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**Yellowknife Education District No. 1 (YK1)  
Operating Plan for 2018-2019 School Year  
Submitted: June 30, 2018**

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## Purpose of the Operating Plan

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The Yellowknife Education District No. 1 (YK1) 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.

## YK1 Operating Environment

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### School Profiles and Student Enrolment

Yellowknife Education District No. 1 consists of six schools that will house approximately 2,103 students in 2018-2019 school year.

YK1 operates six schools in the City of Yellowknife. The following lists key programming in our schools:

#### *Mildred Hall School (JK to 8)*

- *Mildred Hall School (MHS) is an English school which also offers Core French and Wíllídeh language courses*
- *The school offers many extracurricular activities such as team sports, fine arts, guitar, fiddling and various band instruments; alternative sports such as mountain biking and roller blading; alternative options such as jigging, LEGO® and crochet clubs*
- *An "On the Land Mentorship" program was established where students are paired with Indigenous experts and Elders to learn important skills like snaring, tanning moose hide and setting nets*
- *MHS provides a breakfast and hot lunch program. The school has a large garden where students grow vegetables used in the foods program*
- *'Peacemakers', a peer leadership group in the school, promotes education surrounding bullying and bullying prevention*

*N.J Macpherson School (JK to 5)*

- *N.J. Macpherson School (NJM) is an English school which offers Core French*
- *Special programs at NJM include Montessori, Visual Arts, Music, Drama, Gymnastics and a strong recycling program. Several extracurricular sports, clubs and after-school programs are also offered*
- *Indigenous language and culture is integrated into classroom sessions and students attend culture camps throughout the year*
- *NJM has an active Parent Advisory Council*

*École J.H. Sissons (JK to 5)*

- *École J.H. Sissons (EJHS) offers French Immersion programming*
- *Special programs include choir, musical theatre, afterschool athletics and a speed skating academy. Afterschool activities include judo, soccer, improvisation, painting, chess and choir*
- *Students and staff participate in a 7-day annual French language and culture camp - 'Camp de neige' - at the Yellowknife Ski Club*

*École William McDonald Middle School (6 to 8)*

- *École William McDonald Middle School (EWMS) offers programming for Grades 6 to 8 in both English and French Immersion*
- *Other French options include: Intensive French - Grade 6, Post-Intensive French - Grade 7 and 8, and Core French - Grade 6 to 8*
- *EWMS offers exploratory programs such as Industrial Arts, Home Economics and Outdoor Education*
- *The school offers a Sports Academy program which includes hockey, soccer, dance, fitness and cross training. Recently updating the fitness room allowed the school to expand its sports programming*
- *Special multiple-day camps are available for Grade 8 students such as Camp Akaitcho and Hidden Lake Canoe Trip*

*Range Lake North School (JK to 8)*

- *Intensive French is offered in Grade 6, Post-Intensive French in Grades 7 and 8 and Core French is offered in Grades 6 to 8*
- *Indigenous Language and Culture is integrated into classroom sessions and students attend culture camps throughout the year*
- *Special programs at Range Lake North (RLN) include music, band, fine arts, choir and drama*

## Operating Plan 2018-2019

- *RLN offers advanced technology and robotics programs in a Makerspace environment*
- *An Athletic Excellence program is offered encompassing many extracurricular sports such as snowboarding, hiking and nature walks*
- *An active and involved Parent Advisory Committee organizes a large annual fundraising event, "Family Fun Night". Proceeds support RLN student activities*

### *École Sir John Franklin High School (9 to 12)*

- *École Sir John Franklin High School (ESJF) offers programming from Grades 9 to 12 in both English and French Immersion*
- *Core French and Post-Intensive French are offered from Grades 9 to 12*
- *ESJF has a dynamic Fine Arts program which includes music, band, choir, drama and visual arts*
- *The school offers an extensive trades curriculum and work experience program which includes industrial arts, automotives, culinary arts and esthetics*
- *ESJF offers Indigenous culture programming and camps including Wíílídeh language instruction*
- *The school has a successful Sports Academy and extra-curricular sports and clubs are offered*
- *ESJF has an At-Risk Student program which provides support and resources for students struggling in school, socially, or at home.*
- *International travel opportunities for students include volunteering, scuba club, and cultural experience*
- *Night classes are also available*

### *Route 51 Learning Institute is an alternate high school program which offers:*

- *a flexible schedule designed to accommodate students*
- *credits for work experience*
- *smaller student-to-teacher ratio*

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: YK1 School Profiles 2017-2018.

School	Community	Grades Offered	Enrolment (FTE) <sup>1</sup>	Teaching Staff (PY) <sup>2</sup>
MHS	Yellowknife	JK-8	256	18.5
EJHS	Yellowknife	JK-5	323.5	23.0
NJM	Yellowknife	JK-5	297.5	21.0
RLN	Yellowknife	JK-8	288	21.7
EWMS	Yellowknife	6-8	240	15.90
ESJF	Yellowknife	9-12	638	31.75

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

School	Grades													
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
MHS	21	26	23	25.5	22	26	26.5	24	30	32	n/a	n/a	n/a	n/a
EJHS	47	62	48	50	41.5	40	34	1.0	n/a	n/a	n/a	n/a	n/a	n/a
NJM	32	37	51.5	55	45.5	34	42.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a
RLN	27	17.5	26.5	28	30	29	46	31	24	29	n/a	n/a	n/a	n/a
EWMS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	92	83	65	n/a	n/a	n/a	n/a
ESJF	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	145.3	155.3	187.3
<b>DEC Total</b>	<b>127</b>	<b>142.5</b>	<b>149</b>	<b>158.5</b>	<b>139</b>	<b>129</b>	<b>149</b>	<b>148</b>	<b>137</b>	<b>126</b>	<b>150</b>	<b>145.3</b>	<b>155.3</b>	<b>187.5</b>

## Student and Teacher Population

### Student Population

As outlined in Table 1, YK1's total enrollment for the 2017/2018 school year was 2,043. Of those students, **648.75 (31.8%)** were Indigenous.

<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.

School	Enrollment	Indigenous Enrollment (%)
MHS	256	185 (72.3%)
EJHS	323.5	25 (7.7%)
NJM	297.5	88 (29.6%)
RLN	288	63 (21.9%)
EWMS	240	46 (19.2%)
ESJF	638	241.75 (37.9%)

### Student Support Plans Report

Students on Regular Program	Students on Regular Grade Level with Accommodations	Students with Modified Plans	Students with IEPs
1,476 (64%)	636(28%)	130(6%)	31(1.5%)

Support for YK1 schools is allocated based on programming and student needs. District wide criteria is determined to ensure consistency in the support provided to students in all YK1 schools. Teacher in-servicing and professional development are developed around student needs to support classroom instruction. Programming in schools is designed around these student needs to ensure student growth and learning. The work-plan of the school based support teams are driven by student needs.

### Teacher Population

Yellowknife Education District No.1 September 30, 2017	Enrolment (FTE)		Teachers/ Admin/ PST as of June	Early Childhood Instructors	Pupil/Teacher ratio	
	K-12	JK	K-12	JK	K-12	JK
	Sep-17	Sep-17				
School:						
Mildred Hall School	235.00	21.00	18.50	3.00	12.70	7.00
JH Sissons	276.50	47.00	18.90	5.00	14.63	9.40
William McDonald School	240.00	-	17.40	-	13.79	
NJ Macpherson School	265.50	32.00	19.00	4.00	13.97	8.00
Range Lake North School	261.00	27.00	20.70	3.00	12.61	9.00
Sir John Franklin High School	638.00	-	33.75	-	18.90	
<b>Total District</b>	<b>1,916.0</b>	<b>127.0</b>	<b>128.25</b>	<b>15.00</b>	<b>14.94</b>	<b>8.47</b>

YK1 has teachers with a wide range of experience, from zero to 36 years. Our largest demographic are teachers of five years or less experience (approximately 32%) while our smallest demographic are teachers over 15 but less than 20 years (approximately 9%). Approximately 16% of our teachers have more than 20 years of service with the District. YK1 has limited challenges with teacher turnover in comparison to the communities. The areas which we experience the most challenges in are French Programming and Administration. The high demand for French teachers across Canada makes it very difficult to attract and retain qualified French teachers due to the isolation and high cost of living. Staff interest in applying on and remaining in administrative roles diminishes more each year due to the high expectations and overwhelming demands of the job.

