starts and soft exits</li> <li>• A proposal will go forward for the creation of a Snoezelen room</li> <li>• Self-regulation practices are visible in classrooms and parent self-regulation sessions are hosted once per term</li> </ul>
<p><i>WCS</i></p>	<ul style="list-style-type: none"> <li>• Increase the number of teachers trained in self-regulation</li> <li>• Develop an understanding that goes beyond the environment</li> <li>• Practices visible in classrooms</li> <li>• Use restorative practices such as daily circles as a check-in tool to build community in classrooms</li> </ul>
<p><i>ESPHS</i></p>	<ul style="list-style-type: none"> <li>• Self-regulation room established as a place where students can go when needed</li> <li>• Identify students who could benefit from the use of the self-regulation</li> </ul>

	<p>room and ensure their knowledge of the purpose of accessibility of the space</p> <ul style="list-style-type: none"> <li>• Increase the number of students using the space</li> <li>• Increase number of incidences where staff encourage students to make use of this space</li> <li>• Continue to offer Yoga as a flex block option</li> </ul>
<p><b>7.3 Go to Educator /Mental Health Awareness</b></p>	
<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p>All high school staff was trained in Go To Educator. In the upcoming year staff will be provided a refresher workshop as the staff has identified a need to continue learning in this area. It is important that this topic be explored at all levels with students and staff.</p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• Ensure all staff at high school level have training</li> <li>• Provide an Inclusive Schooling PD day, attended by 100% of school staff, that is focused on the importance of social emotional learning, TRC and wellness for all.</li> <li>• All Grade 8 classes are to be taught TAMI through the health program</li> </ul>
<p><b>ESJS</b></p>	<ul style="list-style-type: none"> <li>• Mental health talks to take place at staff meetings</li> <li>• As part of our self-regulation initiative, positive mental health strategies will be promoted</li> <li>• Through our school counselling program, a variety of proactive sessions will be offered to students</li> </ul>

<p><b>WCS</b></p>	<ul style="list-style-type: none"> <li>• 3-4 mental health lunches will be offered during the year</li> <li>• Restorative and Mindfulness activities offered on a daily basis</li> <li>• Mental Health talks to take place at staff meetings</li> <li>• Do Edaezhe program focuses on development of positive relationships within the school, teaching of coping skills, mindfulness activities and providing adventure activities which demonstrate what healthy risks are as opposed to unhealthy risks</li> <li>• Students access Art Therapist on a referral and as needed basis</li> </ul>
<p><b>ESPHS</b></p>	<ul style="list-style-type: none"> <li>• Develop a school based plan for dealing with mental health in the areas of prevention, intervention and crisis response</li> <li>• All Grade 8 staff to be provided a refresher course on TAMI before the end of Semester 1</li> <li>• A plan will be put in place for establishing TAMI speakers as part of the program delivery</li> <li>• Three Early Thursday sessions, with 100% school staff this year, will be dedicated to mental health literacy, student mentorship/student connectedness, review of Go to Educator and Building and Restoring Relationships through circles.</li> <li>• Jack.org will continue as a Flex block offering each semester for student leadership and self advocacy</li> </ul>

**Restorative Practices**

<p><b>Relevance to regional priorities and strategies for program implementation</b></p>	<p>Restorative Practices and Social Emotional Learning is an initiative presently in place at Weledeh Catholic School. As a district we will continue to explore further development in this area and the possibility of expansion to other schools.</p>
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<b>in the 2018-2019 school year:</b>	
<b>Regional performance targets:</b>	<ul style="list-style-type: none"> <li>• 25% of staff, in all schools, will have one day of training on the importance of Restorative practices and effects of trauma, TRC.</li> </ul>
<i>ESJS</i>	<ul style="list-style-type: none"> <li>• Social Emotional Learning is embedded in the Peace Keepers program</li> <li>• All staff will have the opportunity to increase their awareness of trauma-informed practices</li> </ul>
<i>WCS</i>	<ul style="list-style-type: none"> <li>• Classroom teachers will increase their understanding of the strategies and frequency of use in their classrooms</li> <li>• PAWS Patrol team will focus on helping students learn strategies to help mediate conflict on the playground</li> <li>• Conflict resolution circles can be accessed by students and staff on a request basis</li> <li>• Staff meetings will continue to utilize circles to build staff community</li> <li>• A Restorative Practices/Sensory room will be set up to facilitate various types of responsive circles</li> </ul>
<i>ESPHS</i>	<ul style="list-style-type: none"> <li>• Classroom teachers will begin to implement strategies in their classrooms</li> </ul>

