



The Dettah District Education Authority Operating Plan for 2018-2019 School Year June 30, 2018



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Purpose of the Operating Plan

The Dettah District Education Authority Operating Plan for the 2017-2018 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 operating Environment

School Profiles and Student Enrolment

The Dettah District Education Authority consists of *one* school that will house approximately up to fifty students in 2018-2019 school year.

The DDEA holds authority over one school, Kaw Tay Whee School, The community school of Dettah, and also contracts and funds a bus for students attending school in Yellowknife beginning in grade 9.

Our school serves junior kindergarten to grade twelve students; and also offers a Willideh language program and limited CTS credits. Most grade nine students leave the school to attend high school in Yellowknife. At times, parents of grade nine students following an IEP may request that their child remain at KTW in order to continue to work on IEP goals. In consultation with the family and student, and the DEA the school tries to accommodate such requests, whilst ensuring that a plan to move forward with transitioning to high school also occurs if and when possible.

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

Table 1: Dettah District Education Authority School Profile 2017-2018.

School	Community	Grades Offered	Enrolment (FTE) ¹	Teaching Staff (PY) ²
Kaw Tay Whee School	Dettah	JK-12	47.0	6.0

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

School	Grades													
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
KTW	1.0	3.0	3.0	3.0	3.0	4.0	7.0	2.0	4.0	2.0	3.0	12.0	6.5	2.5
DEA Total	1.0	3.0	3.0	3.0	3.0	4.0	7.0	2.0	4.0	2.0	3.0	12.0	6.5	2.5

Student and Teacher Population

Kaw Tay Whee School currently employ 3 full time classroom teachers; one Aboriginal Language Teacher, 1 Program Support Teacher, and one teaching principal/Regional Inclusive Schooling Coordinator. Students are offered physical education, art and music. The school employs a .50 custodian.

Uniquely, our school is comprised of multi-age groupings; which means that each classroom teacher is responsible for a minimum of three grades. 50% of our teaching staff have been employed at the school for ten or more years, which has assisted with maintaining consistency in school climate, culture and programming.

Due to the small size of the community and external challenges such as housing availability, and number of births per year, the enrolment at the school can be volatile, and unpredictable. This requires the DEA and school team to be flexible in some of their planning in order to accommodate who arrives at the school on the first day. This is important to ensure inclusivity and optimal programming for all students.

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.

Dettah District Education Authority Governance

The Dettah District Education Authority began contracting superintendency services from Yellowknife Education District Number One under the Education Act of the government of the Northwest Territories in 2003; prior to that date, the Dettah District Education Authority was serviced by the now non-existent Dogrib Divisional Education Council beginning in 1968.

The main objective of the Dettah District Education Authority is to work carefully with school team members and parents to ensure high quality educational opportunities are offered in the community from junior kindergarten to grade eight, and that students attending grades 9-12 in Yellowknife also have their educational needs met. This year, the Dettah District Education Authority and school developed a small high school program for students in grade ten to twelve, targeting students who left school early, or did not earn credits.

The Dettah District Education Authority is primarily responsible for Kaw Tay Whee School, the community school of Dettah. Enrolment at the school has varied from year to year, with 2015 being the highest enrolment in 13 years at 37.0 FTE students by the funding deadline.

Enrolment at the school varies based on families physically moving in and out of Dettah, and this can present challenges for the school budget, as it can have a large impact on the funding from year to year as the funding formula is based largely on enrolment.

Current Dettah District Education Authority Members:

Rebecca Plotner – Chairperson
James Sanderson – Member
Beatrice Sangris – Member
Mary Laurie Tobie – Member
Tina Crookedhand – Member
Angela Lafferty – Vice Chairperson
Eileen Drygeese – Member

Support Members for this Education Authority Include:

Metro Huculak – Superintendent of Yellowknife Educational District #1
Lea Lamoureux – Principal of Kaw Tay Whee School
Sally Ann Drygeese - Administration/Wiilideh Language Teacher

The DDEA meets on a monthly basis, with occasional extra meetings should an identified and specific need arise; for example an unexpected issue with staffing, funding, or a serious event in the school or community requiring action or assistance on the part of the members. The DEA may also meet for Education Authority development.

