



**Ndilo District Education Authority
Operating Plan for 2018-2019 School Year
June 30, 2018**



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Purpose of the Operating Plan

The Ndilo District Education Authority (NDEA) 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.

Ndilo District Education Authority Operating Environment

School Profiles and Student Enrolment

The Ndilo District Education Authority consists of one school that will house approximately 110 students in 2018-2019 school year. K'alemi Dene School (KDS) has been operating since 1998. Over the year, has grown to include junior kindergarten 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. Junior Kindergarten to grade 8 students receive twice weekly instruction in Wilhìdeh Yatù. High School students participate in Wilhìdeh 3 language blocks throughout the year.

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: Ndilo District Education Authority School Profiles 2017-2018.

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

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

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

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

School	Grades													
	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
DEA Total	7	12	9	10	9	7	11	7	8	7	4	5	12	3

Student and Teacher Population

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 as many culturally appropriate programs and lessons including weekly Wiilhideh Yatì lessons with a fluent speaker, seasonally appropriate culture camps and integrated lessons using Dene Kede.

Being so close to the community of Yellowknife, K’alemi Dene School often attracts families from Yellowknife. We offer bus service for those families, which in recent years has grown 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 teaching staff have been employed at KDS for five (5) years and another six (6) staff members 10 or more years.

The 2018/19 school year will see a challenging staff change as our Culture and Language Coordinator goes on a deferred leave. This is a challenging position to hire for as it is integral to core KDS programming and requires a specific skill set. At this time, we hope during the year to maintain our current level of programming.

Ndilo District Education Authority Governance

Ndilo District Education Authority:

1. Lila Erasmus, Chairperson
2. Cecilia Beaulieu, Vice Chairperson
3. Nyra Mackenzie, Trustee

4. George Goulet, Trustee
5. Muriel Betsina, Trustee
6. Sarah Erasmus, Trustee
7. Vacant Position

- Superintendent – Metro Huculak
- Last election – May 2016.
- Members serve 3-year terms. An election is called every 3rd May.
- Meetings occur at minimum once per month but more often as required
- The number of staff at the Ndilo District Education Authority is 1 (Superintendent Services)
- At this time, the NDEA is actively seeking to full the vacant positions

The Ndilo District Education Authority (NDEA) was established on June 25, 2013 under the Education Act of the Northwest Territories by order of the Minister. Its purpose is to administer and maintain the standards of educational programs in Ndilo as defined under the Act. A full range of instructional programs ranging from junior kindergarten through grade 12 are offered by the NDEA.

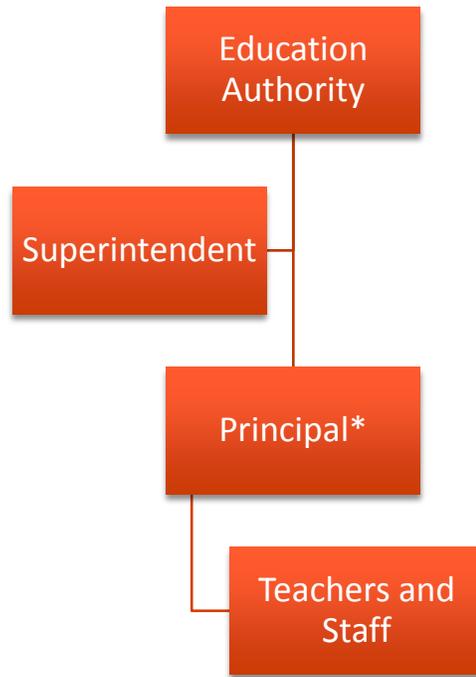
The NDEA is an independent legal and accounting entity with an elected Education Authority as stipulated in Section 82 of the Education Act. The Education Authority has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability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

Prior to this K'alemi Dene School was guided by the Ndilo Education Committee (NEC) made up of Ndilo community members. This committee was established in 1998 when the school in Ndilo opened for its first year of operation. Over the years the committee lobbied for a new building and then the creation of the District Education Authority. During this time, the Yellowknives Dene First Nation received funding from ECE for K'alemi Dene School and in partnership with the NEC contracted superintendent services from Yellowknife Education District Number One (YK1) to oversee the daily operations of the school.

The NDEA is responsible for making strategic decisions to guide only one school, K'alemi Dene School. The NDEA Chairperson is responsible for reporting to the Minister of Education, Culture and Employment. The NDEA directs the Superintendent and Principal who then work directly with the principal and staff.

