

Dettah DEA
Operating Plan for 2017-2018 School
Year (ending June 30, 2018)

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Introduction

Mission

“We believe in working together to create a thriving community through education, culture and pride.”

This mission was created by the Dettah District Education Authority, and is due for review during the 2017-2018 school year. The mission, vision, and goals were established upon formation of the Dettah District Education Authority, and have been re-visited periodically through the years.

Vision

“To create a safe learning environment where students can develop both academic and traditional skills as they become community leaders.”

This vision was created when the DEA was established, and has been re-visited periodically through the years. It will be reviewed during the 2017-2018 school year.

Goals

The following goals were developed by the DDEA, in consultation with Kaw Tay Whee School Staff and through input from parents and community members through informal dialoguing and suggestions.

- Develop, build, and maintain strong and respectful working relationships between the Dettah District Education Authority and Kaw Tay Whee School management/administration and staff to best serve students and families
- Provide daily instruction in the Wiiliideh language and frequent opportunities for students to learn traditional ways of the community
- Recruit, train, and retain high quality, and highly qualified teaching and support staff to best serve current and future students
- Support school staff team to provide a whole-child educational experience and to provide a “wrap-around” services model to better support families in the community. In addition to food programming, reading services for families, internet access, and assistance with system navigability (ie: the health, justice, income support, college, etc.)
- Actively engage in ensuring that students from the community from junior kindergarten to grade twelve attend and engage in educational opportunities; and work with extended families to promote the importance of school attendance and graduation
- Offer opportunities for pre-school aged children (0-5) to be involved in the wider life of the school; through experiences related to literacy, events, on-site public health visits, and outreach programs including the KTW New Baby Project, and use of the school library (which includes a baby, adult, and resource section, to ease the transition when it is time for these children to register for school
- Support school management in their advocacy for services to be offered in the community school so as to ease challenges with system navigability; including but not limited to health



services

- Plan for the future of a healthy thriving school and the possible provision of needed early intervention by networking and supporting new families and new parents
- Carefully ensure maximum fiscal responsibility to best meet the specific needs of students in our school
- Support school staff team in their quest to provide ample opportunities for students to have a wide variety of learning experiences so as to broaden their general knowledge base, and have a positive impact on personal health, well being, confidence, and strong personal cultural identity.

Dettah DEA Demographics

Table 1: Enrolment (FTE)¹ by school and by grade as of September 30, 2016

		Number of Students														FTE Total
		JK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Dettah	Kaw Tay Whee	2.00	3.00	3.00	2.00	4.00	4.00	1.00	5.00	1.00	2.00	1.00	N/a	N/a	N/a	28.00
Yellowknife	Ecole Sir John Franklin High	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	3.00	0.00	0.00	2.00	5.00
Yellowknife	Mildred Hall	0.00	0.00	0.00	0.00	0.00	1.0	0.0	0.0	1.00	0.00	N/a	N/a	N/a	N/a	2.00
Yellowknife	Ecole St. Patrick High	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a	2.0	1.0	3.0	2.0	2.00	10.00
Yellowknife	Weledeh Catholic	0.00	0.00	0.00	1.00	0.00	1.00	0.00	1.00	1.00	N/a	N/a	N/a	N/a	N/a	3.00
DEA Total		2.00	3.00	3.00	3.00	4.00	6.00	1.00	6.00	2.00	4.00	5.00	3.00	2.00	4.00	48.00

Table 2: Registration in alternative programs as of September 30, 2016

Program	Number of Students (FTEs)
Alternative High School Program	N/a ²

¹ FTE stands for home/origin school full-time equivalents with 60% or more attendance as of September 30, 2016.

² Not applicable as formal Alternative High School Programs are not currently offered at Dettah DEA.

About the region

Based on the 2016 population estimates from the NWT Bureau of Statistics, the total population for the Dettah is approximately 248.

The most prominent languages spoken in the Yellowknife Region (including Dettah) includes English (99.6%), French (16.1%), Tłı̄chǫ (Dogrib) (2.7%), Chipewyan (1.2%), North Slavey (1.1%), Cree (0.5%), Inuktitut (0.5%), South Slavey (0.4%), Gwichin (0.3%), Inuvialuktun (0.2%), and other languages (11.5%), where the percentages signify the percentage of the population 15 years old and older that are able to converse in the language (NWT Bureau of Statistics, 2014).

Our school houses a library and a computer lab with internet access. Both of these spaces are available to the wider community during the school day.

Due to the very small sample size of our population, releasing EDI and MDI information would render students to be identifiable. Due to privacy concerns, and in consultation with ECE, it has been decided that this information will not be released in detail. We do not meet the minimum number of students required (i.e. 10) to ensure privacy.

School Profiles

The DDEA holds authority over one school, Kaw Tay Whee School, The community school of Dettah.

Our school serves junior kindergarten to grade eight students; and also offers limited CTS credits. 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.

Table 3: Dettah School Profiles 2017-2018

School	Community	Community Population	Grades Offered
Kaw Tay Whee School	Dettah		JK - 8

We currently employ 3 full time classroom teachers; one Aboriginal Language Teacher, 1 Program Support Teacher (with team teaching responsibilities) and one principal (with group teaching responsibilities). Students are also offered physical education and music. The school employs a .50 custodian.