In addition to meeting as a whole, the Dettah District Education Authority has two main committees, comprised of the hiring committee and the finance committee. Each committee has two members, and the chairperson may attend these meetings at his or her discretion.

A core value of the Dettah District Education Authority is collaboration and partnership with the school administration, the committees meet on an as-needed basis, and conduct business in collaboration with school management/administration.

The member terms are as laid out in the Local Elections Authorities Act, and the DEA employs one person. All other staff are employed by Yellowknife Education District Number One. DEA members are required to be of legal voting age, and to live in Dettah for a period of one year prior to running for a position. Members follow 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 meetings; and if not able to attend must call with regrets.

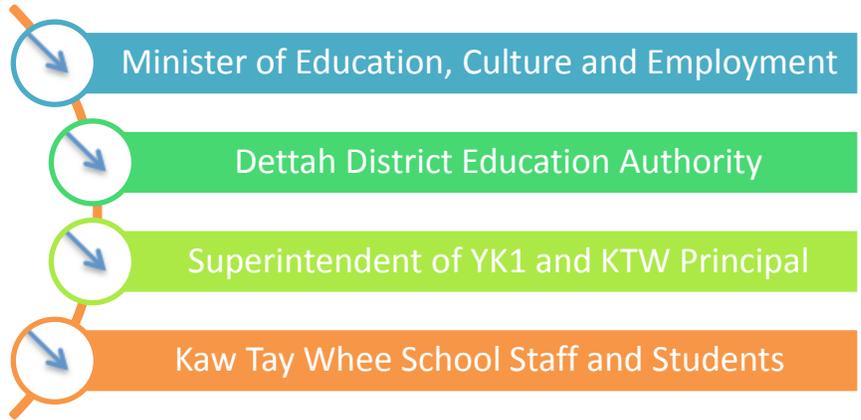
The DEA is very unique in that it does not employ a comptroller, maintenance staff, or HR personnel. Therefore, the principal's role also includes overseeing an annual external audit, a DEA and it's general organization, management and growth.

As the DEA is site-based-managed for funding, much of this day-to-day responsibility also 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 as well. The principal also takes day-to-day responsibility for the bus contract, and acts as a liaison with visiting professional and contractors.

As the DEA contracts only superintendency services from YK1, in many cases, the principal is responsible for direct-correspondence on behalf of the DDEA; frequently completing reports and documents required by DEC's. Some examples of this would include The Accountability Framework/Operating Plan,

The 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.

Dettah District Education Authority Functional Organizational Chart



Governance Training

The Dettah District Education Authority will be in a transition year during 2018-2019, as it is an election year. As such, depending on the number of new members, governance training may vary.

Should there be a number of new members, training may be related to the GNWT DEA Governance Handbook, the Financial Administration Manual, the Education Act, Communication Styles, Conflict Resolution, and, or Visioning and Future Planning.

The new DEA, with support from the school principal and superintendent will establish their plans when the election is complete.

Should the DEA wish to receive training from the Department of Education, they will let their needs be known in a timely manner so as to facilitate a convenient time for all.

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 Collaborative Professional Learning

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Staff at Kaw Tay Whee School will collaborate to examine assessment data from reading assessments and school-wide math journals. They will assess student writing samples twice yearly, in a small groups, and will plan for next steps in instruction and assessment.</p> <p>The leadership team has identified that many teachers are not experienced in teaching three or more grade levels of students in one classroom in a small community school setting; and in ensuring that all students are included in an authentic manner has built in several supports. These supports are listed as performance targets below.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Collaborative planning of whole-school assessments related to reading, writing, mathematics, and acquisition of the Willideh language will occur during 50% of STIP days and a minimum of one other time each term; including use of time during STIP days to work in teams to make specific plans for students related to personalized learning • Under the shared guidance of the principal, RISC, and PST, the school team will collaborate as a whole to ensure that all needs of teachers are being met during 100% of SBST Meetings • The major emphasis of STIP time next year will be focused between strengthening inclusive schooling practices and documentation, as well as the use of common assessments (school-wide write, F&P reading assessment, Willideh Language Assessment Tool, meaningful integration of the Dene Kede, and school-wide math problem solving experiences.) • Teachers will engage in collaborative discussion and planning about supporting the mental health needs in our building as well <p>In terms of collaborative professional learning (e.g., professional learning communities, collaborative curriculum/lesson plan development, collaborative teamwork) the following is planned:</p> <ul style="list-style-type: none"> • 100% of the team will participate in completing and discussing school-wide assessments