It should be noted that the role of the principal is different than at most schools in the NWT. The KDS principal often receives direction directly from the NDEA and is responsible for reporting to the NDEA. With support from the superintendent, the principal is responsible for developing the school budget, reporting to ECE, overseeing the external audit, and supervising building maintenance. For example, the development of this operating plan was completed by the principal at KDS and then approved by the NDEA.

Ndilo District Education Authority Functional Organizational Chart



Governance Training

The NDEA will participate in an annual retreat to discuss future planning and visioning for K’alemi Dene School. This event is organized by the contracted Superintendent and held in the early fall. 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*. At this time, the NDEA is not planning any additional training from ECE, but will contact ECE if this changes or as situations arise.

Finally, NDEA members attend pertinent conferences when necessary. In 2017-18, the NDEA Chairperson attended Indspire’s National Gathering for Indigenous Education. For the 2018-19 school year, two members are schedule to attend the Canadian School Board Association’s National Trustee Gathering on Aboriginal Education in July 2018. NDEA members share the information they have gathered from their conferences and then share it with all Trustees during their regular meetings.

District Education Authority Meetings

Table below provides a schedule of the DEA meetings planned for the upcoming school year.

Table 3: Ndilo District Education Authority Meetings Schedule.

Meeting Number	Planned Date	Planned Location
1	Wednesday, September 26, 2018	K’alemi Dene School
2	Wednesday, October 24, 2018	K’alemi Dene School
3	Wednesday, November 28, 2018	K’alemi Dene School
4	Wednesday, January 30, 2019	K’alemi Dene School
5	Wednesday, February 20, 2019	K’alemi Dene School
6	Wednesday, April 24, 2019	K’alemi Dene School
7	Wednesday, May 29, 2019	K’alemi Dene School
8	Wednesday, June 19, 2019	K’alemi Dene School

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>To support excellence in teaching and the NDEA’s mission statement of providing quality education, KDS will continue to implement collaborative professional learning communities. Improving student learning will be the focus as teachers work in small groups to analyze assessment data and plan next steps in learning. The themes for CPL will include:</p> <ul style="list-style-type: none"> • Indigenous education – focusing on integrating Wìlìideh language and culture • Assessment for learning – reflecting on assessment data and steps to improve instruction. <p>Time for professional learning communities will be built into the KDS weekly schedule. As well, time has been scheduled into three STIP days. During professional learning communities teachers will use a process named “Assessment to Instruction’ to analyze the assessments used at KDS, plan teaching strategies and then reassess the goal at the end of the six-week cycle.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Teachers will be provided 45 minutes per week (not during Culture Camp weeks) in the KDS schedule to meet for professional learning communities. • Teachers will complete “Assessment to Instruction” 3 times per year. • 100% of KDS teachers will have access to collaborative PLC time to focus on Indigenous Education and Assessment for Learning.

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

2.1 Increasing Oral Language Skills in the Early Years

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Using Student Success Initiative Funding in the 2017/18 school year, KDS was able to hire a speech and language pathologist to provide The Hanen Centre's Learning Language and Loving It Program for our Junior Kindergarten/Kindergarten teacher and early childhood educator. This program helped to increase their understanding of oral language development and gave them strategies to help all students develop a strong oral language basis.</p> <p>As oral language development is the foundation of literacy development, we would like to continue this professional development opportunity for the 2018/19 school year. With funding from ECE's Health, Wellness and Student Support Division, we will extend the program to include the JK/K teacher and both grade 1/2/3 teachers. For the 2018/19 school year, KDS will work with a trained speech and language pathologist to complete the Hanen Centre's ABC and Beyond. Embedding professional development into our schedule throughout the entire school year where teachers can apply it immediately is a more effective model and will directly impact teacher's understanding of oral language development how to build emergent literacy skills in students. The focus of this program is to improve the teacher's understanding of oral language development and strategy use with their students.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Three teachers will participate in the ABC and Beyond program this will include seven training sessions and three individual coaching, videotaping and feedback sessions. • Through video coaching and a rubric created by the program teachers will be able to compare their use of strategies from September 2018 to May 2019 effectively help children develop their oral language. All teachers who participate in the program will demonstrate improvement in their use of oral language strategies. • All JK, K, grade 1, 2 and 3 students will participate in the program and be exposed to oral language strategies.