Table 4: Breakdown of Classrooms per Grade, Kaw Tay Whee School

Grade Levels (including split classes)	# of Classes
Grades JK-1	1
Grades 2-4	1
Grades 5-8	1

Student Development Information

Early Development Instrument

The Early Development Instrument (EDI) is a population-based measure that assesses children's readiness to learn at school. Developed by the Offord Centre of Child Studies at McMaster University, it is used across the Canada (excluding Nunavut). EDI is a checklist completed by all kindergarten teachers. EDI does not diagnose individual children, but instead provides a snapshot of the learning readiness of groups of four and five year olds as they get ready to enter senior kindergarten and/or grade one. The EDI measures children's developmental health by asking questions about the five areas of their early development – referred to by researchers as developmental domains: physical health and well-being; emotional maturity; communication skills and general knowledge; social competence; and language and cognitive development.

The results from the EDI determine the percentage of children who are ready to learn as they enter grade one and the percentage who are falling behind. The average EDI scores are divided into three segments: children falling into the bottom 10% are considered 'vulnerable' and children scoring in lower 10% to 25% are considered 'at risk'. Children scoring above 25% are considered to be on track and ready to learn. These segments are based on established norms for child development across Canada. Vulnerable refers to the portion of children, which, without additional support and care, may experience future challenges in school and society. In the context of EDI, vulnerability is a statistical definition, which can mean being behind in developmental health.

In order to preserve confidentiality, EDI data is not reportable for the 2015-2016 school year for DDEA as the minimum reporting threshold was not met (i.e. completion of the questionnaire for at least 10 children in an Education Body).

Middle Years Development Instrument

The Middle Years Development Instrument (MDI) is a population-based measure that uses a self-report questionnaire to ask students in Grades 4 and 7 about their thoughts, feelings and experiences in school and the community. This work is managed by researchers at the Human Early Learning Partnerships (HELP). MDI includes questions that are linked to three areas of students' development: well-being, health and academic achievement. The Well-Being Index focuses on critical areas of students' development during the middle years: optimism, happiness, self-esteem, absence of sadness and general health. Scores from these critical areas are combined to correspond to three categories of Well-Being: 'Thriving,' 'Medium to High Well-Being' or 'Low Well-Being'. Green represents the percentage of children who are 'thriving' or doing very well. Yellow represents the children who are in the 'medium to high well-being' category and red represents the children who report 'low well-being'.

The MDI also include questions on the Assets Index. The Assets Index combines measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives.

In order to preserve confidentiality, MDI data is not reportable for the 2015-2016 school year for CSFTNO as the minimum reporting threshold was not met (i.e. completion of the questionnaire for at least 35 children in an Education Body).

Dettah DEA Governance Structure

Dettah District Education Authority Administration:

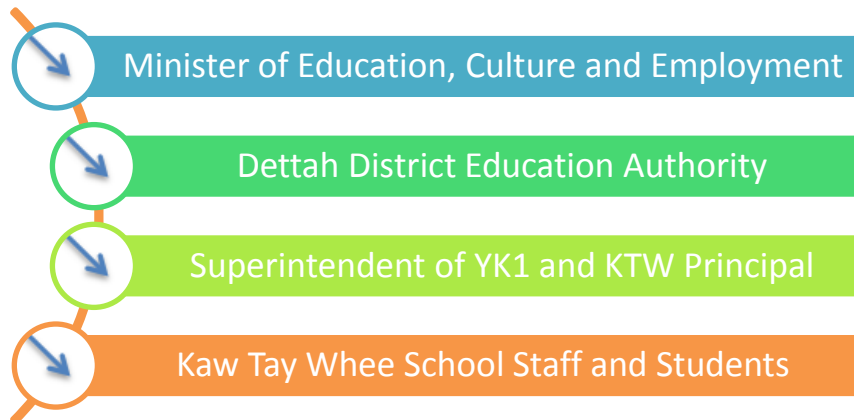
The Dettah District Education Authority began contracting superintendency services from Yellowknife Education District Number One under the Education Act of the government of the Northwest Territories in 2003; prior to that date, the board was serviced by the now non-existent Dogrib Divisional Education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

The main objective of the board 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.

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.

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.

Organization Chart:



Current DEA Members:

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

Support Members for the DEA Include:

Metro Huculak – Superintendent of Yellowknife Educational District #1

Lea Lamoureux – Principal of Kaw Tay Whee School

Sally Ann Drygeese - Administration/Educational Assistant

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, regional inclusive schooling coordinator, 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.

Commitment to Education

The Minister of Education, Culture and Employment is responsible for implementing the Ministerial Mandate in order to advance the priorities of a healthy, just and prosperous society set by the 18th Legislative Assembly. Education bodies and the Department of Education, Culture and Employment (ECE) share the responsibility for meeting some of these priorities, as detailed below, and Education Bodies must develop programs, strategies and activities that support these priorities, where applicable. The priorities are as follows:

- Implement the Educational Renewal Framework by:
 - Implementing Aboriginal Language and Culture-based Education Directive
 - Implementing the K-12 Inclusive Schooling Directive
 - Developing options to increase the approaches available to students that lead to graduation and to improve graduation rates to provide greater linkages to post-secondary schooling
 - Expanding the NWT Distance Learning pilot project;
- Implement Youth Resiliency programming in schools, in collaborating with the Department of Municipal and Community Affairs; and
- Implement Junior Kindergarten for all 4-year old children in the NWT.

