



Ndilo District Education Authority Annual Report for 2017-2018 School Year

September 28, 2018



Table of Contents

Purpose of the Annual Report.....	3
Ndilo District Education Authority Operating Environment.....	3
Ndilo District Education Authority Governance.....	6
Language, Culture and Identity.....	8
Health, Wellness and Student Support.....	9
Teaching and Learning.....	10
Student Outcomes and Success.....	12
Human Resources Management.....	15
Appendix A: Audited Financial Statements	19



Purpose of the Annual Report

The Ndilo District Education Authority Annual Report for the 2017-2018 school year was prepared in compliance with the *Financial Administration Act* that requires NWT Education Bodies to 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.

Annual Report 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 Annual Report is to ensure that Education Bodies remain accountable to their Operating Plans.

Ndilo District Education Authority Operating Environment

School Profiles and Student Enrolment

The Ndilo District Education Authority (NDEA) consists of one school that houses approximately 110 students in 2018-2019 school year. K'alemi Dene School (KDS) has been operating since 1998. It began with only kindergarten to grade three and over the years, has grown to include junior kindergarten (JK) to grade 12. KDS follows all NWT curriculum with a special emphasis on Dene Kede to ensure Wilhìdeh language and culture is integrated as much as possible. The following lists key programming at KDS:

- *KDS is an English school that offers Wilhìdeh Yatì classes to all JK to grade 12 students.*
- *A special emphasis is placed on the integration of Indigenous language and culture, specifically Wilhìdeh language and culture, using the Dene Kede curriculum and Dene seasonal calendar.*
- *Students and staff have multiple opportunities throughout the school year to participate in cultural experiences, including: berry harvesting, fishing with nets, trapping and snaring, duck plucking and more.*
- *KDS offers Wilhìdeh Yatì lessons to high school students in intensive three-week blocks, three times per year.*
- *KDS offers small class sizes to maximize learning.*
- *KDS provides a breakfast, snack and hot lunch program for all students.*

- *KDS provides transportation for students that live in Yellowknife, at no cost to families.*
- *Multiple travel opportunities for sports, high school travel club and outside programs like Northern Youth Abroad are offered to students.*
- *A Resiliency and Leadership Program is offered to provide KDS students with leadership opportunities.*
- *The school offers many extracurricular activities like traditional games, volleyball, Brownies, soccer, skiing, mountain biking, and more.*

Table 1 below provides an overview of the school, while Table 2 provides information on student enrolment in the school in the completed school year.

Table 1: Ndilo District Education Authority School Profiles 2017-2018.

School	Community	Grades Offered	Student Enrolment (FTE) ¹	Teaching Staff (PY) ²
<i>K'alemi Dene School</i>	<i>Ndilo</i>	<i>JK-12</i>	<i>110</i>	<i>12.25</i>

Table 2: Student 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
KDS	7	11	9	10	9	7	11	7	8	7	4	5	12	3
DEC Total	7	11	9	10	9	7	11	7	8	7	4	5	12	3

Student and Teacher Population

K'alemi Dene School's school population is 100% Indigenous. The large majority of students are Yellowknives Dene First Nation while other students identify as Dene with a small number of Inuit students. This greatly influences the programming offered at K'alemi Dene School and is a priority to the Ndilo District Education Authority. We strive to offer many culturally appropriate programs and lessons including weekly Willhìdeh Yatì lessons with a fluent speaker, seasonally appropriate culture camps and integrated lessons using Dene Kede.

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

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

As needed, Student Support Plans are developed in compliance with *NWT Ministerial Directive on Inclusive Schooling*. Student Support Plan programming for students is developed based on student profiles, teacher observations and assessments. Professional development is planned based on students' needs to help staff learn and develop to provide the best programming possible. The Program Support Teacher works with classroom teacher for 60% of her schedule. During the 2017-18 school year:

- 18% students were on Regular Grade Level Student Support Plans with Accommodations.
- 17% students were on Modified Students Support Plans.

Being so close to the community of Yellowknife, K'alemi Dene School often attracts families from Yellowknife. We offer bus service, which the 2017-18 school year included to three bus routes for approximately 60 students.