- 100% of teaching staff will work in small teams to build opportunities for team-teaching and modeled lessons
- 100% of school staff will work with NCTS and other professionals related to mental health and how to best support students, family members, and each other
- We currently follow a “daily de-brief” model at our school; where we discuss as an entire staff the strengths of the day, and the challenges related to instruction, behavior, or needs. This allows us to plan for the following day with more support and collaboration.
- We use the SBST format twice to three times each term, in addition to class reviews to discuss inclusive schooling strengths, needs, and challenges and to plan collaboratively for next steps.
- The principal/RISC/PST often hold individual meetings with teachers throughout each term (2 or three times) to collaboratively plan units of study, assist with interpreting assessment data, and to plan for students with SSP/IEPs.
- When a crisis occurs, our team will meet to hold a specific informal de-brief about the situation. This has assisted us in retaining staff over the years. We have had a number of very serious incidents (deaths, serious incidents, etc.) that have impacted our community, and in working together, we are better able to support our students, family, and community. Time for this work is incredibly important as our school is so often in the role of “system navigator”. It is not possible to quantify the number of meetings in advance.
- Teachers will collect and examine school-wide assessment data 3X each year; and more often if deemed appropriate; including standard reading, writing, assessments, and then will collaborate to examine assessment data and plan next steps for student learning

1.2 Regional Professional Development

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Following best-practice and research; adults learners require choice in order to be engaged, motivated, and to ultimately have their practice be positively impacted to support student learning.</p> <p>As we know that in addition to collaborative school and region-wide professional development and training opportunities, each member of our education staff in our school has different professional learning goals and paths, we support independent study, including course work related to the areas of:</p> <ul style="list-style-type: none"> • Student academic learning • Indigenizing education • Mental health and wellness • Action-research in education • Inclusion • Supporting families and community <p>The Dettah District Education Authority takes a personalized approach to professional development planning to best serve our students and prepare our education staff.</p> <p>Accessing learning opportunities outside of school hours, yet aligned with school/DEA goal areas will allow for an improvement in instruction and learning;</p> <p>Accessing learning opportunities outside of school hours, yet aligned with school/DEA goal areas will allow for an improvement in student learning and community engagement</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • We aim for 75% of our team to engage in coursework related to the above areas • We aim for 75% of our team to engage in professional development related to mental health

1.3 Evidence Examination to Support Student Assessment During each Reporting Period

<p>Program description, implementation strategy and relevance to regional priorities in the 2018-2019</p>	<p>Staff at Kaw Tay Whee School are committed to ensuring that students are taught at their grade level, that assessments, learning activities and planning are curricular aligned; and that students have goals to move forward. We have developed a review process to ensure that instruction, the use of instructional minutes, learning activities and assessments are authentic, inclusive, and differentiated.</p>
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school year:	
Regional performance targets:	<ul style="list-style-type: none"> • 100% of students will have their complete portfolios of learning; • School-wide and classroom assessments will be examined at least three times each year by the RISC/PST to ensure alignment with both curricula, student learning goals, and alignment between these samples of evidence and reporting tools

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

Numeracy Intervention Groups

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	As planning for and effectively teaching a number of grades in one classroom, the school will employ a whole-school approach to numeracy instruction; grouping students on a smaller scale and ensuring close mentorship between experienced and newer teachers
Regional performance targets:	<ul style="list-style-type: none"> • The PST will work to model lessons with newer teachers; and will work in cooperation with the principal and each classroom teacher to re-develop math journals; with a focus on open-ended questions; which will be assessed as a group during STIP days and examined at SBST meetings each term