ECE has four areas of focus in the delivery of high quality education to students in the NWT. Within each of these four areas, Education Bodies have the flexibility to plan and implement programs, strategies, and/or activities to meet the unique needs of students in their communities.

Language, Culture and Identity

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Language, Culture and Identity.

All projects listed in this section are funded through ECE Contributions. See projected cost in budget documents. Programs listed in this section are assessed via AFL best practice, and student success is communicated with families via report card data. Teachers assess for learning during prior to, during, and after experiences in a variety of ways. Due to the nature of our very small school, 100% of staff are included and required for each initiative listed below to work effectively. Due to the number of grades, programs, and experiences offered at our school, many staff members are required to volunteer extra time to plan, organize, and assist with these activities.

Wiiliideh Language Program

Students receive instruction in the Wiiliideh Language 5 times each week. During this time, the history of the Yellowknives Dene First Nation, the legends of the Yellowknives Dene First Nation, and the language are explored. Students learn phrases and vocabulary words, and practice in a safe, caring, and engaging environment; with an instructor from the community, who has worked in our school for over ten years. Class structure is four 30 minute classes each week, plus additional time for culture-based

projects. We continue to strive to differentiate instruction in our Wiiliideh language program and are very much looking forward to participating in the Aboriginal Languages Pilot project during the 2017-2018 school year to continue to build our language program across the grade levels. At this time, our language program is offered by classroom; therefore each MAG class works with the instructor in 30 minute blocks.

School-Wide Dene Law and Dene Kede Themes

Our culturally-responsive school embraces a new Dene Law and Dene Kede theme each month, following a three year planned cycle. This acts as cornerstones of our learning for that month. The exploration of these themes frequently includes Key Cultural Experiences that may occur in the school through a guest such as an Elder; or out on the land. Our measures of success are in the products that students create to show evidence of learning; including samples of writing and other pieces of published works, pieces of original artwork based in the Dene Tradition, and the speaking of the Wiiliideh language related to themes.

As the Dene Kede is the founding curricular document in the Northwest Territories; teachers at Kaw Tay Whee School plan in an integrated manner; across the curriculum; for example a Dene Kede animal theme (ie: beaver) would include related science and social studies lessons, story telling from an Elder, related literature, and research. Activities are planned by classroom (MAG) teachers to carefully align with other curricular outcomes and student learning levels and interest. Key Cultural Experiences are usually done in a whole-school format, with a variety of activities for students to choose from. For example, at a recent four day caribou camp, activities included working with an Elder, scraping and smoking two caribou hides, drumming and hand-games (for the boys), fire building, bird and bug watching and identification (with manuals), outdoor cooking, storytelling with an Elder, and reading theme-related legends and stories. Setting up a wall tent in the back of the school ensured that our youngest students had opportunities to come and go in natural time with their attention spans; and that our oldest learners had a chance to explore the activities more in depth. As our school is so small, it was natural for us to ensure that students with a high level of interest were able to remain in the camp as long as their engagement allowed. After the close of camp, some students wrote essays, photo essays, and published comic books to demonstrate and show evidence of their learning. Infusing technology through assigning interested students as “camp photographers” was a positive strategy; these students also understood that in their role as photographer, they were free to share the camera with others so they could participate in activities as well.

Table 5: Kaw Tay Whee School 2017-2018 Dene Kede, Dene Law and Wiilideh Learning Plan

2017 2018	September	October	November	December	January	February	March	April	May	June
Dene Law	Share what you have	Help each other	Love each other	Be respectful of Elders	Sleep at night and work during the day	Be polite and speak kindly	Young girls and boys should behave respectfully	Pass on the teachings	Be happy and thankful	Be good to the land
Dene Kede Theme	Plants and Berries (P. 64)	Birds (overview of all) (p. 79)	Trapping Wolf (P. 125)	Drum (P. 15) Eating and Food (P. 200)	Clothing (P. 183)	Trees (p. 37)	Rabbit (P. 109)	Beaver & Muskrat (P. 74, 128)	Geese and Loons (P. 79)	Fish (P. 91)
Willideh Language Plan <i>*Additional learning outcomes as related to the NWT Aboriginal Languages Pilot</i>	Prayer, Words related to theme	Prayer, Words related to theme	Prayer, Words related to theme	Prayer, Words related to theme	Prayer, Words related to theme	Prayer, Words related to theme	Prayer, words related to theme	Prayer, words related to theme	Prayer, words related to theme	Prayer, words related to theme

Willideh Language Development (30 minutes/child a minimum of 4x/week taught per MAG class)

In addition to basic plans above, and participation in the NWT Aboriginal Languages Pilot, students will also learn and practice:

- Phrases and questions like: May I go to the washroom/get a drink? Sit down, stand up, etc.
- Continue our learning of words for household, family, the outdoors, school items
- How to develop language videos, to later be used for teaching (these will be theme based)
- A special “Mystery Willideh Phrase” each week

Annual Birch Sap Harvest

Our school spends part of each day for close to two weeks on the land harvesting birch sap each Spring. We are part of a cooperative, and use this time to practice being on the land, using the Wiilideh language, working with an Elder and learning about local history and stories, while engaging in active living. As the culminating event, we bottle the sap after is boiled into syrup. This program runs for two full weeks; including time on the land harvesting, as well as classroom time preparing, and working on related activities and learning experiences. Daily harvest occurs for about 70 minutes each day; and then regular classes resume. Students spend two full days on the land to begin the harvest and bottle the syrup.