KDS maintains a teaching staff of five (5) JK to grade eight teachers, two and a half (2.5) high school teachers and three (3) educational assistants, one (1) program support teachers and one (1) principal. We are fortunate to have low staff turnover that allows us to focus on long term goals that encourage sustainable changes to our programming. Six (6) members of our staff have been employed at KDS for five (5) years and another six (6) staff members 10 or more years.

Ndilo District Education Authority Governance

Governance

The NDEA is an independent legal and accounting entity with an elected Education Authority as stipulated in Section 82 of the Education Act. The Education Authority has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

The NDEA is made up of seven elected members with its Chairperson directly reporting to the Minister of Education, Culture, and Employment. The member terms are as laid out in the NWT Local Elections Authorities Act. DEA members are required to be of legal voting age, and live in Ndilo for a period of one year prior to running for NDEA. Members serve a three year term, and are able to run as many times as they would like; provided that they meet the criteria mentioned above. Members are required to attend all DEA meetings and if not able to attend must call with regrets.

The NDEA is very unique in that it does not employ a comptroller, maintenance staff, or human resource (HR) personnel. Therefore, the principal's role includes overseeing an annual external audit, as well as an education authority and its general organization, management and growth.

As the NDEA is site-based-managed for funding, much of the day-to-day responsibility for KDS belongs to the principal; in consultation with the DEA. The building is owned by the Government of the Northwest Territories so frequent interactions with other levels of government, contractors, etc. is a part of this role. The principal also takes day-to-day responsibility for the bus contract, and acts as a liaison with visiting professional and contractors in addition to the responsibilities delegated to a principal.

As the DEA contracts only Superintendent services from YK1, in many cases, the principal is responsible for direct-correspondence on behalf of the NDEA; frequently completing reports and documents required by larger DEC's. Examples include: ECE's Accountability Framework and its associated Operating Plan and Annual Report, Safe Schools Plan, and the Inclusive Schooling Compliance Tool. This is important to note; as the principal also has teaching responsibilities and is responsible for completing tasks that are undertaken by entire district offices in other parts of the territory.

Governance Training

The NDEA has built professional development into their regular meeting agendas. At each regular meeting, the NDEA reads and discusses a section of ECE's *DEA and DEC Member Handbook: 2016-2017*. NDEA members attend pertinent conferences when necessary. In 2017-18, the NDEA Chairperson attended Indspire's National Gathering for Indigenous Education. NDEA members share the information they have gathered from their conferences and then share it with all Trustees

during their regular meetings. Meetings are also set-up with the KDS principal to discuss what was learned during conferences and how it fits into K'alemi Dene School's Mission and Vision statement.

District Education Authority Meetings

Table 3: DEA Meetings Schedule.

Meeting Number	Planned Date	Planned Location	Did the meeting take place as planned? (Yes/No)	If no, explain why.
1	Oct 5, 2017	KDS	Yes	
2	Oct 25, 2017	KDS	Yes	
3	Dec 6, 2017	KDS	Yes	
4	Jan 24, 2018	KDS	Yes	
5	Feb 28, 2018	KDS	Yes	
6	Apr 25, 2018	KDS	Yes	
7	May 23, 2018	KDS	Yes	
8	June 20, 2018	KDS	Yes	

Language, Culture and Identity

Outlined below are achievements on programs and activities implemented to support the development of language, culture and sense of identity.

1. Dedicated Planning Time for Language and Culture

Priorities in the 2017-2018 school year:	Dedicated planning and reflection time in the KDS schedule so that the Dene Kede curriculum and Indigenous perspectives are included in unit plans and classroom lessons.
Achieved results:	<ul style="list-style-type: none"> • All JK-grade 8 teachers met monthly with Indigenous Language and Culture Coordinator and School Elder to plan and integrate Dene Kede curriculum and Indigenous perspectives. • All long-range plans and course outlines included a Dene Kede integrated component. • Two professional development days were dedicated to learning about integrated planning with time dedicated for unit and lesson planning. All teachers were present and participated.