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.

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019</p>	<p>K'alemi Dene School will continue to offer the Our Languages: Indigenous Languages Curriculum in the 2018/19 school year using Wilhidah Yatì. With the expertise of our Language Instructor and the support of our Regional Indigenous Language and Education Coordinator, we have successfully used the new curriculum with Junior Kindergarten to grade 12 students.</p> <p>K'alemi Dene School takes a different approach to language instruction that suits the developmental needs of our students. Grade one through eight</p>
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school year:	receive instruction twice a week for 45 minutes. Classroom teachers also attend with their students for one of those classes. JK and Kindergarten students received playful instruction twice a week for 20 minutes. We have taken a different approach for our high school students by providing three 3-week intensive blocks throughout the year. As well, we have created a weekly staff Willìdeh Yatì class to encourage teachers to use the language in their classrooms.
Regional performance targets:	<ul style="list-style-type: none"> • KDS Language Instructor and Regional Indigenous Language and Education Coordinator will participate in 100% of training offered from ECE. • All JK to grade 7 teachers will observe and participate with students once per week • JK and Kindergarten students will have the opportunity to receive instruction for 20 minutes twice a week. • Grade one through eight students will have the opportunity to receive instruction twice a week for 45 minutes. • High School students will have the opportunity to receive instruction for one hour/day during three, 3-week intensive blocks. • 100% of students present will participate in Willìdeh Yatì as per school schedule. • 100% of students present during the assessment days will be assessed.

3.2 Health and Wellness Curriculum

Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:	KDS will participate in the Health and Wellness Curriculum. In September 2018, one teacher will attend the two-day in-service. Following the in-service, KDS will make decision regarding professional development for the whole staff and next steps.
Regional performance targets:	<ul style="list-style-type: none"> • KDS will be piloting the curriculum in one grade appropriate classroom.



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 Teaching and Learning Practice – Dedicated Planning Time

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>As a long-term goal, KDS will continue to provide teachers with dedicated time throughout the school year to integrated indigenous (specifically Yellowknives Dene First Nation focused) content into their long range, unit and lesson plans. The KDS mission statement and goals support this goal as learning language and culture is a priority to KDS families and the community of Ndilo.</p> <p>The KDS STIP plan includes time dedicated time for integrated language and culture planning. There will also be a focus on planning during the ECE mandated Culture Orientation Days with support provided by the school Elder and coordinator.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Classroom teachers will include evidence of their language and culture planning in their long range, unit and lesson plans to be reviewed bi-annually during class reviews. • 100% of KDS staff will participate in the two Culture Orientation Days. • Classroom teachers will participate in integrated planning time during STIP days.

4.2 Key Culture Experiences

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>KDS will continue to implement Key Culture Experiences through the school year. Currently we plan for several culture experience throughout the year. These experiences are coordinated with several YKDFN community members.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • YKDFN community members will be involved in all Key Culture Experiences. • Key Culture Experience will include: Berry Harvesting (JK to grade 8), Net Fishing during winter months (Grade 1 to grade 12), Trapping and

	<p>snaring fur bearing animals (Grade 1 to grade 12), Overnight Snowshoe Trip (grade 8 to grade 12), Ducking Plucking (JK to grade 8), three multi-day Canoe trips (grade 5/6, grade 7/8 and High School), Traditional Games Unit during Physical Education classes (JK to grade 12).</p> <ul style="list-style-type: none"> • Students will participate in a minimum of 5 days of Key Cultural Experiences.
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4.3 Indigenous Language Instruction

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>KDS will continue to provide core language instruction in Wilhìdeh. Instruction with a Wilhìdeh Yatì speaker. As outlined in a previous section, KDS will use the Our Languages: Indigenous Languages Curriculum for a second year. At this time, we recognize that KDS is not meeting the mandated time for language minutes in JK to grade 8. As we developed relationships with language speakers, we will increase the minutes.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • JK/K students will receive 20 minutes of Wilhìdeh Yatì through songs and games three times/week. • Grade 1 to grade 8 students will receive 45 minutes of Wilhìdeh Yatì core instruction twice weekly. • High School students will participate in three, 3-week blocks of Wilhìdeh Yatì core instruction. During these blocks students will receive instruction every day for 60 minutes.