## YK1 Governance

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YK1 was established in 1939. Seven publicly elected officials serve as YK1 Trustees. The District Education Authority (DEA) plays a key role in the continued success of the District and the 2,043 students it serves. Accountability, strategic thinking, financial responsibility, and commitment are among the strengths of this dedicated group.

### District Education Authority Trustees

\*as elected in the fall of 2015 for a term of three years.

Chairperson: John Stephenson

Vice Chairperson: Allan Shortt

Trustees:

Terry Brookes

Jay Butler

Tina Drew

Rajiv Rawat

Satish Garikaparathi

### Administration

Superintendent of Education: Metro Huculak

Assistant Superintendent: Ed Lippert

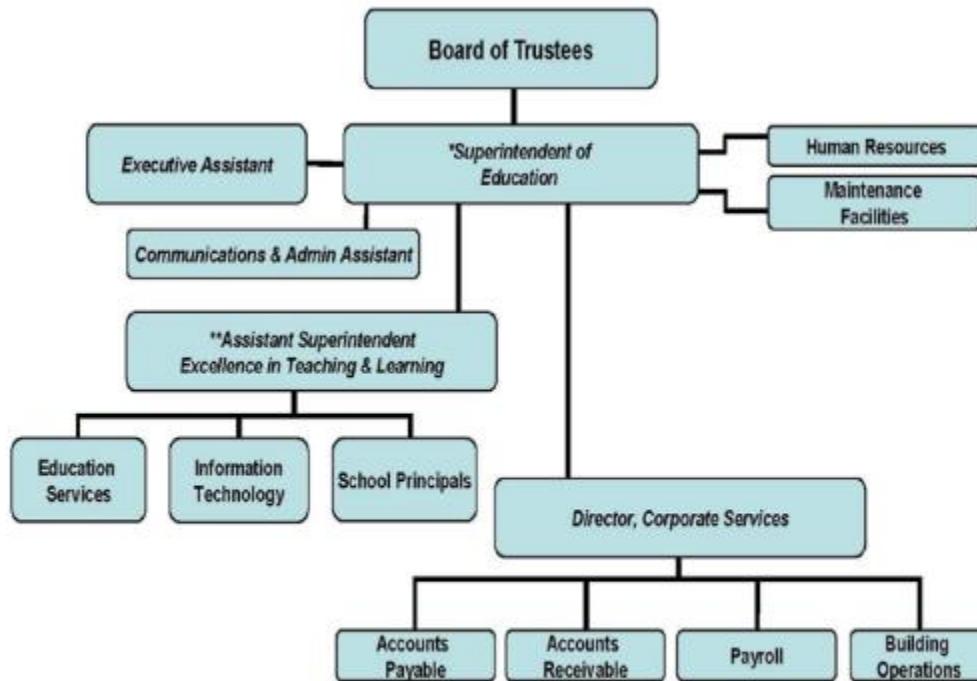
Director of Corporate Services: Tram Do

During their time 'in office', Trustees attend monthly DEA meetings and participate in regularly scheduled DEA-level committee meetings. In addition, Trustees make every effort to increase their awareness and understanding of community concerns and school-based issues by attending monthly Parent Advisory Committee meetings, public gatherings and community events. YK1 Trustees are elected every three years. There are no options to renew unless they are re-elected.



Yellowknife Education District No. 1 Trustees play a vital role in the continued success of the District. These individuals lead with diligence and sound judgment, always with the best interests of students at heart. YK1 policy-makers guide the next generation into the future and do their part to contribute to a strong community and a well-functioning society.

### YK1 Functional Organizational Chart



\* In the absence of the Superintendent the Assistant Superintendent will be acting

\*\* In the absence of the Superintendent and Assistant Superintendent the Director, Corporate Services will be acting

## Governance Training

The YK1 DEA meets at a minimum of once per month at a public meeting every second Tuesday from September to June. They also set special meetings when required to hear from school principals, consultants, auditors and other special guests. They also have a Committee of the Whole meeting every second Tuesday of the month at lunch. Trustees also arrange for Committee of the Whole meetings every two weeks if needed. Because this is an election year, training will be held for new Trustees the week of November 4 and new Trustees will have an opportunity to attend a Trustee Orientation in Edmonton sponsored by the Alberta School Board. Special times will be set for further training on policy, budget and curriculum for those Trustees who request it. If Trustees identify a topic, training will be arranged. The DEA also has several committees that meet. They include finance, public relations, policy and a teacher/DEA advisory committee. Training except for ASBA is held at the DEA office.

## 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”. The YK1 DEA functions similarly to a Divisional Education Council. Table below provides a schedule of DEA meetings planned for the upcoming school year.

Table 3: YK1 Meetings Schedule.

Meeting Number	Planned Date	Planned Location
1	September 11, 2018	DEA Meeting - District DEA Office
2	October 9, 2018	DEA Meeting - District DEA Office
3	November 13, 2018	DEA Meeting - District DEA Office
4	December 11, 2018	DEA Meeting - District DEA Office
5	January 8, 2019	DEA Meeting - District DEA Office
6	February 12, 2019	DEA Meeting - District DEA Office
7	March 12, 2019	DEA Meeting - District DEA Office
8	April 9, 2019	DEA Meeting - District DEA Office
9	May 14, 2019	DEA Meeting - District DEA Office
10	June 11, 2019	DEA Meeting - District DEA Office

Additional committee meeting dates will be finalized following the organizational DEA meeting on **November 13, 2018**.

## Teaching and Learning

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

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

#### 1.1 Literacy in the Disciplines

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p><i>Literacy in the Disciplines aligns with the YK1 Strategic Priority “To ensure all students reach their highest level of learning, and Key Result “To increase student success in Mathematics and Science”. As students engage in inquiry, improve their understanding of the scientific process, and begin to “think like scientists”, they utilize reading apprenticeship strategies that allow for proficient reading and writing in this discipline. Given that teachers in grades 4 to 8 across the district are already working with literacy strategies in Science, we will be focusing on high school participation in the Literacy in the Disciplines initiative. Five high school teachers are currently using the disciplinary literacy approach and we will continue with five teachers in the 2018-2019 school year.</i></p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• <i>The District Team members, which will be decided in the September, 2018, will meet four times in the upcoming school year at École Sir John Franklin High School (ESJF)</i></li> <li>• <i>A team of five from ESJF will join the reading apprenticeship training offered by ECE in October 2019</i></li> </ul>
<p><b>School-level performance targets:</b></p> <p><i>École Sir John Franklin (ESJF)</i></p>	<ul style="list-style-type: none"> <li>• <i>16% (N=32) will be using the reading apprenticeship approach</i></li> </ul>

#### 1.2 Collaborative Professional Learning

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p><i>According to Donohoo &amp; Velasco (2016, p.16), “Ultimately we envision collaborative inquiry as an alternative to short-term, top-down, formulaic approaches to professional learning that do not hold enough rigor to realize self-sustaining cycles of improvement in schools. In order for education to remain relevant and responsive to the current and future learning needs of students, teachers and other educational leaders must have mechanisms and processes in place to collaboratively identify how schools should improve and how to meaningfully refine and sustain those changes. Collaborative inquiry holds the potential to do that by calling each individual in education to raise within themselves a truer sense of leader and learner.” YK1 is committed to ensuring that classroom teachers have collaboration time in the form of Professional Learning Communities (PLC) built into the school day. This</i></p>
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*research-based structure provides time for teachers to collaborate with agreed upon protocols to develop their practice and improve student achievement.*

*Additionally, teachers participate in collaborative inquiry professional development focused on district initiatives and YK1 Strategic Priorities using the Spiral of Inquiry process (Kaser & Halbert, 2017). This process is one that supports teachers working collaboratively to investigate their practice around shared questions, involving research and implementation and testing of new ideas, followed by reflection on results. It is our belief that the inquiry learning model is applicable to our teachers and our learners and hence used as the basis for ongoing professional development (PD) in Math, Science, Inquiry Learning and Inclusionary Practices.*

*All teachers participate in some and/or all of the PD initiatives as noted in the regional targets. Exact numbers are not available until staffing is finalized.*

*References*

*Donohoo, J. & Velasco, M. (2016). The transformative power of collaborative inquiry. Corwin: Thousand Oaks, CA*

*Kaser, L. & Halbert, J. (2017). The Spiral Playbook: Leading with an Inquiring Mindset in School Systems and Schools. C21 Canada*