Aboriginal Role Model Program

In 2012, KTW introduced the “Aboriginal Role Model Program” with the intent to promote careers and post secondary education. Students co-constructed criteria related to what they thought a role model should be and decided that high school graduation, current full-time employment, and going on a



vacation were the requirements. Students have had guests including famous Aboriginal authors, singers, Elders, and a Naturopathic Doctor, and a Standing Rock activist.

It is important to note that other Aboriginal special guests who do not fit this criteria also visit the school, and teach about traditional skills, arts, and share stories. This program occurs several times throughout the school year, depending on the number of Role Models available, and on student interest.

Key Aboriginal Cultural Experiences

In connection with seasons, the Dene Kede themes and the Dene Laws, students engage in a number of culturally relevant experiences important to the Dene People. Working with Elders and Cultural Experts, students engage in learning experiences on the land, engage with traditional arts, and explore the history and traditional ways of knowing and being of the Yellowknives Dene First Nation. These experiences occur several times throughout the year, during all seasons. Many times, these experiences are linked closely to Dene Kede themes; which are noted in the table above. These experiences are an important part of our school culture, and while the general theme and activity is planned for the whole school; the depth of participation is differentiated by age level. Experiences begin with pre-teaching and an examination of personal knowledge, as well as an exploration of the knowledge students wish to learn. After the experiences occur, students re-construct their learning in the form of a product to share with a wider audience; for example a piece of writing, art, or a blog post. Frequently, the experiences are planned in advance; while sometimes they occur with little notice; depending on the availability of a certain type of animal or arrival of a person with specific expertise. As a small community school, we strive to be flexible and open to working with Cultural Experts who are interested in passing on the teachings to our students.

Health, Wellness and Student Support

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Health, Wellness and Student Support.

All projects listed in this section are funded through ECE Contributions; with additional funding from other partners, including Breakfast Clubs of Canada, and corporate sponsors. See projected cost in budget documents. Programs such as the Outdoor Education and Public Health Programs listed in this section are assessed via AFL best practice, and student success is communicated with families via report card data. Teachers assess for learning prior to, during, and after experiences in a variety of ways. Due to the nature of our very small school, 100% of staff are included and required for each initiative listed below to work effectively. Due to the number of grades, programs, and experiences offered at our school, many staff members are required to volunteer extra time to plan, organize, and assist with these activities. If staff members did not volunteer; the extras (i.e., grocery shopping, cooking, checking the mail, picking up couriered items, shovelling snow, etc.) would not happen.

All Day Food Program & Weekend Food Packs

The school will continue to offer a full-day healthy and nutritious food program for students. The program is comprised of a variety of fresh fruit each morning, a balanced and from-scratch lunch; consisting of ingredients from at least three food groups, as well as additional snacks for students in need. Additionally; some students access extra food for weekends. These programs occur every day that the school is in operation. Weekend food packs are distributed prior to weekends, and school holidays.

All-Season Outdoor Education Program

As physical activity is an important cornerstone of wellness, our students engage in outdoor education and activity in all seasons. Winter activities include skiing, snowshoeing, and ice-fishing. Fall and Spring activities include gardening, biking, scootering, skateboarding, and canoeing. Students have the opportunity to give input to this programming, and their ideas help our programs grow and change. These programs occur all year long, depending on the weather and safety. These programs both compliment our Physical Education program, and are offered as additional programming. In spending time outside with students, on the traditional lands of the Yellowknives Dene First Nation, being engaged in a variety of physical activities, we hope to support the continued development of a love for the land, a curiosity about the world around us, and a connection to the personal identity and culture of our students as Dene people.

Public Health Workshops

We have developed a strong relationship with public health, and offer “workshop style” learning experiences for students on topics such as “family life”, “sexuality”, “drugs and alcohol”, “personal safety”, “healthy relationships”, “puberty”, “how to handle stress” and “body image”. These workshops are interactive and informal, and give students chances to ask questions and explore material related to the topics. We hope to continue to build on this successful model to assist students in adding to their personal toolboxes of skills. These workshops typically occur 3-4 times each school year, depending on the availability of the Public Health Nurse.

Other strategies and or learning activities will include

- Talking About Mental Illness (TAMI) Training for grade 8 teachers
- Continuation of learning about Self-Regulation through continued professional reading, and the use of materials and strategies provided through the use of self-regulation funding; including the classroom toolboxes, guitars, and micro-climates throughout the school
- Community building events; including Respected Elder Visits
- The continued use of the Mind Up curricula, the Second Step curricula, and the Talking About Mental Illness (TAMI) will also support this work; as will the 4th R when we begin implementation after in-servicing next year

Teaching and Learning

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Teaching and Learning.

All projects listed in this section are funded through ECE Contributions; with some additional funding for materials (ie: books) from outside sponsors. See projected cost in budget documents. Programs listed in this section are assessed via AFL best practice, and student success is communicated with families via report card data. Teachers assess for learning during prior to, during, and after experiences in a variety of ways. The co-design strategy is assessed by teachers and the principal through discussion, and is frequently reflected in teacher supervision and growth documents. Due to the nature of our very small school, 100% of staff are included and required for each initiative listed below to work effectively. Due to the number of grades, programs, and experiences offered at our school, many staff members are required to volunteer extra time to plan, organize, and assist with these activities.

