

**Operating Plans for
Northwest Territories Education Bodies
for the 2021-2022 School Year Ending
June 30, 2022**

**Plans de fonctionnement des
conseils scolaires de division et
des administrations scolaires de district
des Territoires du Nord-Ouest
pour l'année scolaire se terminant
le 30 juin 2022**

The Operating Plans for the current 2021-2022 School Year were prepared by each of the ten NWT education bodies in compliance with the *Financial Administration Act's* "Planning and Accountability Framework," which requires NWT education bodies to plan for 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.

Included in this document is one Operating Plan for each of the following education bodies: Beaufort-Delta Divisional Education Council; Commission scolaire francophone Territoires du Nord-Ouest; Dettah District Education Authority; Dehcho Divisional Education Council; Ndilq District Education Authority; Sahtu Divisional Education Council; South Slave Divisional Education Council; Tłıchq Community Services Agency; Yellowknife Catholic Schools; and Yellowknife Education District No. 1.

Des plans de fonctionnement pour l'année scolaire 2021-2022 ont été préparés par chacun des dix organismes scolaires des TNO conformément au « Cadre de planification et de reddition de compte » de la *Loi sur la gestion des finances publiques*. Ce cadre stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en oeuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le présent document contient un plan de fonctionnement pour chacun des organismes scolaires suivants : Conseil scolaire de division de Beaufort-Delta; Commission scolaire francophone des Territoires du Nord-Ouest; Administration scolaire de district de Dettah; Conseil scolaire de division du Dehcho; Administration scolaire de district de Ndilq; Conseil scolaire de division du Sahtu; Conseil scolaire de division du Slave Sud; Agence de services communautaires tlıchq; Écoles catholiques de Yellowknife; et Administration scolaire de district no 1 de Yellowknife.

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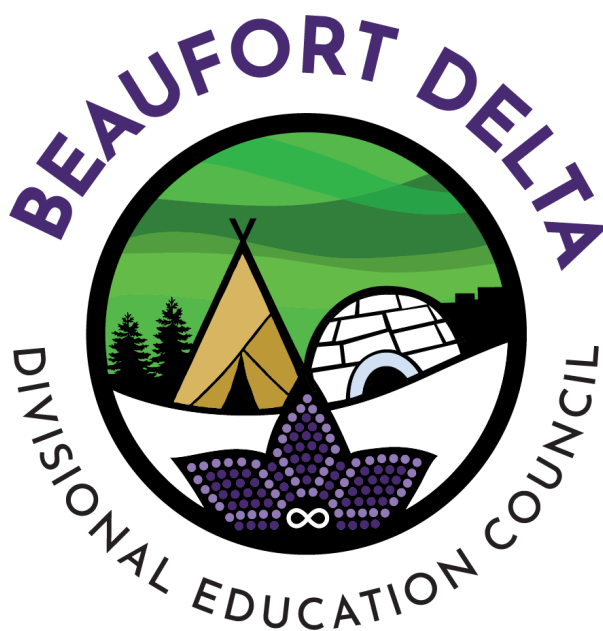
- 1. Beaufort Delta Divisional Education Council**
- 2. Commission scolaire francophone des Territoires du Nord-Ouest**
- 3. Dettah District Education Authority**
- 4. Dehcho Divisional Education Council**
- 5. Ndilq District Education Authority**
- 6. Sahtú Divisional Education Council**
- 7. South Slave Divisional Education Council**
- 8. Tłıchq Community Services Agency**
- 9. Yellowknife Catholic Schools**
- 10. Yellowknife Education District No. 1**

Education Accountability Framework

Beaufort Delta Divisional Education Council

Operating Plan

For the 2021-22 School Year



Cadre de responsabilisation en éducation

Conseil scolaire de division de Beaufort-Delta

Plan de fonctionnement

Année scolaire 2020-2021



Des citoyens autonomes grâce à l'éducation autochtone

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Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division de Beaufort-Delta (CSDBD) pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du gouvernement des Territoires du Nord-Ouest (GTNO) et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités du Conseil scolaire de division de Beaufort-Delta pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