**Regional performance targets:**

- *100% (N=approximately 30) of JK to 3 teachers in English programming across the district will participate in a collaborative inquiry process in the area of inquiry learning for the upcoming school year*
- *100% (N=approximately 40) of Grade 4 to 8 teachers in English and French programming across the district will participate in a collaborative inquiry process in the area of Science Literacy for the upcoming school year*
- *25% (N=approximately 8) of Science teachers in English and French programming at the secondary school will participate in a collaborative inquiry process in the area of Science Literacy for the upcoming school year*
- *100% (N=19) of JK to 5 teachers in French programming will participate in a collaborative inquiry process in the area of inquiry learning and provocations learning for the upcoming school year*
- *100% (N=16) of Program Support Teachers (PST) will participate in school specific collaborative professional opportunities for the upcoming school year*

<p><b>School-level performance targets:</b> <i>École J.H. Sissons (EJHS)</i></p>	<ul style="list-style-type: none"> <li>• <i>Teachers, supported by PSTs and Administration, will have a 35 minute scheduled block once per week to collaborate on self-chosen topics related to teaching and learning. In addition, 22.5 hours will be allocated for teacher collaborative learning</i></li> </ul>
<p><i>École Sir John Franklin High School (ESJF)</i></p>	<ul style="list-style-type: none"> <li>• <i>Teachers will have an 80 minute scheduled block once per week to collaborate on topics including:</i> <ul style="list-style-type: none"> <li>○ <i>The Discipline of Science</i></li> <li>○ <i>Inquiry Based Learning</i></li> <li>○ <i>Interdisciplinary Literacy</i></li> <li>○ <i>Student Support Planning</i></li> <li>○ <i>Inclusive education</i></li> </ul> </li> </ul>
<p><i>École William McDonald Middle School (EWMS)</i></p>	<ul style="list-style-type: none"> <li>• <i>Teachers will have an 80 minute scheduled block once per week to collaborate on subject specific topics, as well as, PBIS, self-regulation and Science inquiry. In addition, 22.5 hours will be allocated for teacher collaborative learning.</i></li> </ul>
<p><i>Mildred Hall School (MHS)</i></p>	<ul style="list-style-type: none"> <li>• <i>Teachers, supported by PSTs and Administration, will have a 70-90 minute scheduled block once per week to collaborate on self-directed topics for teaching and learning. In addition, 22.5 hours will be allocated for teacher collaborative learning.</i></li> </ul>
<p><i>N.J. Macpherson School (NJM)</i></p>	<ul style="list-style-type: none"> <li>• <i>Teachers will have a 60 minute scheduled block once per week to collaborate on district assessment data, goal setting, and instruction. Teachers will also use the time to pursue an inquiry question of their design related to their Professional Growth Plans. In addition, 22.5 hours will be allocated for teacher collaborative learning.</i></li> </ul>
<p><i>Range Lake North (RLN)</i></p>	<p><i>Teachers will have an 80 minute scheduled block once per week to focus on extending and putting into practice new learning from District PD, and to set goals based on PD and assessment data. Teachers will use the collaborative inquiry model to address topics including Science, Math, Inclusion, PBIS, Literacy, and self-selected inquiry questions. In addition, 22.5 hours will be allocated for teacher collaborative learning.</i></p>



### 1.3 Regional Professional Development

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p><i>YK1 Strategic Priorities:</i></p> <ul style="list-style-type: none"> <li>• <u>To ensure all students reach their highest level of learning,</u></li> <li>• <u>To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner,</u></li> <li>• <u>To ensure all students engage in healthy lifestyles, and respectful, caring relationships.</u></li> </ul> <p><i>YK1 provides PD to teachers and Educational Assistants (EA) based on YK1 Strategic Priorities, the Inclusive Schooling Directive, and systemic assessment data (Alberta Achievement Tests, Diploma Exams, Early Development Instrument (EDI) and Middle Development Instrument (MDI), as well as, qualitative data including teacher feedback. In 2018-2019, areas of PD focus will be: Math, Science, Inclusion, Early Learners (JK/K), Physical Literacy, and the arts through Student Success Initiatives (SSI) and Joint PD (NWTTA/YK1) funding. Additionally, technology PD will be provided, as appropriate, in an integrated manner to support the above.</i></p>
<p><b>Regional performance targets:</b></p>	<p><i>Exact numbers given in some of the regional targets are approximate until staffing is finalized.</i></p> <ul style="list-style-type: none"> <li>• <i>100% (N=30) of JK to 3 teachers will participate in inquiry learning PD</i></li> <li>• <i>100% (N=40) of Grade 4 to 8 teachers English (EN) and French (FR) will participate in Science literacy PD</i></li> <li>• <i>100% (N=5) of Grade 9 Science teachers will participate in Science literacy PD</i></li> <li>• <i>100% (N=50) of classroom teachers of Math will participate in Math PD</i></li> <li>• <i>100% (N=6) of Physical education teachers will participate in shared focus PD</i></li> <li>• <i>100% (N=6) of Music teachers will participate in shared focus PD</i></li> <li>• <i>100% (N=31) of secondary teachers will participate in subject specific PD</i></li> <li>• <i>100% (N=16) of PSTs will participate in inclusion PD</i></li> <li>• <i>100% (N=31) of Educational Assistants will participate in role specific PD</i></li> <li>• <i>100% (N=6) of school counselors will participate in role specific PD</i></li> <li>• <i>100% (N=28) of French Immersion teachers, PSTs, and Admin will participate in second-language pedagogy PD</i></li> <li>• <i>100% (N=7) of Intensive/Post-Intensive and Core French teachers will participate in the neurolinguistic approach to language acquisition</i></li> </ul> <p><i>100% (N=3) of Indigenous Language teachers will participate in the “Our Languages” pilot program for language acquisition</i></p>

**1.4 Science Literacy**

**Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:**

*YK1 Strategic Priority “To ensure all students reach their highest level of learning”, and Key Result “To increase student success in Mathematics and Science”, YK1 continues to provide ongoing PD to support teachers’ instructional practices and student achievement in Science. In an effort to build pedagogical capacity within the district, specific teachers from each school have been identified by district and school administration to act as Science Mentors.*

**Regional performance targets:**

*Exact numbers given in some of the regional targets are approximate until staffing is finalized.*

- *100% (N=12) of Science Mentors from all schools will work with outside facilitators and district staff several times over the upcoming school year to:
 
  - *Write, revise and publish a YK1 Science Vision document*
  - *Develop Science Performance Tasks at some (tentatively 3) yet to be determined grade levels*
  - *Provide leadership in Science at the school level by:
 
    - *Co-planning unit and lesson plans*
    - *Collaborate on lesson study opportunities***
- *100% (N=40) of classroom teachers (Grades 4 to 9) will collaborate with outside facilitators, district staff, school mentors, grade level team and/or school-based PLCs to create unit and lesson plans*
- *100% (N=70) of classroom teachers (Grades 1 to 8) will use updated curricular report card outcomes that reflect the Science competencies identified in the curricula (K to 6 Science and Technology Curriculum and Middle School Science, Grade 7 to 9) to report on their students’ progress*



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

**2.1 Numeracy**

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p><i>Under Strategic Priority “<u>To ensure all students reach their highest level of learning</u>”, a Key Result is “To increase student success in Mathematics and Science”. YK1 continues to provide ongoing PD to support teachers’ instructional practices and student achievement in Mathematics in the English program. AAT data and district assessment data (Northern Lights Assessments) indicate an ongoing need to address the teaching and learning in Mathematics by supporting the development of teachers’ mathematical understanding and pedagogy in supporting diverse learners.</i></p>
<p><b>Regional performance targets:</b></p>	<p><i>Exact numbers given in some of the regional targets are approximate until staffing is finalized.</i></p> <ul style="list-style-type: none"> <li>• <i>100% (N=40) of teachers 4 to 8 (EN) will participate in Mathematics PD in the upcoming school year</i></li> <li>• <i>In consultation with schools, principal selected teachers JK to 3 (EN) will participate in Mathematics PD in the upcoming school year</i></li> <li>• <i>100% (N=70) of teachers K to 8 (EN) will administer grade appropriate district-mandated assessments in number sense, proportional reasoning, and algebraic thinking</i></li> </ul>