Teaching Partners for Unit Co-Design

Our school pairs and will continue to pair newer teachers with master teachers to design units of study, following the backwards design method. Additionally, the master teachers will continue to do many demonstration lessons, followed by de-briefing meetings. This approach allows for newer teachers to better understand how to differentiate and deliver multi-layered lessons in the MAG –Multi Age Group environment. It also assists newer teachers in understanding how to set high expectations for student learning and student work quality. Collaboration is a very important part of our school culture, and ensuring that teachers are supported in their endeavors to craft meaningful, culturally relevant, and engaging learning opportunities is crucial for student success. This process is on-going throughout the entire school year.

Professional Learning

Dettah DEA is responsible for providing professional learning opportunities to build the capacity of their education staff in the North. These opportunities are planned in alignment with both ECE and Dettah DEA priorities.

Outlined below are planned professional learning themes for the next school year. An explanation of how each professional learning theme aligns with ECE priorities is also provided. Only group-based professional learning opportunities are included.

All projects listed in this section are funded through ECE Contributions. See projected cost in budget documents. The impact of professional development is measured by how it is integrated into teacher practice; and through teachers sharing their knowledge and learning with others.

Kaw Tay Whee School Staff participate in many of the professional development opportunities offered by YK1 when appropriate and relevant to our own SIP goals and plans, and also participate in other professional development that is more specifically aligned with school goals and teaching and learning plans and goals.

During the 2017-2018 school year, staff will use STIP time to collaborate and learn about how to better implement SSP and IEP goal setting plans. Staff will also work to create and implement research-based and more streamlined assessment and planning practices.

Topics of professional development for 2017-2018 will include literacy development; including a continued focus on whole-school writes and the data that they provide to support instruction, educational technology, Aboriginal language and culture (relevant to the learners in our specific community), mental health, trauma, early childhood education, topics related to LGBTQ+ and a variety of topics related to complex needs. Overall, learning will focus on teaching strategies, and strategies to promote inclusion on all levels; culturally relevant/responsive pedagogy, and student and family engagement and wellness. Table 6 indicates the themes for regional professional learning opportunities in the 2017-2018 school year.

Table 6: Professional Learning themes for education staff in the 2017-2018 school year

Theme	Regional Professional Learning Topic
<i>Aboriginal Education/Culturally Relevant & Responsive Paedagogy: Willideh Language and Culture (Aboriginal Language Acquisition)</i>	As per participation in NWT Aboriginal Languages Pilot
<i>Research-based literacy and mathematics instruction and related professional conversations/team teaching and planning</i>	Including an exploration of mindset in mathematics (as per the work of YouCubed at Stanford University), PLCs, and school-wide Math Journals; continuation of learning related to Fontas and Pinnell and research-based methods of pedagogy and assessment related to reading and writing instruction
<i>Mental Health, Wellness, Student/Family Support/Emotional Health/Inclusive Schooling</i>	Training in the 4 th R; potential Positive Spaces training, exploration of access to a Mental Health First Aid Course, Examinations of the importance of self-care, and balance; professional development related to suicide prevention, self-harm, anxiety, and other themes.
<i>21st Century Teaching and Learning/Educational Technology</i>	Leadership, Google Apps for Education

Student Outcomes and Success

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Academic Achievement.

All projects listed in this section are funded through ECE Contributions; with additional funds used from outside partners. See projected cost in budget documents. Programs listed in this section are assessed via AFL best practice, and student success is communicated with families via report card data. Teachers assess for learning during prior to, during, and after experiences in a variety of ways. The use of STIP day hours will be assessed by teachers and the principal via a collection of data tool; not yet decided upon. Due to the nature of our very small school, 100% of staff are included and required for each initiative listed below to work effectively. Due to the number of grades, programs, and experiences offered at our school, many staff members are required to volunteer extra time to plan, organize, and assist with these activities.

Guided Reading and Math Cross Groups

We will continue to implement our successful model of flexible cross-groupings for guided reading and mathematics. This has allowed for our students to thrive and continue on with learning quickly when they have mastered concepts or reading levels. Teachers will continue to work together to ensure best practices and assessments are on-going, and that students are held to a high level of expectation and accountability to urgency for learning and self-responsibility, including data collected through stamina minutes, reading rate logs, goal-setting (WILF) and conferencing. We will continue to work to build a sense of urgency in students as related to their learning. These groups occur daily, and students are assessed a minimum of once each term.

Maker Spaces and Genius Hour

During the next school year, we plan to build extensively on our preliminary work on both Maker Spaces and Genius Hour. These inquiry and project based learning opportunities allow students to explore and research in a hands-on way. The major focus for our school will be related to resilience. In both of these projects, mistakes are a huge part of the learning, and we will continue to strive to help students understand that mistakes are an important part of learning. Additional benefits to both the Maker Space and Genius Hour include the promotion of agency, confidence, independence and decision-making. This project is still in the planning stages, and the hope is to integrate this time into the weekly schedule.

STIP Day Assessment Data Examination and Planning for Student Success

We will spend the proposed STIP days planning for student instruction based on the analyzing of student assessments. This will assist the school team in planning for targeted instruction and strategizing to maximize student success using research-based methodologies. As a small school with limited preparation time, this is a very valuable opportunity for the school team to collaborate. Additionally, staff will spend time examining and planning for the implementation of SSPs and IEPs with support from our new Regional Inclusive Schooling Coordinator, and our PST.