2. Adult Wìlìideh Yatì Class

Priorities in the 2017-2018 school year:	Added an adult Wìlìideh Yatì class for classroom teacher and support staff. These classes included Wìlìideh Yatì basics, most used classrooms phrases and review of language from classes that followed ECE's <i>Our Language Curriculum</i> .
Achieved results:	<ul style="list-style-type: none"> • All teachers, educational assistants and support staff participated in adult Wìlìideh Yatì classes 3 times per month, unless excused for other work reasons.

3. Our Language Languages Curriculum Pilot

Priorities in the 2017-2018 school year:	Participate in ECE's pilot of a new Language Curriculum.
Achieved results:	<ul style="list-style-type: none"> • Language Instructor and Indigenous Language and Culture Coordinator participated in all relevant in-services and meetings required by ECE. • Our Language Curriculum was used as the primary curriculum document to teach JK to grade 12 language classes and was reflected in long range plans.

Health, Wellness and Student Support

Outlined below are achievements on programs and activities implemented to support health and wellness of our students and teachers, meet diverse needs of our learners, and create an inclusive learning environment.

1. Hire Community Counselor

Priorities in the 2017-2018 school year:	For the 2017-18 school year, KDS will hire a community counsellor to work one-on-one with students, small groups and with classes.
Achieved results:	<ul style="list-style-type: none"> Community Counselor was not hired. KDS was included in ECE's Northern Counseling and Therapeutic Services (NCTS) project. KDS will continue with NCTS until 2020 when a Child and Youth Counsellors are hired. A trained counselor visited KDS four times throughout the 2017-18 school year for one-week visits. During visits, counsellor worked with students, families, and teachers to provide one-on-one support. Due to the small number of students it is not possible to report on participations rates. During visits, counsellor worked with students, families, and teachers to provide small group workshops. Each JK-grade 12 classroom had the opportunity to meet and plan with the counsellor at least once throughout the year to implement workshops.

2. Develop Procedures for Responding to Bullying

Priorities in the 2017-2018 school year:	KDS developed procedures for responding to and documenting issues of bullying. Our process includes ways to appropriately and sensitively support the person who has been bullied and how to help the person who did the bullying to learn and grow. It will include a documentation process so that we can ensure each incident and its investigation is recorded.
Achieved results:	<ul style="list-style-type: none"> Google Form was developed to report bullying. Procedures were developed and implemented to monitor and document student behaviour, including bullying. Behaviour specialist was contracted to work with staff three times during the 2017-18 school year. Consultant met with School Based Support Team to discuss specific cases and provided a half day professional development session to all staff about behaviour observations and recording. KDS Safe and Caring School Committee met four times during the 2017-18 school year to review data collection and monitor programming. This data was used to make decisions regarding the coordination and implementation of Positive Behaviours Intervention Systems.

Teaching and Learning

Outlined below are achievements on programs and activities implemented to support excellence in teaching and professional development of our educators.

1. Continued Implementation of KDS Literacy Plan

Priorities in the 2017-2018 school year:	During the 2016-17 school year, the KDS literacy committee (volunteered classroom teachers, program support teacher, administrator and literacy coach) developed a KDS Literacy Plan that includes best practices that will be used in each JK-8 classroom. The literacy committee developed a common set of beliefs about children, learning and literacy development. Then they researched and developed a list of best practices that would be used from JK-8.
Achieved results:	<ul style="list-style-type: none"> • Professional Development was provided to all JK to grade 8 classroom teachers. • Literacy and learning centres were used in 100% of JK to grade 8 classrooms, during the school year. • 100% of JK to grade teachers completed all mandatory assessments; results will not be reported due to the small population size, but are used internally for planning purposes. • 100% of classroom teachers used “Assessment to Instruction” during professional learning communities. • Daily reading and writing blocks were part of every schedule in JK to grade 8. Improvements were noted however KDS population is too small to report on. • Students were provided with meaningful and authentic writing tasks to motivate rich writing including Science Fair projects that were integrated with northern content, projects about Treaty 8 and narrative writing about mysterious real events.