**Inclusive Practices**

<p><b>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:</b></p>	<p><i>Under Strategic Priority “<u>To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner</u>”, and Key Result “To increase the level of competence among the teachers in their ability to deal with diverse needs”, YK1 continues to provide training for PSTs in coaching and supporting teachers, but also, in the development of support plans that better address individual needs of students. Additionally, PSTs will be receiving PD in co-planning with teachers to address the student diversity in the classroom. Training is focused on planning tools and approaches that allow all learners to access curricular outcomes.</i></p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• <i>100% (N=16) of PSTs will participate in PD in Inclusive Practices</i></li> <li>• <i>100% (N=16) of PST identified classroom teachers will participate with their PST in PD in Inclusive Practices</i></li> <li>• <i>100% (N=16) of PSTs will work collaboratively with teachers in a scheduled weekly meeting to support co-planning and co-teaching</i></li> </ul>





- 100% (N=16) of PSTs work collaboratively with school teams and teachers with data to support goal-setting and student growth

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

**3.1 Our Languages: Indigenous Languages Curriculum**

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

*Under YK1 Strategic Priority “To increase the offerings of the Wiilideh Language”, YK1 endorses the following: “Our Languages curriculum recognizes the need for quality, effective instructional strategies designed to engage language learners and inspire them towards a life long love for their language. The curriculum is designed to challenge the students to explore their Indigenous language across all dimensions of the language use – listening, speaking, reading, viewing and writing.” (Indigenous Language and Culture Directive DRAFT, 2018).*

**Regional performance targets:**

- 100% (N=2) of the district Indigenous language instructors will participate in the “Our Languages” pilot program. YK1 will offer language classes at Mildred Hall School and École Sir John Franklin High School

**3.2 Health and Wellness Curriculum**

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

*Under YK1 Strategic Priority “To ensure all students engage in healthy lifestyles, and respectful, caring relationships”, YK1 schools, yet to be determined, will pilot the new NWT Health and Wellness Curriculum. The inquiry learning approach is supported across all YK1 schools through PD in Science Literacy and Inquiry Learning.*

**Regional performance targets:**

- 100% (N=6) of teachers participating in the NWT Health and Wellness pilot will use the inquiry instructional model to support their work in implementing the curriculum



## Indigenous Languages and Education

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

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

#### 4.1 Key Cultural Experiences

<p><b>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year::</b></p>	<p><i>Students need to experience their culture in an authentic manner that validates Indigenous beliefs, knowledge and perspectives. Cultural experience is a process that includes the history, relevant information and preparation, the experience or event and the follow-up activities that help students to make connections between the experience and their individual learning. Students learn best through hands on activities. The significance of each activity is strengthened through the accompaniment of story telling and traditional teaching, being on the land, and the active use of Indigenous languages that include history, reasoning and connections based on Indigenous pedagogy. Dene Kede is the foundational document for offering key cultural experiences.</i></p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• <i>All students in the district attend Indigenous language and culture Experience camps (ICE Camps) on the land. The camps correspond to the grade level themes of Dene Kede as listed below:</i> <ul style="list-style-type: none"> <li>○ <i>Kindergarten – dog sledding</i></li> <li>○ <i>Grade 1 – traditional plant medicine</i></li> <li>○ <i>Grade 2 – harvesting birds</i></li> <li>○ <i>Grade 3 – traditional Dene and Inuit games</i></li> <li>○ <i>Grade 4 – muskrat and beaver trapping</i></li> <li>○ <i>Grade 5 – traditional uses of wood</i></li> <li>○ <i>Grade 6 – harvesting and tanning moose</i></li> <li>○ <i>Grade 7 – traditional fish camp</i></li> <li>○ <i>Grade 8 – overnight canoe trip</i></li> <li>○ <i>Grade 9 – traditional winter camp</i></li> </ul> </li> <li>• <i>Each school begins the first day of the school year with drumming, a Feed the Fire Ceremony and words from an elder</i></li> <li>• <i>Each school will utilize connections with local elders to work with students (e.g. telling stories, explaining the Dene Laws, work on traditional skills such as beading or carving)</i></li> <li>• <i>All YK1 schools will offer classes in traditional games such as handgames and Inuit games</i></li> <li>• <i>All teachers will be welcomed to a community sewing group every</i></li> </ul>

	<p><i>Tuesday for those interested in sewing and spending time with local elders</i></p> <ul style="list-style-type: none"> <li>• <i>33% (N=6) of schools will hire full time cultural support workers to promote Indigenous culture within the schools and coordinate cultural events, work with local organizations, connect with students and families to support wellness and education</i></li> <li>• <i>All grade 8 classes in the district will celebrate their year end with three days of canoe training and an overnight canoe trip</i></li> <li>• <i>All key cultural experiences in schools will utilize community resource people and elders</i></li> </ul>
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#### **4. 2 Indigenous Language Instruction**

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p><i>The District recognizes the need for quality, effective instructional strategies, designed to engage language learners and inspire them towards a life long love for their language. Promising practices from northern language classrooms , pertinent research and a wealth of ideas bring life and vibrancy to classroom instruction.</i></p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• <i>Mildred Hall School is presently offering Wíílídeh language instruction to all students, K to 8, in the core language model. These classes are offered in the regular student schedule along with all other classes. MHS will be participating in the Our Languages pilot program in the upcoming school year.</i></li> <li>• <i>École Sir John Franklin High School is presently offering the “Our Languages” pilot program to beginner language learners. These classes are offered every other day for 80 minutes, modeled on the Post-Intensive French (PIF) approach. The students will earn three credits upon successful completion. More advanced courses will be offered as needed.</i></li> </ul>



### 4.3 Teaching and Learning Centres

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p><i>The District has received funding in past years for the Teaching and Learning Centre (TLC) to purchase resources to support the Wílídeh dialect of the Tlicho language. Because these types of resources are primarily locally developed, YK1 has employed a fluent Wílídeh language instructor to create the resources according to the Dene Kede themes. Moving forward, YK1 has recently assigned a Regional Indigenous Language and Education (RILE) Coordinator position. The person in this position will be responsible for working with the regional Teaching and Learning Centres (TLC) committee to enhance the indigenization of education throughout the district.</i></p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• Objectives of the TLC for the upcoming school year include:             <ul style="list-style-type: none"> <li>○ The creation of Wílídeh language resources to meet daily lesson requirements</li> <li>○ The recruitment of 6.5 qualified language instructors (contingent on the amount of funding allocated to YK1 by ECE)</li> </ul> </li> </ul>

### 4.4 Community Support

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p><i>A positive and healthy relationship between our schools and the community can be built in a holistic manner that includes a welcoming environment and authentic way to involve the community within our schools. Cultural resource people and community members need to feel welcome and safe within the schools. Due to the history of residential schools, many survivors, and those impacted, do not trust or respect educational institutions. It is critical that we overcome these hurdles and rebuild this relationship on shared experiences and trust. Elders in School is a powerfully successful program proven to build relationships.</i></p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• YK1 will employ local community Elders and knowledge holders to provide leadership in:             <ul style="list-style-type: none"> <li>○ ICE camps</li> <li>○ School ceremonies and feasts</li> <li>○ “On-the-land” excursions</li> <li>○ Dene Kede implementation</li> </ul> </li> </ul> <p><i>The Elders in School program is mandated in the ECE Indigenizing Education Directive. All schools will meet the compliance goals.</i></p>



#### 4.5 Teacher Cultural Orientation Days

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p><i>Under Strategic Priority “<u>To ensure all schools reflect Indigenous Language and Culture</u>”, YK1 will provide a minimum of two full days of on-the-land culturally appropriate orientation for their teaching and administrative staff. “There are a range of possibilities for scheduling: one day before students begin in the fall with, one day in another season, two days in a row, or combining a half day with community celebrations for instance.” (Indigenous Language and Culture Directive DRAFT, 2018) The organizing of these days will depend on the PD opportunities scheduled in the school calendar.</i></p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• <i>The entire district will begin the school year with an Indigenous Cultural Orientation day. The staff will travel to the Wííłídeh river site. Two guest speakers will be invited to present on the theme of reconciliation. Other activities will include words from Elders, a Feed the Fire ceremony and participation in traditional activities. The second day will be an ECE presentation on the new ILC and Our Languages Directive.</i></li> </ul>