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

3.1 CTS Credit Acquisition Program

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>As data indicates that many students from our community have difficulty earning a complete credit load in a semester at high school, we will enhance programming at Kaw Tay Whee School to ensure that students have the option to build up Career and Technology studies credits in the middle school year; thus ensuring that some earned credits will be waiting for students when they begin high school; therefore building in more flexibility in scheduling should a course need to be repeated or an extra elective be desired.</p>
<p>Regional performance targets:</p>	<p>100% of students in grades 7, 8, and nine will have an opportunity to earn at least one CTS credit in 2018-2019</p>

3.2 Collaboration to support our Indigenous Language Instructor

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>As we aim to support the growth and development of the Wiiliideh language in our school, and knowing that our highly valued Indigenous Language Instructor does not have an education degree, teachers in the building, including the Program Support Teacher and principal, will work very carefully to support the planning and implementation of lessons and the creation and implementation of assessments as per the curriculum.</p> <ul style="list-style-type: none"> • Other members of the school team will collaborate with the highly valued Indigenous Language Instructor to assist with the understanding and implementation of the curriculum document to plan for lessons • Other members of the school team will collaborate with the highly valued Indigenous Language Instructor to assist with assessment methods and the interpretation and reporting of assessment data; and planning for next steps for student learning • Other members of the school team will collaborate with the highly valued Indigenous Language Instructor to assist with working to carefully and meaningfully engage family and community members •
<p>Regional performance targets:</p>	<p>At the beginning of each term, the PST and Principal will meet with the Language Instructor to ensure that planning, lesson design, assessment and reporting are supported</p> <p>Prior to the end of each reporting period; the PST and Principal will meet with the Language Instructor to ensure that planning, lesson design, assessment and reporting are supported</p> <p>Teaching staff will also collaborate with the instructor as we employ a</p>



whole-school approach to language learning; this will occur at least once each term; likely at the mid-point

Health and Wellness Curriculum

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

Kaw Tay Whee School will participate actively in the Health and Wellness Curriculum Pilot at the middle school level

Regional performance targets:

- The cooperating teacher will receive specified release time of a minimum of two full days to be able to properly plan, prepare for, and collaborate in order to deliver the inquiry-based curricula to a high standard
- Our Public Health Nurse will be involved in the delivery of the new curricula as part of our school-team; when topics related to drugs and alcohol, personal safety, and units related to family life, puberty, and sexuality

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 Indigenizing Education

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Kaw Tay Whee School will continue to use the Dene Kede as the founding curricular document when planning for a year of study.</p> <p>New teachers will have the opportunity to attend the New to the North Conference; and through this experience will become familiar with the history of the NWT; including the history and implications of the Residential Schools experience.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • KTW will follow a three year school-wide planning cycle for the Dene Laws and for Dene Kede themes of the month; around which learning experiences for children will be designed • School events will begin with a prayer in the Wiilliideh language • The Wiilliideh language will be in the forefront in all classrooms in written form • The physical environment of the school will reflect the experiences, culture, and values of the Dene people

4.2 Key Cultural Experiences

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Children and school staff will engage in key cultural experiences throughout the school year; reflective of the natural timeline of the ways of knowing and doing in our community.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Students will participate in a berry picking day, will work for two weeks on our Birch Tap harvest line, and will participate in KTW Camp Week; which includes five full days immersed in cultural experiences outside; including learning how to work with several

	animals, engage in language-rich experiences, and games, story-telling, arts, and time with an Elder.
4.3 Community Support	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	KTW will continue to embrace an open-door philosophy and will work to engage parents and community members in our daily school life, as well as in our culture-based, and Wiiliideh-language based experiences.
Regional performance targets:	<ul style="list-style-type: none"> • Parents, Community members, and Elders will be invited to all events through a variety of means to ensure accessibility, inclusion and understanding (phone calls, Facebook, stickers, etc.) • KTW will employ various community members, Elders and parents to share cultural and language expertise
4.4 Teacher Cultural Orientation Days	
Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	Teachers and school staff will engage in a variety of culture- and language based experiences, including learning about the history of the Yellowknives Dene people.
Regional performance targets:	<ul style="list-style-type: none"> • Teachers will participate in two full days of on-the-land experiences with a special focus on the TRC Calls to Action, harvesting from the land, and practicing phrases in the Wiiliideh language
4.5 Elders in Schools	



Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	The School staff will work to engage Elders to come to our school on a regular basis to engage with the children and team.
Regional performance targets:	<ul style="list-style-type: none">• Engage an Elder at least twice each term to work with children related to the either the Dene Kede theme, or law of study.