4.4 Community Support

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>For the 2018/19 school year, KDS will work closely with several community members to provide culturally relevant program for our middle school aged students. This programming will be rooted in learning about oneself during puberty with focused discussions about becoming a capable person and relationships. Drumming and hand games practices will be offered to our male students with a beading project for our female students. We will work with YKDFN Elders and community members to provide this programming for students. With a switch in staffing, this Community Support project will be planned in September 2018</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Students in grade five to eight will have the opportunity to participate in a drumming or beading project. • KDS will hire a minimum of 5 community members at different times throughout the year to complete this project.

4.5 Teacher Cultural Orientation Days

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>As mandated by ECE, KDS will provide two full days of on-the-land culturally appropriate orientation for staff. During these days, teachers and support staff will spend time on the land with community members learning about their perspectives and history of the Yellowknives Dene First Nation.</p> <p>As well, KDS classroom teachers will attend seasonal Culture Camps with their students (Please see Key Culture Experiences for more information). This allows teachers to learn with their students and spend time on the land with community members. Whenever possible, we allow all staff members to attend.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • KDS will take a school-based approach to planning Culture Orientation Days. • KDS will organize two Cultural Orientation Days. One will happen in September 2018 and the second day in June 2019. • YKDFN community members will be involved and employed whenever possible for both Culture Orientation Days and Culture Camps. • KDS Culture Orientation Days and Culture Camps will reflect the YKDFN seasonal calendar and the necessary skills needed to support each activity.

4.6 Elders in Schools

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>KDS will continue to have an Elder present at the school. Our Elder will have a presence in classrooms. We have found success in having them involved in language instruction and working on their own craft work while being in classrooms.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • KDS will have an Elder, on a part-time basis, available for students.



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 Ndilo 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.

<p>Goals specific to this standard for the 2018-2019 school year, considering the feedback provided by ECE in 2017:</p>	<p>In collaboration, KDS Regional Inclusive Schooling Coordinator (RISC) and Program Support Teacher (PST) will create a process and timeline to help guide teachers through setting up their Student Support Plans and Individual Education Plans. This will include contact with families, developing the plans and implementing the supports. To support this process, teachers will have access to the School Based Support Team and planning time with the PST.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of SSPs and IEPs will be finalized by November 30, 2018. • 100% of SSPs and IEPs will be reviewed and revised, once per reporting period. • KDS principal will allocate 25% (when necessary) PST time to work directly with students as specified by the directive. • 100% of teachers will implement at least one support as identified by SSP/IEPs by the second reporting term.

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>KDS PST will spend 60% of their time working with classroom teachers and meeting with teachers helping teachers to strengthen flexible instructional strategies. PST will work with classroom teachers during weekly PLCs, scheduled planning and coaching time and while co-teaching. PST will help to create and lead learner profiles and class reviews that will guide their time with classroom teachers. Furthermore, the PST will support Educational Assistants (EAs) through meetings and professional development.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • Class Reviews and Learner Profiles will be complete for all JK to Grade 12 classrooms in collaboration with classroom teachers and SBST. • 100% of classroom teachers will individually and collectively meet regularly (through weekly PLCs and monthly meetings) with the PST to plan, collaborate, reflect and co-teach. • 100% of Educational Assistants will meet bi-monthly with PST regarding their role in support of learning, with additional meetings being held as needed.
<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>KDS will put a process into place so teachers can refer students to the SBST and help address learning needs of identified students as well as systemic issues that arise. KDS's SBST did not gain momentum during the 2017-18 school year. It is felt a clearer process will encourage teachers to participate.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • KDS's SBST will continue to meet three times per month, following a referral protocol that has been developed. Documentation of meetings will be maintained.
<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>KDS will ensure that SSPs and IEPs are completed, updated and reviewed at the end of each term with all stakeholders. This will include: classroom teachers, PST, EAs, SBST and Principal/RISC, parents and students (if applicable).</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • KDS will review, and update as needed, all SSPs and IEPs with parents and students (when applicable) during each reporting period (November, March and June). • Classroom teachers will review all SSPs and IEPs in June proposing revisions and changes as needed for the beginning of the following school year.
<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>It is our goal to have the PST working with teachers for 60% of their time. The KDS program support teacher contributes to the education of all students by helping classroom teachers as a colleague, role model and coach with regards to inclusive instructional practices.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • KDS principal will ensure that the PST is supporting teachers as per the 60%-time allocation in the directive. • KDS principal will develop a schedule that allows 100% of teachers to meet with the PST during the school day.