#### 4.6 Elders in School

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p><i>Under YK1 Strategic Priority “<u>To integrate culturally relevant learning into instructional programming</u>”, “Elders participate in the instruction of school programs, collaboratively with the school staff and classroom teachers, helping them to become familiar with Aboriginal ways of knowing and doing. Elders help strengthen the relationships between teachers, students, parents and the community at large.” (Indigenous Language and Culture Directive DRAFT, 2018)</i></p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• <i>100% (N=6) of YK1 schools will allocate funds for Elders to work in schools to support students and programming according to the Indigenous Language and Culture Directive.</i></li> </ul>



**4.7 Educator Training - Dene Kede Facilitator**

<p><b>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:</b></p>	<p><i>Under Strategic Priority “<u>To increase the number of skilled instructors of Indigenous Language and culture based education</u>”, YK1 believes that providing teachers and school administrators with the opportunity to learn more about the community they live and work in helps them to continue developing positive relationships with their students and parents, as well as, the community at large. “Understanding the impacts of colonization and steps toward reconciliation and decolonization can happen at the personal and institutional levels.” (Indigenous Language and Culture Directive DRAFT, 2018)</i></p> <p><i>“In order to survive and to live life to the fullest, students must develop respectful relationships with the Land, the Spiritual World, other people and themselves. These relationships can be integrated into the fabric of the curriculum and school culture.” (Dene Kede Curriculum Guide, 1993)</i></p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• <i>100% (N=6) Each of the YK1 schools sends staff representatives to appropriate PD opportunities such as the Indspire National Gathering, and PD opportunities coordinated by ECE. These opportunities are reflective of the requests and interests of the staff involved in Indigenizing Education. The planning is integrated into the focus of school programming as opportunities arise throughout the school year.</i></li> <li>• <i>100% (N=6) The district funds the Dene Kede facilitator position and this facilitator visits each school at a minimum bi-weekly throughout the school year depending on the ILC activities planned. The performance of the facilitator is measured on the feedback from the school administration, the teachers and the students on a day-to-day basis.</i></li> </ul>



## French and/or English Second Language Instruction

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

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

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

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p><i>In accordance with the Education Act, YK1 offers second-language instruction from JK to 12. Programs offered are: JK to 12 Early French Immersion, Grade 6 to 12 Intensive/Post-Intensive French, Grade 1 to 12 Core French. Number of hours of instruction includes Intensive French Camps in Grades 5 to 7. Percentages in the school-level targets indicate the time allocation dedicated to French Instruction.</i></p>
<p><b>School-level performance targets:</b></p>	
<p><b>École J.H. Sissons (EJHS)</b></p>	<ul style="list-style-type: none"> <li>• 100% FSL instruction (Immersion) in JK to 2</li> <li>• 85% FSL instruction (Immersion) in Grades 3 to 5</li> </ul>
<p><b>École William McDonald Middle School (EWMS)</b></p>	<ul style="list-style-type: none"> <li>• 75% FSL instruction (Immersion) in Grades 6 to 8</li> <li>• 50% FSL instruction (Intensive French) in Grade 6</li> <li>• 25% FSL instruction (Post-Intensive French) in Grades 7,8</li> <li>• 6% FSL instruction (Core French) in Grades 6 to 8</li> </ul>
<p><b>École Sir John Franklin High School (ESJF)</b></p>	<ul style="list-style-type: none"> <li>• 60% FSL instruction (Immersion) in Grades 9 to 12</li> <li>• 18% FSL instruction (Post-Intensive French) in Grade 9</li> <li>• 12.5% FSL instruction (Post-Intensive French/Core French) in Grades 10 to 12</li> </ul>
<p><b>Range Lake North (RLN)</b></p>	<ul style="list-style-type: none"> <li>• 50% FSL instruction (Intensive French) in Grade 6</li> <li>• 25% FSL instruction (Post-Intensive French) in Grades 7,8</li> <li>• 6% FSL (Core French) in Grades 1 to 8</li> </ul>

<b>Mildred Hall School (MHS)</b>	<ul style="list-style-type: none"><li>• 6% FSL (Core French) in Grades 1 to 8</li></ul>
<b>N.J. Macpherson School (NJM)</b>	<ul style="list-style-type: none"><li>• 6% FSL (Core French) in Grades 1 to 8</li></ul>



## Inclusive Schooling

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

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

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

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

<p><b>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</b></p>	<p><i>Under Strategic Priority “<u>To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner</u>”, YK1 continues to ensure that all schools provide supports that align with SSP/IEP goals. Feedback from 2016-2017 informed planning to create criteria and timelines for PSTs and Administrators around support plans included in a district developed document, PST 101. Regular meetings between the Regional Inclusive Schooling Coordinator (RISC) and PSTs, individually and collectively, provide support in the areas of collaborating with parents, writing SSPs and IEPs, implementing and communicating them.</i></p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• 100% of SSPs and IEPs will be finalized by October 31, 2018</li> <li>• 100% of SSPs and IEPs are to be reviewed and revised, at each reporting time and/or as needed.</li> <li>• 100% of teachers will implement at least one support as identified by SSP/IEPs by the second reporting period</li> </ul>

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

**Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:**

*Under Strategic Priority “To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner” and Key Result, “To increase the level of competence among teachers in their ability to deal with diverse needs”, YK1, through SSI funding, PD in Math, Science Literacy, Inquiry Learning, and Inclusive Practices. These initiatives are delivered through the lens of inclusion. YK1 believes it is necessary that teachers learn and experiment with strategies that are open-ended with a “low floor, high ceiling” ensuring access points for all learners. Subject specific teachers and generalist teachers in all schools participate in district PD.*

*All outside facilitators who provide PD and support YK1 initiatives are practitioners of inclusive and flexible instructional strategies. Two of these facilitators have been presenters at ECE sponsored PST training events. YK1 feels confident that our support for teachers aligns with ECE directives and initiatives.*

*To support inclusive practices, the district will use a mentor /mentee (PST/teacher) approach with the outside inclusion expert, to develop plans and teaching strategies around meeting diverse needs in a classroom setting. More teachers will be included as we use the lesson study format to model instructional practices “in action”.*

**Regional performance targets:**

- *SSI funded projects planned for 2018-2019 that support inclusive and flexible teaching approaches are in Science, Math, and planning for diverse classrooms*
- *100% (N=16) of PSTs and at least one teacher from all schools will work with outside facilitators on inclusive practices including planning for and teaching in classrooms with diverse needs, followed up by lesson studies to include more teachers.*
- *100% (N=90) of English and French Immersion classroom and/or specialist teachers in Science and/or Math, grades 1 to 8, will receive PD throughout the year with outside and district facilitators*
- *100% (N=8) of Science department teachers at the secondary school will receive PD throughout the year with outside and district facilitators*
- *All Educational Assistants will formally meet bi-monthly with PSTs in their role of supporting learning; additional meetings will be held on an as-needed basis*

**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><i>Under YK1 Strategic Priority “<u>To ensure all students receive programming which responds their diverse learning needs in a respectful and inclusive manner</u>”, YK1 schools utilize the School-based Support Team (SBST) model to address learning needs of identified students on a regular basis. Feedback from schools is positive regarding the intent of the SBST and this model has been used successfully with slight modifications of the protocol while maintaining the integrity of the tool.</i></p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• 100% (N=6) of schools will continue to employ the use of the SBST for the upcoming school year</li> <li>• 100% (N=6) of schools will continue to meet bi-weekly, following a referral protocol each has developed. Documentation of meetings will be maintained.</li> </ul>

**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><b>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</b></p>	<p><i>Under YK1 Strategic Priority “<u>To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner</u>”, and Key Result, “To maintain a high level of satisfaction with our inclusive education program”, YK1 schools will ensure that SSPs and IEPs are completed, updated and reviewed regularly with stakeholders. Students are including in the development of SSPs and IEPS when appropriate.</i></p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• 100% (N=6) of YK1 schools will comply with district guidelines, developed in collaboration with the RISC and PSTs, for the completion and review of SSPs and IEPS</li> <li>• All schools (N=6) will review SSPs and IEPs with parents during reporting periods: November, March and June.</li> <li>• All PSTs and classroom teachers will work collaboratively to review SSPs and IEPS in June proposing revisions and changes as needed and recommended by SBST</li> </ul>



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

<p><b>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</b></p>	<p><i>YK1 is committed to ensuring that the 60% allocation of time to support classroom teachers as outlined in the Inclusive Schooling directive is adhered to.</i></p> <p><i>Administrators will not directly schedule PSTs into classrooms to address the 60% allocation for teacher support as specified in the directive, but, rather will monitor their time to ensure the requirement is met.</i></p>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• <i>100% (N=6) of principals will ensure PSTs are supporting teachers as per the time allocation (60% of the time) in the directive</i></li> <li>• <i>100% (N=6) of principals will ensure that time is allocated in the school day for monthly meetings of PSTs with teachers</i></li> <li>• <i>100% (N=6) of principals will ensure teachers have time scheduled into their timetables for regular/monthly meetings with PSTs</i></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.