2. Increasing Oral Language in the Early Years

Priorities in the 2017-2018 school year:	For the 2017-18 school year, KDS implemented an oral language pilot project in our Junior Kindergarten-Kindergarten class. This pilot project enhanced our play-based, early childhood program by embedding oral language into every aspect. A private Speech and Language Pathologist was contracted to work with our classroom teachers and implement The Hanen Centre’s Learning Language and Loving It Program.
Achieved results:	<ul style="list-style-type: none"> • JK-K Classroom teacher and Early Childhood Educator completed the program. • Those who participated in the program increased their knowledge and ability to increase oral language development in young children as evidenced by the video coaching and program rubrics.

3. Indigenous Education, Literacy & Numeracy: Professional Learning Communities

Priorities in the 2017-2018 school year:	Time for Professional Learning Communities was built into the weekly KDS schedule. Classroom teachers met weekly (except when Culture Camp were running) in small groups with the program support teacher. Teachers
---	---

Achieved results:

completed “Assessment to Instruction” to examine assessment data and determine their students’ strengths and stretches. Then they set goals for their students based on curricular needs, and developed a plan to meet those goals. Plans have been included in the 2018-19 *Strengthening Teaching Instructional Practices* to include high school teachers.

- All JK to grade 8 teachers completed 3 rounds of “Assessment to Instruction”. During each cycle, teachers adjusted their teaching and saw improvements in each area.
- 100% of JK to grade 8 teachers met weekly to examine and reflect upon their classroom learning intentions and assessments.
- Weekly time scheduled in the KDS timetable for professional learning communities.

Student Outcomes and Success

Outlined below are results on programs and activities implemented to support academic achievement and to improve student attendance.

1. KDS Literacy Plan

Priorities in the 2017-2018 school year:	As discussed in the Teaching and Learning section, KDS implemented the Literacy Plan from 2016-17. The plan was implemented during the 2017-18 school year. It is meant to provide a consistent approach to the way literacy is taught in JK to grade 8. At this time, it is too early to determine the effectiveness of the KDS Literacy Plan. KDS will continue to collection assessment data and implementation will be monitored in upcoming teacher evaluations.
Achieved results:	<ul style="list-style-type: none"> Professional development was provided for all JK-grade 8 classroom teachers.

2. Wìlìdeh Yatì Integrated Programming

Priorities in the 2017-2018 school year:	As we are an Indigenous school, we incorporate Wìlìdeh Yatì and Dene culture and beliefs into teaching and learning. We have a full-time Indigenous Coordinator that works closely with our school Elder, Cultural Instructors, community members and classroom teachers to plan and implement integrated programs.
Achieved results:	<ul style="list-style-type: none"> Students were taught to use Wìlìdeh Yatì in daily conversations. This included: “How are you”, “How is the weather”, “Can I have snack”. All teachers, Educational Assistants and support staff participated in adult Wìlìdeh Yatì classes 3 times per month, unless excused for other work reasons. 100% of grade one to 12 students had the opportunity to attend Cultural Experiences six times during the 2017-18 school year. All JK-grade 8 teachers met monthly with Indigenous Language and Culture Coordinator and School Elder. High school teachers developed scheduled time for students to participate in culture camps and workshops like the Arctic Indigenous Wellness Foundation. All long-range plans and course outlines included a Dene Kede integrated component. Two professional development days were dedicated to learning about integrated planning with time dedicated for unit and lesson planning. All teachers were present and participated.

3. Assessment

Priorities in the 2017-2018 school year:	KDS gathered and organized assessment data to effectively inform our programming decisions and teachers’ lessons. To support teachers in collecting a triangulation of assessment data, we worked with a contractor and completed a number of professional development initiatives that focus on Assessment for and as learning. These assessments are not mandated at the high school level. High school teachers are responsible for developing
---	---

Achieved results:	<p>assessments related to the courses they are teaching.</p> <ul style="list-style-type: none"> • All JK to grade 9 teachers implemented and collected assessment data three times during the 2017-18 school year, as prescribed. Due to the small sample size, it is not possible to report on these assessments. • All JK to grade 9 teachers completed 3 rounds of “Assessment to Instruction” • All high school teachers developed assessments specific to their courses and used other assessments as needed.
--------------------------	---

4. Monthly Circle Ceremony

Priorities in the 2017-2018 school year:	KDS holds a Circle Ceremony to recognize all of our students’ hard work. Each class celebrates cultural participation, perfect attendance as well as literacy, numeracy, and physical education accomplishments.
Achieved results:	<ul style="list-style-type: none"> • All KDS teachers recognized students each month for their accomplishments in the areas of Wilhìideh language and culture, literacy, numeracy, virtues, physical education and attendance. Approximately 8 students/class.