Student Attendance

Regular school attendance is a contributing factor to student success and career readiness. Students who attend school regularly tend to perform better at school. An attendance rate of 90% or higher is a good objective to have to best support student success. Attendance is defined as the number of students who are present at school and at school-sponsored activities, such as field trips, on the land camps, and sporting events during regular school hours. Students who are not present due to sickness, truancy, or other reasons are not counted as present, even if they have an excused reason from parents/guardians.

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Student Attendance.

These projects are fully funded through partnerships with outside partners. The budget for these projects vary depending on student enrolment, and student attendance levels. Programs listed in this section are assessed via examining attendance data. Due to the nature of our very small school, 100% of staff are included and required for each initiative listed below to work effectively. Due to the number of grades, programs, and experiences offered at our school, many staff members are required to volunteer extra time to plan, organize, and assist with these activities. Data is assessed by the entire school team, and is reported monthly to the DEA. The DEA carefully supports the school by diplomatically reaching out to families struggling with attendance in a dignified and confidential way. This methodology has been generally successful at Kaw Tay Whee school in most cases.

September School Attendance and On-Time Awareness Campaign

In September, the school and DEA work together to share and teach about the importance of every day and on-time attendance at school. An information campaign through mail, and social media, in addition to a number of special events are planned and executed to get discussions and planning started. Students and families are provided with resources (ie: alarm clocks; etc. see below) and a number of celebration events and recognition events occur. This initiative is met with much excitement and positivity in the community. DEA members act as support people, and assist with engaging families to talk about these important goals for students.

On Time By Nine & Alarm Clock Program

It is a struggle for some children wake up in the morning to attend school, or to attend school on time, and so an alarm clock program was introduced (the oldest sibling in each family, or the only child were taught how to use the alarm clock, and instructions were written as part of an expository writing lesson). After demonstrating that the students knew how to use it, an alarm clock was given to each family and there is an on-going battery replacement program.

School staff also offer other supports to assist students in attending school on time, including phone calls, texting, door knocking, or networking with extended family members to find creative and respectful ways to help children arrive “On Time By Nine”.

A special program to celebrate and increase on-time attendance called “On Time By Nine” was developed, and is tracked in a prominent area in the school. Attending school “on time by nine” a certain number of days in a row ensures the student a “recognition seat” at a pre-determined event (chosen by the students as a group). Past events included: Wii fit and popcorn, cake decorating, skiing, painting and nachos, a salad bar party, Lego bash, bowling, and spooky surprises. This program is funded through proposals, which are written by the school principal. In September, to set the stage for a strong year, with the goal of on-time attendance becoming a habit, several special draws and extra events are held.

Since the implementation of this program, we typically see an average of 80% on time attendance each day. Notice that attendance is not just expected; being on time is. Prior to the implementation of this program, students were rarely on time; and the overall attendance was regularly under 50%.

Being “On Time By Nine” and present all day are criteria for participating in Extra Curricular clubs and activities.

On occasion, to celebrate and support families who have shown an improvement in on time attendance, recognition is given through special notes, certificates, or “Family Nights Out” with tickets to the movie theatre and a gift certificate to a local restaurant. This is done privately, along with a phone call or meeting with those parents or guardians. These projects are on-going throughout the school year.

SLEEP STUDY

Many students continue to arrive at school too tired to learn. Students identified this fact aloud, and we decided to do some research to find out how much sleep our bodies really need in order to function. The sleep study is linked closely to self-regulation, which is a big focus in education in the Northwest Territories.

Together, we examined the sleep recommendations from the Canadian Paediatric Society and started tracking our sleep on a nightly basis. Students have set a weekly sleep goal, based on their research, and created charts, they then recorded the time they went to sleep each night and the time they woke up each morning. Next, they calculated to see if we were carrying a debt or surplus. We have a good idea of trends in our school sleep patterns now; which include major challenges after long weekends, and holidays. We use social media and our newsletter (ie: Facebook) to share information about the benefits of regular sleep, as well as the required amounts per age for optimal neurological activity . The rationale

for the program came from many students sharing their feelings of being too tired to learn. It began as an inquiry project, and bloomed into an authentic learning experience.

This connects with learning outcomes in math, health, English Language Arts, and ICT. Students tracked their sleep for two weeks at a time and created a plan to “pay themselves back” if they were in debt, students also learned how to build up a surplus in advance of a big planned event like a sleepover.

Class discussions about bedtime routines, use of wake up methods, and sleep hygiene will continue to occur as part of brainstorming sessions on how to improve. Discussions about how adequate and lack of sleep can impact our brains and our ability to learn will continue to occur.

The school has continued to hear positive comments from family and board members about hearing children talking about their sleep and making plans to get to bed earlier.

As a continuation of this work, next year, students in grades two to eight will track their sleep for two weeks after any school holiday. This action will bring more mindfulness to the need for sleep, and that it will empowering students to make positive, healthy choices and benefiting their overall ability to focus and learn.

This will begin at the start of the school year, and then a new session will begin after Christmas vacation, and then again, after March Break.