### 7.1 Healthy Foods for Learning

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p><i>Under YK1 Strategic Priority “<u>To ensure all students engage in healthy lifestyles, and respectful, caring relationships</u>” and Key Result, “To increase student awareness of nutrition and the importance of healthy food choices”, YK1 schools will utilize Healthy Food for Learning funding.</i></p>
<p><b>School-level performance targets:</b> <i>École J.H. Sissons (EJHS)</i></p>	<ul style="list-style-type: none"> <li>• <i>At EJHS, a lunch program will be offered daily throughout the school year for all students who are in need of a lunch. Healthy and sugar-free snacks will be available on a daily basis throughout the school year. Occasional pizza lunches (about 3 times/year) will also be provided.</i></li> </ul>
<p><i>École Sir John Franklin High School (ESJF)</i></p>	<ul style="list-style-type: none"> <li>• <i>At ESJF, a snack and lunch program will be offered every day of the week for 9 months. The food and drinks offered to students will be sugar-free and non-processed most of the time.</i></li> </ul>
<p><i>École William McDonald School (EWMS)</i></p>	<ul style="list-style-type: none"> <li>• <i>At EWMS, a snack program will be available to all students all day, every day throughout the school year. A healthy lunch program will be offered daily that includes a sandwich, healthy drink, and a granola bar. The school has a vending machine that offers bottled water and sugar free drinks. EWMS will continue with special lunch days that consist of the following: Subway Day, Pizza Day, Hotdog Day, Pasta Lunch Day, etc.</i></li> </ul>

<b>Mildred Hall School (MHS)</b>	<ul style="list-style-type: none"> <li>At MHS breakfast, a hot lunch and two snacks a day will operate Monday to Friday every day of the school year for any student that needs to access it. All breakfasts, lunches and snacks are healthy with non-processed and sugar free items. The school garden and Food Rescue will contribute to the food program. Food Rescue will continue to help provide for MHS students' needs, and anything they bring that is not considered "healthy" (for example- frozen pizzas) will be sent home with students to their families as an extra form of groceries. MHS will also access YK Cares for Weekend kits for students to fend for themselves throughout the weekend.</li> </ul>
<b>N.J. Macpherson School (NJM)</b>	<ul style="list-style-type: none"> <li>At NJM healthy snacks consisting of fruit, cereal, yogurt, cereal bars, cheese and crackers will be available daily throughout the school year to students needing them. In an effort to raise awareness and educate students on healthy food choices, every Wednesday, each class will also be provided with a vegetable or fruit tray. NJM Parent Advisor Committee will offer soup or pasta lunches three or four times per year.</li> </ul>
<b>Range Lake North School (RLN)</b>	<ul style="list-style-type: none"> <li>At RLN, lunches and snacks will be available daily throughout the school year. Classrooms receive a snack bowl with muffins, hardboiled eggs, cheese strings, sugar-free applesauce, apples and oranges. A lunch consisting of a sandwich, apple or orange and cheese strings will also be available for students, as needed.</li> </ul>

**7.2. Self-Regulation Initiative**

<b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b>	<p>Under YK1 Strategic Priority "<u>To ensure all students engage in healthy lifestyles, and respectful, caring relationships</u>", and Key Result, "To promote positive relationships, resiliency and good citizenship", YK1 schools utilize the Positive Behaviour Interventions and Supports – Soutien au comportement positif (PBIS-SCP) structure to proactively teach and support students' self-regulation. EDI and MDI data supports the use of a variety of self-regulation programs and practices that meet student needs and build on those already in place to address students' interpersonal and intrapersonal development.</p>
<b>Regional performance targets:</b>	<ul style="list-style-type: none"> <li>100% (N=6) of schools utilize specialized furniture and equipment in their classrooms</li> <li>100% (N=6) of schools provide a calming/sensory space for students when needed</li> <li>100% (N=6) of schools utilize the PBIS-SCP model and provide training to new staff</li> <li>100% (N=6) of schools provide training to new staff in school-wide self-regulation programs and practices</li> <li>100% (N=6) of schools will ensure staff are informed of training opportunities from ECE e.g. book groups</li> </ul>



<p><b>School-level performance targets:</b></p> <p><i>École J.H. Sissons (EJHS)</i></p>	<ul style="list-style-type: none"> <li>• <i>All JK to 3 classes will use the Zones of Regulation model.</i></li> </ul>
<p><i>Mildred Hall School (MHS)</i></p>	<ul style="list-style-type: none"> <li>• <i>The following practices will continue to be implemented school-wide. New staff will be trained as needed.</i> <ul style="list-style-type: none"> <li>○ <i>Movement breaks</i></li> <li>○ <i>Breathing exercises</i></li> <li>○ <i>Mindful imagery</i></li> <li>○ <i>Heavy breaks</i></li> <li>○ <i>Sensory diets</i></li> <li>○ <i>Visual schedules</i></li> <li>○ <i>Daily Physical Activity</i></li> </ul> </li> </ul>
<p><i>N.J. Macpherson School (NJM)</i></p>	<ul style="list-style-type: none"> <li>• <i>100% of classes will, under the guidance of the school counsellor, practice Mindfulness strategies</i></li> <li>• <i>Grade 5 students will be trained as Junior Mindfulness Leaders to model strategies in other classes</i></li> </ul>
<p><i>Range Lake North School (RLN)</i></p>	<ul style="list-style-type: none"> <li>• <i>100% of classes have first period specialist-free instruction to allow for transitioning and soft starts</i></li> </ul>

### 7.3. Mental Health Initiatives

<p><b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b></p>	<p><i>Under YK1 Strategic Priority “<u>To ensure all students engage in healthy lifestyles, and respectful, caring relationships</u>” and Key Results, “To promote positive relationships, resiliency and good citizenship” and “To increase awareness and access to wellness and mental health activities”, YK1 schools implement programs and initiatives that address student mental health and well-being.</i></p> <p><i>Programs referenced by acronyms in school targets are as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>Magnanimous Advocates Generating Mental Awareness (MAGMA)</i></li> <li>• <i>Applied Suicide Intervention Skills Training (ASIST)</i></li> <li>• <i>Talking About Mental Illness (TAMI)</i></li> </ul>
<p><b>Regional performance targets:</b></p>	<ul style="list-style-type: none"> <li>• <i>100% (N=6) of YK1 schools have counsellors for the upcoming school year</i></li> <li>• <i>100% (N=4) of YK1 schools with staff who have not yet received training, will access training provided and funded by ECE (ASIST, Go to Educator etc.) in the upcoming school year</i></li> </ul>



<p><b>School-level performance targets:</b></p> <p><b>École J.H. Sissons (EJHS)</b></p>	<ul style="list-style-type: none"> <li>• <i>At EJHS, staff will continue to put into practice understanding and strategies learned through attendance at PD in the 2017-2018 school year including: Trauma Informed Practices, Mindfulness, and Self-regulation, and Emotional Intelligence.</i></li> </ul>
<p><b>École Sir John Franklin High School (ESJF)</b></p>	<ul style="list-style-type: none"> <li>• <i>At ESJF, the following programs and strategies will be in place:</i> <ul style="list-style-type: none"> <li>○ <i>MAGMA (student group to develop awareness of mental health)</i></li> <li>○ <i>Community counselor availability</i></li> <li>○ <i>Public Health nurse available (Falcon Health Haven)</i></li> </ul> </li> <li>• <i>ESJF staff including student services department and counselors will access training provided by ECE for ASIST and Mental Health First Aid</i></li> </ul>
<p><b>École William McDonald Middle School (EWMS)</b></p>	<ul style="list-style-type: none"> <li>• <i>EWMS has received training in and will continue to implement the following programs: TAMI and the Fourth R in the upcoming school year. Staff will avail themselves of the Aurora Nurse Student's projects on self-esteem, anxiety and stress.</i></li> </ul>
<p><b>Mildred Hall School (MHS)</b></p>	<ul style="list-style-type: none"> <li>• <i>Some and/or all of the staff at MHS have received training in, and will continue to use and/or implement the following programs: Mental Health First Aid, ASIST, Go to Educator, TAMI, Mental Health and Resiliency, Mental Health in the workplace, Mental Health Fitness. Additionally, programs such as "Lights On" (supervised healthy place for students to socialize) will be offered four times during the year and Peacemakers (student leadership group with a focus on every child feeling "connected").</i></li> </ul>
<p><b>N.J. Macpherson School (NJM)</b></p>	<ul style="list-style-type: none"> <li>• <i>In consideration of the age range of their school population (JK to 5), NJM will continue to implement the Mind-up program for the upcoming school year</i></li> </ul>
<p><b>Range Lake North School (RLN)</b></p>	<ul style="list-style-type: none"> <li>• <i>RLN has received training in, and will continue to implement the programs Second Step and TAMI in the upcoming school year. Additionally, the program FRIENDS (<a href="https://www.friendsresilience.org/">https://www.friendsresilience.org/</a>) introduced in the 2017-2018 school year will be facilitated by the school counselor and continued in the upcoming school year.</i></li> </ul>