<p>BUTS POUR LA RÉUSSITE SCOLAIRE</p> 	<p>CIBLES ET OBJECTIFS POUR 2020-2021</p> 
<p>Favoriser la réussite des élèves en littératie (lecture et écriture)</p>	<p>5 % des élèves se seront améliorés d'au moins une unité Stanine en lecture au test de rendement canadien CAT-4 ou CAT-5 (Canadian Achievement Test).</p> <p>Augmentation de 10 % du nombre total d'élèves de la 1^{re} à la 9^e année qui obtiennent une note satisfaisante (ou plus) en écriture – selon leur niveau scolaire – entre septembre 2020 et mai 2021.</p> <p>Augmentation de 10 % du nombre total d'élèves qui obtiennent des résultats en écriture correspondant à leur niveau scolaire d'ici mai 2021.</p> <p>Augmentation de 5 % du nombre total d'élèves qui obtiennent des résultats en lecture correspondant à leur niveau scolaire entre novembre 2020 et juin 2021.</p> <p>60 % des élèves de la 1^{re} à la 9^e année auront progressé d'au</p>

Plan de fonctionnement

	<p>moins huit mois et plus selon la grille d'évaluation de Fountas et Pinnell entre novembre 2020 et juin 2021.</p> <p>Diminution de 2 % de l'écart de réussite évolutif triennal entre les élèves aux tests de rendement de l'Alberta en anglais pour la 6^e année.</p> <p>Diminution de 2 % de l'écart de réussite évolutif triennal entre les élèves aux tests de rendement de l'Alberta en anglais pour la 9^e année.</p> <p>Augmentation de 3 % du taux de participation évolutif triennal des élèves aux tests de rendement de l'Alberta du CSDBD pour la 6^e année.</p> <p>Augmentation de 3 % du taux de participation évolutif triennal des élèves aux tests de rendement de l'Alberta du CSDBD pour la 9^e année.</p> <p>50 % des parents ont discuté avec le professeur d'anglais des forces et des possibilités d'amélioration de leur enfant en lecture et en écriture.</p>
<p>Favoriser la réussite des élèves en numératie</p>	<p>5 % des élèves se seront améliorés d'au moins une unité Stanine en numératie au test de rendement canadien CAT-4 ou CAT-5 (Canadian Achievement Test).</p> <p>Augmentation de 10 % du nombre d'élèves répondant aux exigences du test CMA.</p> <p>Diminution de 5 % de l'écart de réussite entre les élèves aux tests de rendement de l'Alberta en mathématiques pour la 6^e année.</p> <p>Diminution de 5 % de l'écart de réussite entre les élèves aux tests de rendement de l'Alberta en mathématiques pour la 9^e année.</p> <p>50 % des parents ont discuté avec le professeur de mathématiques des forces et des possibilités d'amélioration de leur enfant dans cette matière</p>
<p>Favoriser la réussite des élèves en langue et culture autochtone</p>	<p>80 % des élèves connaissent 12 des salutations traditionnelles de leur collectivité d'origine</p> <p>25 % des élèves parlent la langue à un niveau débutant</p> <p>80 % des élèves participent à un minimum de 4 activités culturelles essentielles dans la nature ou en classe.</p> <p>100 % des écoles s'activent à adapter à la culture autochtone le contenu des cours et le programme</p> <p>100 % des écoles du CSDBD ont un calendrier culturel.</p> <p>50 % des parents ont discuté du niveau de compétences linguistiques de leur enfant</p>

Plan de fonctionnement

Accroître la compréhension et la pratique de responsabilité sociale des élèves.

Augmentation de 10 % du nombre total d'élèves dont l'assiduité est de 90 % ou plus

Amélioration de 5 % de l'assiduité générale dans le district

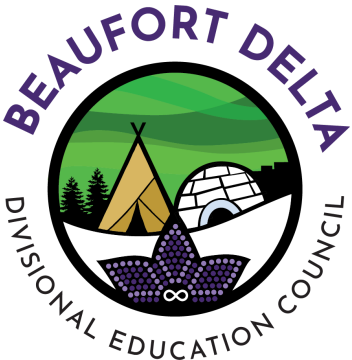
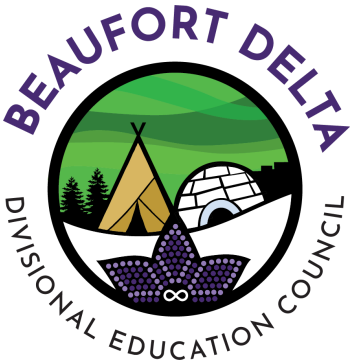
50 % des parents assistent aux rencontres à trois (parents, enseignant et élève), aux entrevues parents et enseignant et aux ateliers, virtuels ou en personne.