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 Wellness Coordinator

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>During the 2017/18 school year, KDS was fortunate to join the Northern Counselling and Therapeutic Services pilot program. This program provided KDS with a counsellor for one-week intervals, 3 times throughout the year and access to the same person via phone and email between visits. Having regular access to a counsellor provided students and staff with one-on-one counseling, family support, behaviour interventions, small group work, professional development, sharing circles and more. While KDS has access to the counsellor in between visits, we realize that more wellness programming is necessary.</p> <p>Piecing together counselling funds from our School Programming and Inclusive Schooling budget, NDEA will create a 0.5 Wellness Coordinator position. This teacher will be responsible for running social skills groups, structured recesses, collaborating with the SBST to create behaviour plans, coordinating behaviour programs, co-teaching with classroom teachers, and helping families navigate the mental health system.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • KDS to hire a 0.5 Wellness Coordinator • Wellness Coordinator will implement social skills groups, structured recesses, collaborating with the SBST to create behaviour plans, coordinating behaviour programs, co-teaching with classroom teachers, and helping families navigate the mental health system.

6.2 Mental Health Initiatives – Professional Development

<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>KDS will offer Mental Health First Aid for Northern People for all teachers at the beginning of the 2018/19 school year. This course will increase KDS staff's awareness of mental illness and help to reduce stigmas. It will also help KDS staff to appropriately respond the mental health situations in a respectful and appropriate manner. With financial support provided by ECE, KDS will be able to offer this course in the fall before school starts.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 90% of staff will participate in the 3-day training session. • Teachers will have increased training regarding mental health through Mental Health First Aid.

	<ul style="list-style-type: none"> • 100% of students will have access to staff trained with Mental Health First Aid for Northern People.
<p>6.3 Safe and Caring Schools</p>	
<p>Relevance to regional priorities and strategies for program implementation in the 2018-2019 school year:</p>	<p>Our Safe and Caring School Plan will be updated to include the implementation of the Second Step Program: Skills for Social and Academic Success and Second Step: Bullying Prevention Program for all students in Junior Kindergarten to grade six. As a staff we have observed and reacted to numerous behaviour concerns through-out this year and feel it is necessary to use a research-based program that explicitly teaches social skills as well as update our approach to bullying prevention.</p> <p>Furthermore, KDS will expand the use of Positive Behavioural Interventions and Supports (PBIS). During the 2017/18 school year, four staff members participated in PBIS Train the Coaches program then planned and piloted the program at KDS. Since implementation in January 2018, teachers have observed a positive shift in their classroom climates. For the 2018/19 school year, KDS will further expand the program to include three positive behaviour expectations.</p>
<p>Regional performance targets:</p>	<ul style="list-style-type: none"> • 100% of classroom teachers will participate in professional development for Second Step. • With support from the Wellness Coordinator, 100% JK-grade 6 classrooms will implement Second Step: Skills for Social and Academic Success and Second Step: Bullying Prevention. • Safe School Committee will develop and execute an implementation plan for PBIS. • KDS will have 6 emergency evacuations or fire drills during the 2018/19 school year: 3 in the fall, 1 in the winter, 2 in the spring. • KDs will have 3 Lock Down procedure drills during the 2018/19 school year: 2 in the fall and 1 in the winter • KDS's Safe and Caring School Committee will execute ten school inspections during the 2018/19 school year. These will happen at the end of each month. • KDS's Safe and Caring School Committee will meet monthly with recorded minutes. • KDS's Safe School Plan will be reviewed and implementation monitored by the Superintendent.



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 allocated and budgeted General School, Inclusive Schooling, and Indigenous Languages and Education staff for the 2018-19 school year.

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

		General School Staff									
		Regional Office Administration	Teachers*	Consultants	Secretaries	Custodians	Wellness Counsellors	Bus Drivers	Cooks	School Administration	Total
Budgeted	Regional Office										
	<i>K'alemi Dene School</i>		12.25	0	0	0.6	0.25	0.5	0.7	1.0	16.45
TOTAL			12.25	0	0	0.6	0.25	0.5	0.7	1.0	16.45

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

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

	Inclusive Schooling (IS) Staff							Indigenous Languages & Education (ILE) Staff							
	Regional IS Coordinator		Program Support Teachers ³		Support 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
Regional Office															
<i>K'alemi Dene School</i>	0.5	0.5	1.0	1.0	4.0	0.25	0	1.5	5.7	0.5	0.5	0.5	1.0	2.0	
									5						

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 principal and five teachers (including Program Support Teachers) who will be in their evaluation year will undergo an evaluation.