<b>7.4 Safe and Caring Schools</b>	
<b>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</b>	<p><i>Under YK1 Strategic Priority “<u>To ensure all students engage in healthy lifestyles, and respectful, caring relationships</u>”, and Key Result, “To promote positive relationships, resiliency and good citizenship”, YK1 schools complete Safe School Plans to meet ECE directives and reinforce the YK1 priority to develop respectful, caring and healthy students.</i></p> <p><i>Program choices in the schools are determined by student needs given that schools are configured differently as follows: JK to 5, JK to 8, 6 to 8, 9 to 12.</i></p> <p><i>Programs referenced by acronyms in school targets are as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>Positive Behaviour Interventions and Supports – Soutien au comportement positif (PBIS - SCP)</i></li> <li>• <i>Gay Straight Alliance (GSA)</i></li> <li>• <i>Fostering Open eXpression among Youth (FOXY)</i></li> <li>• <i>Strength, Masculinities, and Sexual Health (SMASH)</i></li> </ul>
<b>Regional performance targets:</b>	<ul style="list-style-type: none"> <li>• <i>100% (N=6) of schools will complete at least six Emergency Evacuation (fire) drills for the upcoming school year</i></li> <li>• <i>100% (N=6) of schools will complete two Lock Down procedure drills for the upcoming school year</i></li> <li>• <i>100% (N=6) of YK1 schools will review and update Safe School Plans with the Superintendent</i></li> </ul>
<b>School-level performance targets:</b>	
<i>École J.H. Sissons (EJHS)</i>	<ul style="list-style-type: none"> <li>• <i>School-based Safe and Caring School Committee meetings are planned in conjunction with the PBIS - SCP meetings to be held three times a year</i></li> <li>• <i>PBIS - SCP will continue to be implemented to support healthy relationships in the upcoming school year</i></li> </ul>
<i>École Sir John Franklin High School (ESJF)</i>	<ul style="list-style-type: none"> <li>• <i>Safe and Caring School Committee meetings are scheduled bi-monthly for the upcoming school year</i></li> <li>• <i>Healthy Relationship programs to be implemented in the upcoming school year include PBIS-SCP and the Fourth R</i></li> <li>• <i>Planned activities to support inclusion of LGBTQ2+ will include supporting the GSA who will meet on a regular basis, Pink Day (National and International Days of Pink (Local) and the provision of gender-neutral washrooms (2)</i></li> </ul>
<i>École William McDonald Middle</i>	<ul style="list-style-type: none"> <li>• <i>Safe and Caring School Committee meetings will be held in conjunction with the School-based Support Team which are held bi-monthly</i></li> </ul>



<p><b>School (EWMS)</b></p>	<p><i>throughout the school year</i></p> <ul style="list-style-type: none"> <li>• <i>Healthy Relationship programs to be implemented in the upcoming school year include: PBIS and the Fourth R</i></li> <li>• <i>Community-based programs to be implemented in the upcoming school year include FOXY/SMASH</i></li> <li>• <i>Planned activities to support LGBTQ2+ inclusion will be the Rainbow Alliance Club that will meet bi-weekly</i></li> </ul>
<p><b>Mildred Hall School (MHS)</b></p>	<ul style="list-style-type: none"> <li>• <i>Safe and Caring School Committee meetings are scheduled three times for the upcoming school year</i></li> <li>• <i>Healthy Relationship programs to be implemented in the upcoming school year include: PBIS-SCP, the Fourth R, and Peacemakers</i></li> <li>• <i>Community-based programs to be implemented in the upcoming school year include FOXY/SMASH</i></li> </ul>
<p><b>N.J. Macpherson School (NJM)</b></p>	<ul style="list-style-type: none"> <li>• <i>Weekly school-based Safe and Caring School Committee meetings are planned in conjunction with the School-based Support Team meetings</i></li> <li>• <i>PBIS will continue to be implemented to support healthy relationships in the upcoming school year</i></li> <li>• <i>A community-based program to be implemented in the next school year will be Girl's Space</i></li> <li>• <i>Plans to support LGBTQ2+ inclusion include providing staff with the Rainbow Classroom Toolkit and, as a school, working toward using non-gender specific terms to refer to students (boys, girls -friends, children)</i></li> </ul>
<p><b>Range Lake North School (RLN)</b></p>	<ul style="list-style-type: none"> <li>• <i>School-based Safe and Caring School Committee meetings are planned in conjunction with PBIS-SCP meetings held monthly throughout the school year</i></li> <li>• <i>Healthy relationship programs to be implemented in the upcoming school year are: PBIS-SCP, Second Step Program, Peacemakers, small-group social skills groups</i></li> <li>• <i>Community-based programs to be implemented in the upcoming school year include FOXY/SMASH</i></li> </ul>



## Human Resources Management

### School Staff Recruitment and Retention

YK1 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	French	Librarian	IT	JK Instructors	Total
Budgeted	Regional Office	7.5	0	1.5	1	2.4	2.5		3		17.9
	Mildred Hall School		15.5		1	2		.5		2	21.0
	École JH Sissons		16.75		1	1.75	.5	.5		5	25.5
	NJ Macpherson School		17		1	2		.5		5	25.5
	Range Lake North School		17		1	1.75	.75	.5		2	23.0
	William Macdonald Middle School		16.65		1	2	.75	.5			20.9
	École Sir John Franklin		32		2.5	5	.25	1			40.75
	<b>TOTAL</b>	7.5	114.9	1.5	8.5	16.9	4.75	3.5	3	14	174.6

**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												Total ILE		
	Regional IS Coordinator		Program Support Teachers <sup>3</sup>		Support Assistants	Support Assistants	Wellness Counsellors	Magnet Facilities	Total IS	Regional ILE Coordinator	IL Language Specialists	IL Language Specialists	Total ILE		
	A*	B†	A	B	A	B	B	B	A	B	A	B	A	B	
Regional Office	1	1				1				1	1	6.16	1	7.16	2
<i>Mildred Hall School</i>			2.15	3	3.98	6.5	1		6.13	10.5			4.15	4.15	5
<i>École J.H. Sissons</i>			2.72	2	5.04	2	.5		7.76	4.5					
<i>N.J. Macpherson</i>			2.5	2	4.63	6	.8		7.13	8.8					
<i>Range Lake North School</i>			2.42	3	4.48	5.5	1		6.9	9.5					
<i>William MacDonald Middle School</i>			2.02	2	3.74	3.3	.5		5.76	5.8					
<i>École Sir John Franklin High School</i>			3.25	3	9.93	8.5	1.75	5.0	18.68	18.25			2.25	2.25	5
<b>TOTAL</b>	<b>1</b>	<b>1</b>	<b>15.0</b>	<b>15</b>	<b>31.8</b>	<b>32.8</b>	<b>5.55</b>	<b>5.0</b>	<b>53.36</b>	<b>59.35</b>	<b>1</b>	<b>1</b>	<b>6.16</b>	<b>7.40</b>	<b>7.16 8.4</b>

Note: A\* - allocated; B† - budgeted.