**7.5 Spiritual Wellness**

<b>Program description, implementation strategy and relevance to regional priorities in the 2018-2019</b>	As a Catholic school district, spiritual growth and wellness is key for our students and staff. A variety of activities are offered at all grade levels that incorporate faith based mindfulness, social, emotional and pro-social activities.
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<b>school year:</b>	
<b>Regional performance targets:</b>	<ul style="list-style-type: none"> <li>To promote wellness for all through our faith based activities.</li> </ul>
<i>ESJS</i>	<ul style="list-style-type: none"> <li>100% of teachers will use the religion curriculum as a tool to teach students about wellness of mind, body and soul</li> <li>100% of students from Grades 4-7 will participate in a spiritual retreat</li> <li>Prayer will be incorporated into daily practice</li> <li>All students and staff will continue to participate in our “Walk a Mile in Our Schools” project</li> </ul>
<b>WCS</b>	<ul style="list-style-type: none"> <li>100% of teachers will use the religion curriculum as a tool to teach students about wellness of mind, body and soul</li> <li>100% of students from Grades 4-7 will participate in a spiritual retreat</li> <li>Prayer will be incorporated into daily practice</li> <li>Student Faith Leadership team will provide opportunities for students to practice faith, fellowship and fun</li> </ul>
<i>SPHS</i>	<ul style="list-style-type: none"> <li>100% of Religion teachers will use the religion curriculum as a tool to teach students about wellness of mind, body and soul</li> <li>100% of students from Grades 8-12 will participate in a spiritual retreat</li> <li>Prayer will be incorporated into daily practice</li> </ul>
<b>Relevance to regional priorities and strategies for</b>	<p>Student safety and wellbeing is of utmost importance to our district. For this reason our schools will continue to educate students on respect and acceptance of all people.</p>

<p><b>program implementation in the 2018-2019 school year:</b></p>	
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• 100% of students will participate in activities designed to increase awareness around bullying prevention.</li> <li>• YCS procedures will be reviewed and renewed to include more specific language in relation to dealing with the topic of LGBTQ+</li> </ul>
<p><b>School-level performance targets:</b></p>	
<p><i>ESJS</i></p>	<ul style="list-style-type: none"> <li>• All students will participate in Anti-Bullying week activities and Pink Shirt Day to build community and awareness.</li> <li>• A variety of education and awareness activities will be offered to students, dependent upon grade level, throughout the year. These include, but are not limited to: Peacekeepers; Zones of Regulation; Conflict Resolution; Digital Citizenship Lessons; Peoples’ Law School Drama; WITS &amp; Leads; Christian Leadership; Social Skills; small group counselling sessions, and education sessions with the RCMP.</li> <li>• A variety of education and awareness activities will be designed to support adult learning: monthly newsletter article; visible posters describing the Response to Bullying; regular links provided to parents on digital citizenship; and as needed resource distribution to parents.</li> </ul>
<p><i>WCS</i></p>	<ul style="list-style-type: none"> <li>• Students will participate in Anti-Bullying week activities and Pink Shirt Day to build community and awareness of how they can be a part of the solution to prevent bullying and the difference between bullying and conflict</li> <li>• Students will complete modules in Media Smarts Digital Literacy</li> </ul>



	<p>lessons which highlight appropriate online behavior and demonstrate how to be good digital citizens.</p> <ul style="list-style-type: none"><li>• Students will participate in monthly Safe and Caring Schools assemblies which target Christian Values as well as teaching Pro-Social Behavior.</li><li>• Students will culminate their Safe and Caring lessons by participating in a school wide Positive Behavior Support Day in May.</li><li>• Students will participate in classroom circles to build community and acceptance for all.</li><li>• Students will receive targeted instruction for 25 min per day from Sept. 4-14 during benchmarking time to review the value of respect and how we show respect at our school</li></ul>
<p><b>ESPHS</b></p>	<ul style="list-style-type: none"><li>• Continue to foster acceptance of all people regardless of sexual orientation, belief system, and/or gender identity.</li><li>• LIFE group will continue (Lived Inclusion For Everyone) with the purpose of providing educational activities for the whole student body.</li><li>• Students will participate in Anti-Bullying week and Pink Shirt Day.</li></ul>

## Human Resources Management

### School Staff Recruitment and Retention

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

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

		General School Staff									
		Regional Office Administration	Teachers*	Consultants	Secretaries	Custodians	Wellness Counsellors	Bus Drivers	Cooks	School Administration	Total
Budgeted	Regional Office	8.00		1.0							
	ESJS		28.39	0.5	2.00					2.5	
	ESPHS		27.16	0.5	2.00					2.5	
	WCS		17.10	0.5	1.75					2.0	
	<b>TOTAL</b>	<b>8.00</b>	<b>72.65</b>	<b>2.5</b>	<b>5.75</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>7</b>

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

**Note:** Our custodians and bus drivers are not staff. These services are contracted to companies who then hire the staffing needed.

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

	Inclusive Schooling (IS) Staff										Indigenous Languages & Education (ILE) Staff									
	Regional IS Coordinator		Program Support Teachers <sup>3</sup>		Support Assistants		Wellness Counsellors		Magnet Facilities		Total IS		Regional ILE Coordinator		IL Instructors		IL Assistants		Total ILE	
	A*	B†	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Regional Office	1.0	1.0									1.0	1.0	1.0		1.0	5.76			2	5.76
<b>ESJS</b>			4.0	4.0	12	10					16	14							0.0	
<b>ESPHS</b>			3.5	3.45	4	4					7.5	7.45					0.8		0.8	
<b>WCS/TTC</b>			2.0	2.0	8.0	7.1	.25	.25	1.0	1.0	9.25	10.36					2.0		2.0	
<b>TOTAL</b>	1.0	1.0	9.5	9.45	24	21.1	.25	.25	1.0	1.0	35.75	32.81	1.0		1.0	5.76	2.8		4.8	5.76

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

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

### Completion of Staff Evaluations

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

Evaluations are important in developing individual staff growth plans. Yellowknife Catholic Schools will be implementing a new Performance Teaching Rubric for Growth and Development. In the 2018-2019 school year, one Principal, two Assistant Principals and 22 teachers will be in their evaluation year.

## Appendix A: Operating Budget

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See attachment