Inclusive Schooling

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

This section outlines performance targets which will allow *the Dettah District Education Authority* 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.

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

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

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

In recognizing the importance of following through on student goals, the school Based Support Team (SBST) to meet more regularly to support teachers in their planning to align document design, flexible teaching strategies, and assessments with SSP and IEP goals with instruction. This has been a challenge due to lack of release time; and extra after-school duties for our school team. We will try to block in specific meeting time each term during STIP days.

Regional performance targets:

- SBST to meet at least three times each term; in addition to any work in this area during STIP days; including the classroom teacher, the PST, and the Principal/Regional Inclusive Schooling Coordinator
- The school will finalize 100% of SSPs and IEPs in Tienet by October 31
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5.2. Principals create conditions to support teachers in the use of flexible instructional strategies.

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>The principal will be an active participant in all SBST meetings in 2018-2019, and will support teachers and the PST by providing coverage to promote more job embedded professional learning and team teaching.</p>
<p>Regional performance targets</p>	<p>The principal will provide a block of covered time for each classroom teacher at the beginning of each term for each teacher to co-plan part of a unit for team-teaching purposes, with the goal of increasing use of flexible instructional strategies</p> <p>100% of Education staff will participate in a self-run book club related to flexible instructional strategies; and will work together each term to problem-solve, and observe these strategies in action.</p>
<p>5.3. 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>	
<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>School Based Support Team to meet more regularly to support teachers in their planning to align instruction and assessment with SSP and IEP goals with instruction; with the flexibility to add in more meetings as needs arise.</p>
<p>Regional performance targets:</p>	<p>SBST to meet formally at least three times each term; in addition to any work in this area during STIP days; minutes will be recorded</p>
<p>5.4. IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.</p>	



<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>We will work to engage parents and families to become more familiar with what an Educational Psychology assessment entails to try to move forward to gain consent and then further develop SSPs and IEPs reflecting the data and recommendations provided by those reports.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • For students following an IEP gain signed permission for at least 50% (2.0) to access an Ed. Psych assessment • SSPs and IEPs will be reviewed each term; with parents or guardians being involved in the first and third term
<p>5.5. Program Support Teachers spend not less than 60% of their time engaged in activities that directly support classroom teachers.</p>	
<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>In our experience, newer teachers require more support in planning to meet the needs of a multi-grade classroom. As we will have at least one new teacher next year, we will work to ensure that adequate support is placed in this area to collaborate, model, and assist.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • The PST will schedule more time in the new classroom (as opposed to the existing classrooms/more experienced teachers) to engage in coaching and collaboration related to planning, instruction and assessment in a multi-grade environment.. Our PST will spend 60% of their time supporting teachers.



Student Wellness and Support

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

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

6.1 Mental Health Initiatives

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>For a variety of reasons, it has been very difficult to obtain consent for students to see a qualified counsellor. Due to a variety of needs; an onsite counsellor is crucial to support students and staff as they work through challenging circumstances as they occur. The provision of the services of an Northern Therapeutic and Counselling Services (NCTS) Counsellor is an important addition to the supports that we can offer children, families, and staff.</p> <ul style="list-style-type: none"> • On-site counselling at the school will provide a connector between families and the counsellor as many staff in the school have long-standing relationships with the families we serve • Class-and/or school-wide talking circles or mini-workshops related to themes such as anxiety, stress, coping, healthy relationships, conflict resolution, bullying will provide built-in supports for students, allowing them to build their skillsets across a number of areas related to mental health • Supporting staff to build skills related to working with children and families who may have, or may be experiencing trauma is an important role for the counsellor serving the school
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Three times during the 2018-2019 school year, 100% of school staff will receive professional development from the NCTS Counsellor related to a relevant mental health topic as identified within the school or community • Six times during the 2018-2019 school year, 100% of students will participate in a talking circle related to self-care or pertinent mental-health topics, designed specifically for their age group and needs