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

### Completion of Staff Evaluations

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



## Appendix A: Operating Budget

### Yellowknife Education District No.1 STATEMENT OF REVENUES AND EXPENSES Annual Budget

	2018-2019 *Budget	2017-2018 Budget	2017-2018 Projected Actual
<b>OPERATING FUND</b>			
<b>REVENUES</b>			
<b>Government of the NWT</b>			
Regular Contribution	27,992,844	27,625,554	27,650,909
Other Contribution	623,000	740,000	948,000
Capital Contribution			
<b>Total GNWT</b>	<b>28,615,844</b>	<b>28,365,554</b>	<b>28,598,909</b>
<b>Federal Government</b>			
Property Tax Requisitioned	6,331,000	6,231,000	6,231,000
Other School Authorities	50,000	40,000	40,000
Education Body Generated Funds			0
Rentals	380,000	380,000	380,000
School Fees			0
Sales			0
Investment Income	110,000	110,000	110,000
Other	351,500	308,000	216,000
<b>Total Generated Funds</b>	<b>841,500</b>	<b>796,000</b>	<b>706,000</b>
<b>Transfers</b>			
Transfers from Capital Fund			
Other (Specify)			
<b>Total Transfers</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL REVENUES</b>	<b>35,838,344</b>	<b>35,432,554</b>	<b>35,575,909</b>
<b>EXPENSES</b>			
Administration	1,503,872	1,459,541	1,459,541
School Programs	23,376,306	23,601,487	23,644,842
Inclusive Schooling	6,480,631	6,076,426	6,076,426
Operations and Maintenance	3,358,270	3,162,804	3,282,804
Aboriginal Language/Cultural Programs	1,281,304	1,108,796	1,108,796
Accommodations (Nordic Arms)	197,500	197,500	297,500
<b>Transfers</b>			
Transfers to Capital Fund			
Transfer to DEA			
Other (Specify)			
<b>Total Transfers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Debt Services			
<b>TOTAL EXPENSES</b>	<b>36,197,883</b>	<b>35,606,554</b>	<b>35,869,909</b>
<b>SURPLUS (DEFICIT)</b>	<b>(\$359,539)</b>	<b>(\$174,000)</b>	<b>(\$294,000)</b>
<b>ACCUMULATED SURPLUS (DEFICIT)</b>	<b>1,063,313</b>	<b>\$1,542,852</b>	<b>\$1,422,852</b>

*\*(Approved Budget based on information received as of June 12, 2018)*

*(Deficit is for added teachers due to increased enrolment, Nordic Arms had a roof replacement in 2018)*

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

**Divisional Education Council/District Education Authority  
Details of Expenses - Consolidated  
Annual Budget**

	Administration	School Programs	Inclusive Schooling	Indigenous Languages and Education	Maintenance	Staff Accommodation	Total
<b><u>SALARIES</u></b>							
Teachers' Salaries	75,386	14,866,031	3,418,407	526,139			18,885,963
Instruction Assistants		1,463,564	2,135,934	110,467			3,709,965
Non Instructional Staff	999,755	2,009,024		104,382	461,897	24,000	3,599,058
Board/Trustee Honoraria	77,348						77,348
<b><u>EMPLOYEE BENEFITS</u></b>							
Employee Benefits/Allowances	102,584	2,432,728	631,790	141,513	117,292	0	3,425,907
Leave And Termination Benefits							0
<b><u>SERVICES PURCHASED /CONTRACTED</u></b>							
Professional/Technical Services	40,000	281,000	22,000	62,500	2,000		407,500
Postage/Communication	26,000	58,300		0	7,000		91,300
Utilities							0
Heating					800,000	35,000	835,000
Electricity					850,000	50,000	900,000
Water/Sewage					151,000	21,000	172,000
Travel		90,000		5,000			95,000
Student Transportation (Busing)		450,000	20,000	10,000			480,000
Advertising/Printing/Publishing	30,800						30,800
Maintenance/Repair	1,000	59,900	10,000	59,789	701,081	67,000	898,770
Rentals/Leases	5,000	223,613					228,613
Other Contracted Services	84,000	531,325	80,000	173,004	263,000		1,131,329
<b><u>MATERIALS /SUPPLIES /FREIGHT</u></b>							
Materials	56,999	889,122	162,500	88,510		500	1,197,631
Freight	5,000	21,699			5,000		31,699
<b><u>TRANSFERS TO CAPITAL</u></b>							
<b>TOTAL</b>	<b>1,503,872</b>	<b>23,376,306</b>	<b>6,480,631</b>	<b>1,281,304</b>	<b>3,358,270</b>	<b>197,500</b>	<b>36,197,883</b>



**Divisional Education Council/District Education Authority**  
**Schedule of Approved Person Years**  
**Annual Budget**

	<u>2018/2019</u> <u>Person Years</u>
<b>Administration Staff</b>	7.50
<b>Territorial Schools:</b>	
Teachers	113.90
Consultants	1.50
Librarians	3.50
Secretaries	8.50
Custodians	16.90
Junior Kindergarten Early Childhood Inst	14.00
<b>Other - Technology</b>	3.00
<b>Other - French Teachers &amp; Eas</b>	4.75
<b>Other - Outreach counsellor</b>	1.00
<b>Inclusive Schooling:</b>	
Regional Coordinator	1.00
Program Support Teachers	15.00
Support Assistants	32.80
Counsellors	4.55
<b>Other - Magnet Positions</b>	5.00
<b>Other - Education Psychologist</b>	1.00
<b>Indigenous Languages and Education:</b>	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	7.40
<b>Other -Maintenance</b>	5.00
<b>Total Person Years</b>	247.30





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

**Yellowknife Education District No.1  
Details of Indigenous Languages and Education Expenses  
Annual Budget**

	<b>General Indigenous Languages and Education</b>	<b>Teaching and Learning Centres</b>	<b>Community Support</b>	<b>Total</b>
<b><u>SALARIES</u></b>				
Regional Coordinator	121,177	110,932		<b>232,109</b>
Language Instruction	323,833			<b>323,833</b>
Non Instructional Staff	76,727		108,318	<b>185,045</b>
Elders in Schools	40,000			<b>40,000</b>
<b><u>EMPLOYEE BENEFITS</u></b>				
Employee Benefits/Allowances	103,168	13,006	25,340	<b>141,514</b>
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>				
Professional/Technical Services	68,500			<b>68,500</b>
Travel	10,000			<b>10,000</b>
Advertising/Printing/Publishing				<b>0</b>
Rentals/Leases				<b>0</b>
Other Contracted Services	189,176			<b>189,176</b>
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>				
Materials	35,065	56,062		<b>91,127</b>
Freight				<b>0</b>
<b>TOTAL</b>	<b>967,646</b>	<b>180,000</b>	<b>133,658</b>	<b>1,281,304</b>

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

**Yellowknife Education District No.1  
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
<b>Budget Distribution</b>						
Regional Office	142,812	133,452	310,935	56,062		643,261
Mildred Hall School		225,515	0	123,938	69,728	419,181
Ecole Sir John Franklin High School		43,980	94,149		63,930	202,059
Ecole William MacDonald Middle School		3,033				3,033
Ecole JH Sisson School		3,906				3,906
NJ Macpherson School		4,302				4,302
Range Lake North School		5,562				5,562
<b>TOTAL</b>	<b>142,812</b>	<b>419,750</b>	<b>405,084</b>	<b>180,000</b>	<b>133,658</b>	<b>1,281,304</b>

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

	<b>General Inclusive Schooling</b>	<b>Staff Development</b>	<b>Assistive Technology</b>	<b>Magnet Facilities</b>	<b>Total</b>
<b><u>SALARIES</u></b>					
Regional Coordinator	147,538				<b>147,538</b>
Program Support Teachers	1,697,208			127,438	<b>1,824,646</b>
Counsellors	525,301				<b>525,301</b>
Education Psychologist	127,438				<b>127,438</b>
Teachers				358,696	<b>358,696</b>
Support Assistants	2,122,390			48,406	<b>2,170,796</b>
<b><u>EMPLOYEE BENEFITS</u></b>					
Employee Benefits/Allowances	933,488			98,228	<b>1,031,716</b>
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>					
Professional/Technical Services	0	123,000			<b>123,000</b>
Travel		15,000			<b>15,000</b>
Other Contracted Services	112,000				
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>					
Materials			15,000	29,500	<b>44,500</b>
Freight					<b>0</b>
<b>TOTAL</b>	<b>5,665,363</b>	<b>138,000</b>	<b>15,000</b>	<b>662,268</b>	<b>6,480,631</b>