5. KDS High School Broadening Horizon’s Trip

Priorities in the 2017-2018 school year:	Regular, consistent attendance remains the biggest challenge for our high school students. In order to encourage regular attendance, we organized a year-end trip. Students fundraised throughout the year. To participate in this trip, students were required to maintain good academic standing (pass all of their courses), maintain a positive attitude and attend school 80% of the time.
Achieved results:	<ul style="list-style-type: none"> • KDS students, who met the travel requirements, traveled to Ontario and Quebec in May 2018. Due to small population size, we cannot report on numbers.

6. Daily Phone Calls Home

Priorities in the 2017-2018 school year:	KDS staff continued to make daily phone calls to and provide support to families where needed. This daily contact with families helps them to know that their children and their children’s education are priorities at KDS. The calls are made every day at 9:30 am and are recorded for attendance purposes. For families who struggle with attendance, we work closely to provide supports tailored to their needs.
Achieved results:	<ul style="list-style-type: none"> • Barring staff absences, attendance phone calls were made daily and recorded. • KDS families were reminded that their children are missed when not at school, strengthening the relationship between school and families. • Student absences were excused and student location confirmed for safety.

7. Transportation

Priorities in the 2017-2018 school year:	KDS provided transportation to approximately 55 students living in Yellowknife using a small school bus and a 15-passenger van, without any costs to families. KDS has provided transportation for families since 1999.
---	---



Achieved results:

- KDS students, living in Yellowknife, had access to transportation to and from school. This makes it easier for families living in YK to access KDS.

8. Breakfast and Snack Program

Priorities in the 2017-2018 school year: Since 2010, KDS has provided students with a formal breakfast program. It is a very simple menu of cereal and yogurt with fruit being offered at 10:30 for snack. With the generous support of a local business who donates eggs KDS is able to offer hot breakfast 4 times per month. This program ensures that students start their day with a full stomach.

Achieved results:

- All KDS students have access to a healthy breakfast and snack daily.
- The majority of students participate in the KDS food program, formal participation rates are not maintained.

9. Active After School

Priorities in the 2017-2018 school year: Our school delivered a wide variety of Active After School Programs including a widely successful skiing program (over 30 skiers), mountain biking, snowboarding and a variety of other sporting events. Participation rates are difficult to maintain as transportation and number of volunteers affect the number of students who may participate.

Achieved results:

- KDS students had opportunities to participate in after school programming like skiing, mountain biking, snowboarding, soccer, volleyball, archery and table tennis.
- KDS staff volunteered their time to make afterschool activities possible.

10. Participation in Sporting Events

Priorities in the 2017-2018 school year: KDS participated in a wide variety of sporting events and trips. Students traveled for soccer, volleyball, badminton, table tennis, cross country running and track and field. They also attend a number of tournaments in Yellowknife. Participation in these activities was dependent upon students' regular attendance, positive attitude in school and academic success.

Achieved results:

- KDS students had multiple opportunities to participate in sports like volleyball, soccer, track and field, archery and more. All students have the opportunity to participate in school sports. Depending on the popularity of the sport and number of students in each age category, approximately 75% of students participated in sports teams.
- Students who participated in these activities demonstrated regular attendance and positive attitudes towards life and learning.

Human Resources Management

School Staff Recruitment and Retention

Ndilo District Education Authority is responsible for ensuring that schools are resourced to meet the priorities and needs of students. Tables below provide details on budgeted and actual General School, Inclusive Schooling, and Aboriginal Language staff for the 2017-18 school year.