Appendix A: Operating Budget

Department of Education, Culture & Employment District Approved Budget

Ndilo 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	2,414,646	2,423,062	2,438,063
French Language Contribution			
Aboriginal Language Contribution			
Other Contribution	16,000		43,430
Capital Contribution			
Total GNWT	2,430,646	2,423,062	2,481,493
Federal Government			
Property Tax Requisitioned			
Other School Authorities			
Education Body Generated Funds			
Rentals			
School Fees			
Sales			
Investment Income			224
Other	100,000		77,822
Total Generated Funds	100,000	0	78,046
Transfers			
Transfers from Capital Fund			
Total Transfers	0	0	0
TOTAL REVENUES	2,530,646	2,423,062	2,559,539
<u>EXPENSES</u>			
Administration	48,000	133,000	10,330
School Programs	2,053,904	1,667,475	1,780,868
Inclusive Schooling	529,861	416,182	350,209
Indigenous Languages and Education	217,931	206,267	176,302
Transfers to Capital			
Debt Services			
TOTAL EXPENSES	2,849,696	2,422,924	2,317,709
SURPLUS (DEFICIT)	(319,050)	138	241,829
ACCUMULATED SURPLUS (DEFICIT)	691,773	691,635	860,805

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

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

	Administration	School Programs	Inclusive Schooling	Indigenous Languages and Education	Total
<u>SALARIES</u>					
Teachers' Salaries		1,292,210	120,804	54,776	1,467,790
Instruction Assistants		87,288	210,849		298,137
Non Instructional Staff		209,227	113,208	109,155	431,590
Board/Trustee Honoraria	18,000				18,000
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances		200,000	65,000	26,000	291,000
Leave And Termination Benefits					0
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services	30,000	55,000			85,000
Postage/Communication		9,033			9,033
Utilities					0
Heating					0
Electricity		2,640			2,640
Water/Sewage		1,500			1,500
Travel		40,000			40,000
Student Transportation (Busing)		29,214			29,214
Advertising/Printing/Publishing					0
Maintenance/Repair		20,792			20,792
Rentals/Leases		7,000			7,000
Other Contracted Services				15,000	15,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials		100,000	20,000	13,000	133,000
Freight					0
<u>TRANSFERS TO CAPITAL</u>					
TOTAL	48,000	2,053,904	529,861	217,931	2,849,696

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

**Ndilo 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	76,639				76,639
Program Support Teachers	120,804				120,804
Support Assistants	210,849				210,849
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	65,000				65,000
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services	36,569				36,569
Travel					0
Other Contracted Services					0
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Materials			20,000		20,000
Freight					0
TOTAL	509,861	0	20,000	0	529,861

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

**Ndilo 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	73,155			73,155
Language Instruction	54,776			54,776
Non Instructional Staff				0
Elders in Schools	36,000			36,000
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances	26,000			26,000
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services				0
Travel				0
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services	15,000			15,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials			13,000	13,000
Freight				0
TOTAL	204,931	0	13,000	217,931

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

**Ndilo District Education Authority
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
Budget Distribution						
Regional Office						0
Kalemi Dene School	73,155	54,776	77,000		13,000	217,931
TOTAL	73,155	54,776	77,000	0	13,000	217,931

Department of Education, Culture & Employment District Approved Budget

Ndilo District Education Authority Schedule of Approved Person Years Annual Budget

Person Years

Administration Staff

Territorial Schools:

Teachers	12.25
Consultants	-
Classroom Assistants	1.00
Secretaries	-
Custodians	0.60
School Community Counsellors	-

Other

Resiliency Coordinator	1.00
Food Services Assistant	1.00
Bus Driver	0.60

Inclusive Schooling:

Regional Coordinator	0.50
Program Support Teachers	1.00
Support Assistants	3.00
Counsellors	

Indigenous Languages and Education:

Regional Coordinator	0.50
Indigenous Languages Instruction Staff	0.50

Total Person Years

21.95