Efficient Administration of Boards

Human Resources Management

School Staff Recruitment and Retention

The following outlines Dettah DEA’s plan to ensure that schools are resourced to meet the priorities and needs of students. As part of recruitment and retention planning, Dettah DEA considers retirement, transfers, resignations, terminations, and contract non-renewals. Together with attrition rates, length of service provides information on staff turnover. Person years are allocated according to the School Funding Formula. Education Bodies may budget person years for general school staff according to their needs; however, are required to adhere to staffing Inclusive Schooling Staff and Aboriginal Language Consultants as per the person years allocation.

The DEA’s 2016-2017 budget was unexpectedly impacted during that school year by 3 staff members requiring maternity leave benefits; and by the cost of replacing those teachers. We are unable to predict future maternity leaves; or financially plan for them. The DEA requests that a planning session be held with representatives of ECE to address this issue for the future.

Table 7: Budgeted Person Years for General School Staff by School

School		General School Staff									
		Adminis- tration Staff	Teachers*	Consult ants	Secretar ies	Custodi ans	School Community Counsellors	Bus Drivers	Cooks	School Administra tion	Total
Allocated	Regional	0.25	3.17	0.25	0.20	0.38	0.12	0.00	0.00	0.00	4.37
	Regional										
Budgeted	Kaw Tay Whee		4.17	0.50	0.20	0.50	0.12	0.00	1.00		6.31
	TOTAL		4.17	0.50	0.20	0.50	0.12	0.00	1.00		6.31

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

Table : Allocated and Budgeted³ Person Years for Inclusive Schooling and Aboriginal Language Staff by School

School	Inclusive Schooling Staff										Aboriginal Language Staff			
	Regional Coordinator		Program Support Teachers ⁴		Support Assistants		Wellness Counsellors		Magnet Facilities Staffing		Total IS		Total AL Staff	
	A*	B†	A	B	A	B	A	B	A	B	A	B	A	B
Kaw Tay Whee	.5	.5	1.0	1.0	.59	1.0	.25	.25	0	0	2.34	2.75	.9	.9
Total	.5	.5	1.0	1.0	.59	1.0	.25	.25	0	0	2.34	2.75	.9	.9

* A is allocated

† B is budgeted

³ With the implementation of the Ministerial Directive on Inclusive Schooling (2016), budgeting by Education Bodies for Inclusive Schooling PYs will only be done for the 2017-2018 school year. Movement towards compliance to the Directive will be reflected in the Operating Plan for 2018-2019 with the removal of all “Budgeted” columns.

⁴ 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 and weekly work, PSTs are not focused on one specific curricular area, but support all student learning by supporting teachers with their students on Student Support Plans or Individualized Education Plans, with a particular emphasis on Tier 2 and 3 students. Please report here accordingly.

Outlined below are the hiring and training strategies that are used to fulfil the budgeted person years, allocated Inclusive Schooling and Aboriginal Language Staff person years, and to promote staff retention.

We will continue to work diligently with our DEA to ensure that we hire highly trained and innovative school persons with whom we will work, and build capacity to ensure that they are able to offer thoughtful, culturally responsive and inclusive educational opportunities for our students.

We will continue to ensure that these persons have access to on-going professional learning, in a variety of forms, as well as consistent opportunities to feel supported through collaboration, team-building, co-planning, and mentorship.

The DDEA follows the YK1 Human Resources guidelines. Positions are first advertised internally through YK1; as per the NWTTA Collective Agreement. If a suitable applicant is not found, positions are advertised externally. Positions are advertised via YK1 norms for Human Resources. We anticipate that one staff member will return to our school from Maternity leave. Another returned in April 2017.

Inclusive Schooling

Through support from the principal and DEA, we will strive to ensure that our PST position includes actual time to complete the paperwork required to this position. In the reality of a very small school, it is difficult to always ensure that this is possible. For the 2017-2018 school year, the principal will fill the .50 Regional Inclusive Schooling Consultant position.

Completion of Performance Reviews

All education staff, including principals, teachers, support assistants and program support teachers are required to undergo a performance review on a regular basis. Performance reviews are important in developing individual staff growth plans.

The number of all education staff that requires an evaluation in the next school year is 0.

Dettah DEA Governance

DEA/DEC Operations

Education Bodies are governed by the *Education Act of the Northwest Territories*. A complete list of responsibilities can be found in the *Education Act* (Sections 117, 118).

Effective Management of Honoraria and Travel Allowances

Members of the Dettah DEA are eligible to receive honoraria and travel allowances for DEA/DEC meetings they attend. It is the responsibility of the Dettah DEA to ensure that only members who attend meetings receive these monies, or that members return unqualified monies.

The budgeted cost of honoraria and travel allowances for members/trustees is up to **\$20,000.00**. Dettah DEA Honoraria Rates: Chair \$240 per meeting; Member \$190 per meeting. With all members attending, a DEA meeting costs \$1380.00; in addition to the hourly salary rate of the school secretary who assumes the role of minute taker, check writer, and package assembler. The school secretary and school principal sign the cheques for DEA meetings.

DEA honoraria are paid via cheque, with taxes deducted as the meetings or board development sessions are finished.

Any honoraria paid for attendance at a meeting outside of the DEA (i.e., PD; Ministers meetings, etc.) require reporting from the member upon return.

Hiring, budget, chair meetings, special/emergency meetings occur as needed; i.e., some years there is no extra DEA PD or special/emergency meetings, therefore the actual expenditure is much lower.

Outlined below are plans to reduce unqualified honoraria and travel allowances for members who did not attend meetings for the next school year.