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

		General School Staff									
		Regional Office Administration	Teachers*	Consultants	Secretaries	Custodians	Wellness Counsellors	Bus Drivers	Cooks	School Administration	Total
Budget	Regional Office										
	<i>K'alemi Dene School</i>	0.25	9.9	0.25	0.4	1.08	0.25	0	0	0	12.13
	TOTAL	0.25	9.9	0.25	0.4	1.08	0.25	0	0	0	12.13
	<i>K'alemi Dene School</i>	0.25	10.25	0	0	1	0	0.7	0.8	0.5	13.75
	TOTAL	0.25	10.25	0	0	1	0	0.7	0.8	0.5	13.75

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

Please see the 2017-18 budget and audit for the increase in staffing.

Table 5: Budgeted and Actual Person Years for Inclusive Schooling and Aboriginal Language Staff.

School	Inclusive Schooling (IS) Staff										Aboriginal Language (AL) Staff			
	Regional IS Coordinator		Program Support Teachers ³		Support Assistants		Wellness Counsellors		Magnet Facilities		Total IS Staff		Total AL Staff	
	B [‡]	A ^{**}	B	A	B	A	B	A	B	A	B	A	B	A
Regional office														
K'alemi Dene School	0.5	0.5	1.0	1.0	1.68	3.0	0.25	0	n/a	n/a	3.43	4.5	1.77	2.5
TOTAL	0.5	0.5	1.0	1.0	1.68	3.0	0.25	0	n/a	n/a	3.43	4.5	1.77	2.5

Note: B[‡] - budgeted; A^{**} - actual.

Table 6: Compliance of Program Support Teachers and Support Assistants staffing with the *Ministerial Directive on Inclusive Schooling*, by school.

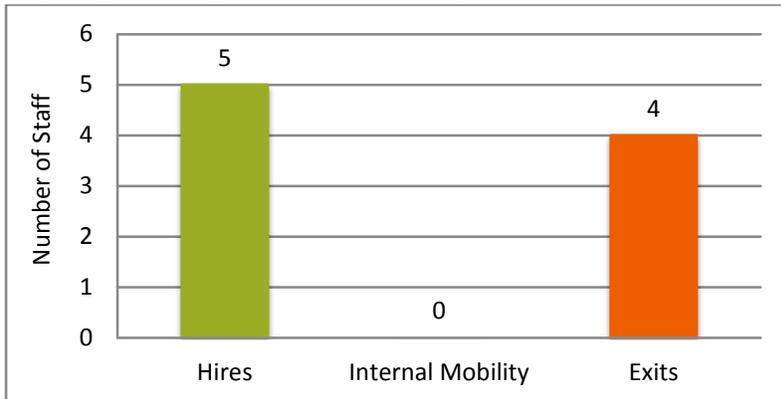
	Program Support Teachers	Support Assistants	Where not in compliance:	
			Reason(s) for noncompliance	Strategies used to mitigate effects of noncompliance
K'alemi Dene School	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant		

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

Staffing Actions

Figure below illustrates staffing actions for all education staff in Ndilo District Education Authority for the 2017-18 school year. Hires include all staffing actions that result in education staff entering Ndilo District Education Authority.. Exits include all staffing actions that result in education staff leaving Ndilo District Education Authority.

Figure **[Number]**: Education Staffing Actions.



Note: Education staff refers to principals, teachers, support assistants and program support teachers.

Five staff members were hired for the 2017-18 school year to replace exiting and transferring staff. Positions included: two classroom teachers, one program support teacher, one educational assistant and one language instructor. There was no internal mobility during the 2017-18 school year. At the end of the year, there was a combination of staff members going on different types of leaves and exiting. Based on School Funded Formula and the needs of our students and families, the Ndilo District Education Authority will continue to hire as needed. The Ndilo District Education Authority is fortunate to use the resources of Yellowknife Education District No. 1 when hiring.

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 2017-2018 school year, two of education staff in Ndilo District Education Authority underwent performance reviews. Table 7 shows details on the number of planned and actual evaluations of education staff who were in their evaluation year in 2017-2018.

Table 7: Education staff that underwent evaluations in 2017-2018 school year.

Number of education staff in their evaluation year	Actual (accounts for any change post-June 30 submission of final Operating Plan)	Number of education staff in their evaluation year that underwent performance reviews	Completion Rate
2		2	100%

Appendix A: Audited Financial Statements