6.2 Healthy Foods for Learning Initiative

<p>Relevance to regional priorities and</p>	<p>Kaw Tay Whee School will offer a universal, cost-free daily breakfast, lunch, and snack program. Weekend snack packs will also be available and will be distributed based on need in a way that ensures dignity and privacy.</p>
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<p>strategies for program implementation in the 2018-2019 school year:</p>	
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of students will have daily access to cost-free, well-balanced healthy food for breakfast and lunch; 5 days each week during every week of the school year for ten months. • Food will be unprocessed as often as possible, and will follow guidelines as recommended by Canada’s Food Guide; and will include country foods wherever and whenever possible

6.3 Access to needed health experts

<p>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:</p>	<p>System navigation can be challenging, and many services are not available in the community; therefore causing a barrier to accessing to medical services. Currently, the Dettah District Education Authority is consistently well-served by our Public Health Nurse, Speech Language Pathologist, NTCS Counsellor and Occupational Therapist. We seek more services to be available in the school.</p>
<p>Regional performance targets:</p>	<p>Kaw Tay Whee School will receive the services of a paediatrician on-site twice during the 2018-2019 school year.</p>

6.4 Northern Therapeutic Counselling Services

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>For a variety of reasons, it has been very difficult to obtain consent for students to see a qualified counsellor. Due to a variety of needs; an onsite counsellor is crucial to support students and staff as they work through challenging circumstances as they occur. The provision of the services of an NTCS Counsellor is an important addition to the supports that we can offer children, families, and staff.</p> <ul style="list-style-type: none"> • On-site counselling at the school will provide a connector between families and the counsellor as many staff in the school have long-standing relationships with the families we serve • Class-and/or school-wide talking circles or mini-workshops related to themes such as anxiety, stress, coping, healthy relationships, conflict resolution, bullying will provide built-in supports for students, allowing them to build their skillsets across a number of areas related to mental health • Supporting staff to build skills related to working with children and families who may have, or may be experiencing trauma is an important role for the counsellor serving the school
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Three times during the 2018-2019 school year, 100% of school staff will receive professional development from the NTCS Counsellor related to a relevant mental health topic as identified within the school or community

6.5 Safe and Caring Schools

<p>Program description, implementation strategy and relevance to regional priorities in the 2018-2019 school year:</p>	<p>We aim for a safe and caring school and will employ the following methods to ensure that this occurs:</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 3 fire drills will be planned • 3 lock down drills will be planned • The Safe and Caring School Committee will meet on an as-needed basis • Students from junior kindergarten to grade four will use the Second Step program

- Students from grades five to nine will use the Mind Up Curricula
- We will offer workshop-style afternoons of learning each term with our public health nurse related to healthy relationships, personal safety, puberty, sexuality, addictions, and body image
- We will offer presentations each term from our RCMP Liaison Officer related to bullying, and personal safety

Human Resources Management

School Staff Recruitment and Retention

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

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

		General School Staff									
		Regional Office Administration	Teachers*	Consultants	Secretaries	Custodians	Wellness Counsellors	Bus Drivers	Cooks	School Administration	Total
Budgeted	Regional Office										
	TOTAL	0	3.5	.50	0.0	.50	.25	0	0	0	5.85

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



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

	Inclusive Schooling (IS) Staff							Indigenous Languages & Education (ILE) Staff							
	Regional IS Coordinator		Program Support Teachers ³		Support Assistants	Wellness Counsellors	Magnet Facilities	Total IS		Regional ILE Coordinator		IL Instructors	IL Assistants	Total ILE	
	A*	B#	A	B	B	B	B	A	B	A	B	B	B	A	B
School	0.5	0.5	1.0	1.0	1.0	.25	0	2.7		0.5	0.5	1.0	0	1.5	0

TOTAL

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

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

Completion of Staff Evaluations

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

In 2018-2019 school year, **(ONE)** of principals (including assistant principals) and teachers (including Program Support Teachers). Two teachers will be in their evaluation year will undergo an evaluation.