Records Management

Timely Implementation of ARCS and ORCS Schedules

ARCS and ORCS, the new records management tools, will be rolled out across all Education Bodies. These tools follow modern standards for file storage, archival, retrieval, destruction and security.

Table 9: Summary of ARCS and ORCS schedule

Question	Response
Has your Education Body identified a staff position that has been trained in records management through GNWT training (e.g. Records Toolbox Course)?	NO
If yes to above, has this position been dedicated to managing records and documentation?	N/A
Do you know the total number of records boxes to be processed?	Approximately
If yes to above, how many?	10
Do you have a schedule for processing records boxes?	No
If yes to above, how many do you plan to process this year?	

Our records (mostly financial) are stored on-site, in the school building.

DDEA has not identified a trained staff position that will be dedicated to managing records and documentation at this time. The principal knows the whereabouts of all paper files, and boxes.

Financial Management

Accurate Implementation of Operating Budget

Dettah DEA developed the following Operating Budget based on realistic cost assumptions for planned activities.

NOTE: Other funds may be generated during the school year, but are unknown at this time

Table 10: Statement of Revenues and Expenses

District Education Authority			
STATEMENT OF REVENUES AND EXPENSES			
Annual Budget			
	2017-2018 Budget	2016-2017 Approved Budget	2016-2017 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
Regular Contribution	\$1,296,267	\$1,354,400	\$1,373,283
French Language Contribution			
Aboriginal Language Contribution			
Other Contribution	6,400	3,000	18,467
Capital Contribution			
Total GNWT	\$1,302,667	\$1,357,400	\$1,391,750
Federal Government			
Property Tax Requisitioned			
Other School Authorities			
Education Body Generated Funds			
Rentals			
School Fees			
Sales			
Investment Income			518
Other	3,000		36,974
Total Generated Funds	3,000	0	37,492
Transfers			
Transfers from Capital Fund			

Other (Specify)			
Total Transfers	0	0	0
TOTAL REVENUES	\$1,305,667	\$1,357,400	\$1,429,242
EXPENSES			
Administration	120,500	91,850	144,558
School Programs	791,580	744,794	982,685
Inclusive Schooling	384,000	344,627	127,391
Aboriginal Language/Cultural Programs	104,250	175,061	88,437
Transfers to Capital			
Debt Services			
TOTAL EXPENSES	\$1,400,330	1,356,332	1,343,071
SURPLUS (DEFICIT)	(\$94,663)	\$1,068	\$86,171
ACCUMULATED SURPLUS (DEFICIT)	\$185,165	\$194,725	\$279,828

Table 11: Details of Inclusive Schooling Expenses

Staff	Allocated Funding	Budgeted
Regional Coordinator(s)	\$76,707	\$76,000
Program Support Teachers ⁵	131,467	149,000
Support Assistants	49,498	74,000
Wellness Counsellors	23,314	23,000
Magnet Facilities Staffing	0	0
Others – please define:		
Staff Development	3,850	15,000
Staff Development Travel	3,000	3,000
Specialized Learning Material/Assistive Technology	14,294	32,000
Services Purchased/Contracted	0	0
Magnet Facilities	0	0
Southern Placements	0	0
Counseling/Healing	12,220	15,000
Not budgeted to date		
Total Inclusive Schooling spending	\$314,350	\$384,000

[The RISC allocated funding will be allocated to the principal's salary, as she will undertake this responsibility. Specialized Learning Material and Assistive technology will be used to accommodate needs for specific students; more detail cannot be provided in this document as it may identify these students based on our small size. Counselling funding has been allocated in the hopes that we will be able to gain written informed consent from parents & guardians to offer these services on-site via private ****qualified**** contractors.

⁵ 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 and weekly work, PSTs are not focused on one specific curricular area, but support all student learning by supporting teachers with their students on Student Support Plans or Individualized Education Plans, with a particular emphasis on Tier 2 and 3 students.

Table 12: Dettah District Education Authority Details of Expenditures 2017/2018

**Divisional Education Council/District
Education Authority
DETAILS OF EXPENDITURES - Consolidated
2017-18 Annual Budget**

FUNCTION

	SCHOOL PROGRAMS	INCLUSIVE SCHOOLING	ABORIGINAL LANGUAGES	TOTAL
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SALARIES

Teachers' Salaries	\$333,000	\$149,000	\$81,500	\$563,500
Instruction Assistants		74,000	22,750	96,750
Non Instructional Staff	38,000	59,000	114,000	211,000
Board/Trustee Honoraria	\$18,000			18,000

EMPLOYEE BENEFITS

Employee Benefits/Allowances				
Leave And Termination Benefits				

SERVICES

PURCHASED/CONTRACTED

Professional/Technical Services	32,000	900		32,900
Postage/Communication		7,000		7,000
Utilities				
Heating				
Electricity				
Water/Sewage				
Travel				
Student Transportation (Bussing)		63,000		63,000
Advertising/Printing/Publishing		17,000		17,000
Maintenance/Repair				
Rentals/Leases		10,000		10,000
Other (training and development)	5,000	12,000	15,000	32,000
Other Contracted Services (YK1/YCS)	27,500	253,800		281,300

MATERIALS/SUPPLIES/FREIGHT

Materials		35,880	32,000	67,880
Freight				

TRANSFERS TO CAPITAL

TOTAL	\$120,500	\$791,580	\$384,000	\$104,250	\$1,400,330
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