Appendix A: Operating Budget

Department of Education, Culture & Employment District Approved Budget

Dettah District Education Authority Statement of Revenues and Expenses Annual Budget - Consolidated

	2018-2019 Budget	2017-2018 Approved Budget	2017-2018 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
Regular Contribution	1,624,744	1,296,267	1,210,464
French Language Contribution			
Aboriginal Language Contribution			
Other Contribution		6,400	14,104
Capital Contribution			
Total GNWT	1,624,744	1,302,667	1,224,568
Federal Government			
Property Tax Requisitioned			
Other School Authorities			
Education Body Generated Funds			
Rentals			
School Fees			
Sales			
Investment Income			
Other	25,000	3,000	30,462
Total Generated Funds	25,000	3,000	30,462
Transfers			
Transfers from Capital Fund			
Total Transfers	0	0	0
TOTAL REVENUES	1,649,744	1,305,667	1,255,030
<u>EXPENSES</u>			
Administration	113,600	120,500	364,584
School Programs	980,094	791,580	345,188
Inclusive Schooling	360,338	384,000	251,115
Indigenous Languages and Education	146,411	104,250	125,352
Transfers to Capital			
Debt Services			
TOTAL EXPENSES	1,600,443	1,400,330	1,086,239
SURPLUS (DEFICIT)	49,301	(94,663)	168,791
ACCUMULATED SURPLUS (DEFICIT)	497,920	185,165	448,619

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

**Dettah District Education Authority
Details of Expenses - Consolidated
Annual Budget**

	Administration	School Programs	Inclusive Schooling	Indigenous Languages and Education	Total
<u>SALARIES</u>					
Teachers' Salaries		407,565	231,026	110,000	748,591
Instruction Assistants			80,000		80,000
Non Instructional Staff	34,100	52,000	23,000		109,100
Board/Trustee Honoraria	18,000				18,000
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances		38,000	12,000		50,000
Leave And Termination Benefits					0
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services	56,500				56,500
Postage/Communication		8,000			8,000
Utilities					0
Heating					0
Electricity					0
Water/Sewage					0
Travel		18,000			18,000
Student Transportation (Busing)		64,000			64,000
Advertising/Printing/Publishing		37,000			37,000
Maintenance/Repair					0
Rentals/Leases					0
Other Contracted Services	5,000	302,825			307,825
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials		52,704	14,312	36,411	103,427
Freight					0
<u>TRANSFERS TO CAPITAL</u>					
TOTAL	113,600	980,094	360,338	146,411	1,600,443

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

**Dettah District Education Authority
Details of Inclusive Schooling Expenses
Annual Budget**

	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
<u>SALARIES</u>					
Regional Coordinator	78,039				78,039
Program Support Teachers	152,987				152,987
Support Assistants	103,000				103,000
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances		12,000			12,000
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services					0
Travel					0
Other Contracted Services					0
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials			14,312		14,312
Freight					0
TOTAL	334,026	12,000	14,312	0	360,338

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

**Dettah District Education Authority
Details of Indigenous Languages and Education Expenses
Annual Budget**

	General Indigenous Languages and Education	Teaching and Learning Centres	Community Support	Total
<u>SALARIES</u>				
Regional Coordinator				0
Language Instruction	110,000			110,000
Non Instructional Staff				0
Elders in Schools				0
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances				0
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services				0
Travel				0
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services				0
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	25,250		11,161	36,411
Freight				0
TOTAL	135,250	0	11,161	146,411

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

**Dettah District Education Authority
Details of Indigenous Languages and Education Expenses
Annual Budget**

Budget Distribution

Regional Office

Kaw Tay Whee

TOTAL

Regional Coordinator	Indigenous Language Instruction Staff	General Indigenous Education	Teaching and Learning Centres	Community Support	Total
					0
	110,000	25,250		11,161	146,411
0	110,000	25,250	0	11,161	146,411

Department of Education, Culture & Employment District Approved Budget

Dettah District Education Authority Schedule of Approved Person Years Annual Budget

	<u>Person Years</u>
Administration Staff	
Territorial Schools:	
Teachers	3.50
Consultants	
Classroom Assistants	
Secretaries	
Custodians	0.50
School Community Counsellors	
Inclusive Schooling:	
Regional Coordinator	0.50
Program Support Teachers	1.00
Support Assistants	1.00
Counsellors	
Indigenous Languages and Education:	
Regional Coordinator	
Indigenous Languages Instruction Staff	1.00
Total Person Years	<u><u>7.50</u></u>