Operating Plan - Executive Summary

The Beaufort Delta Divisional Education Council’s Operating Plan for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education’s direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Beaufort Delta Divisional Education Council’s priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

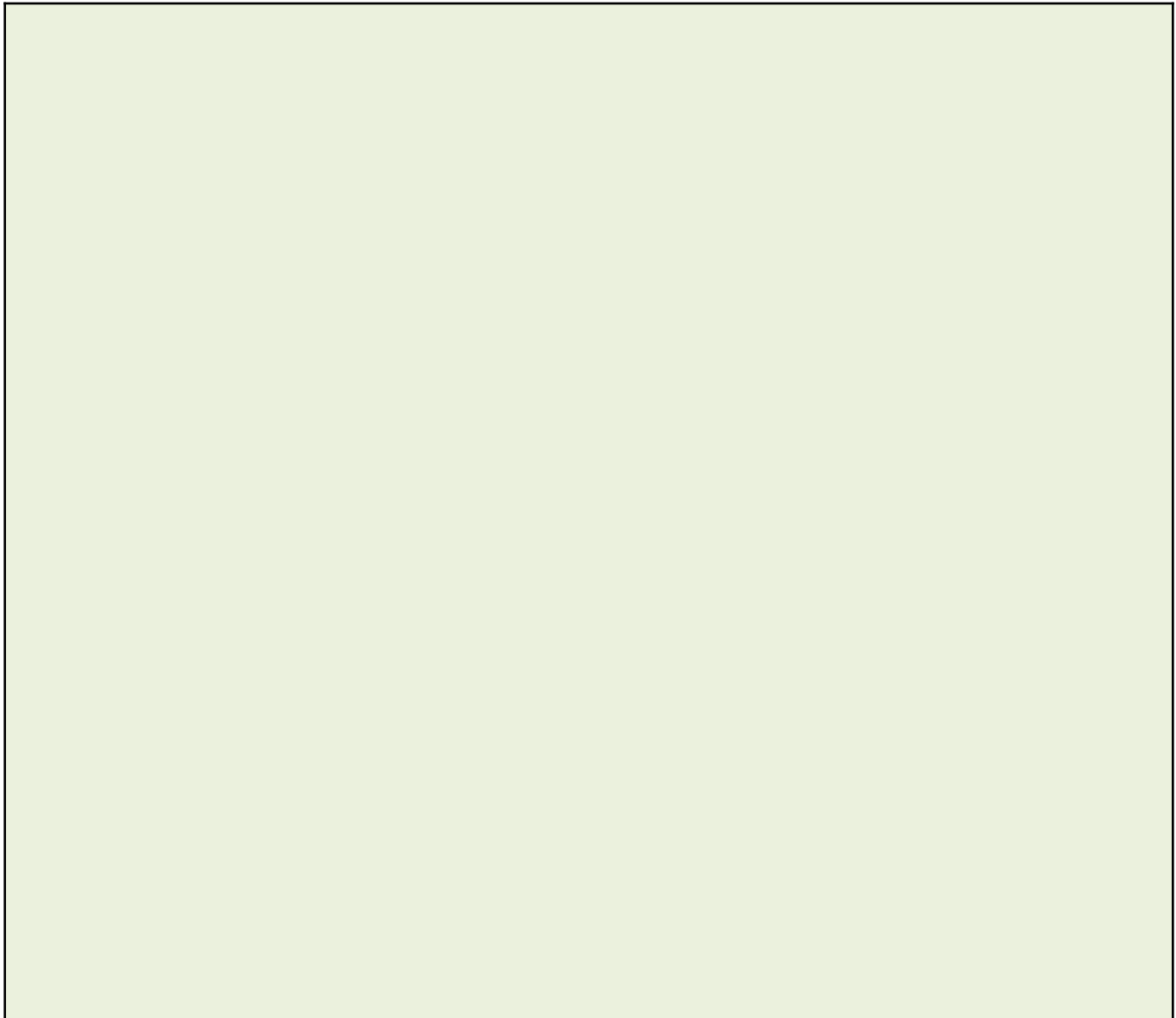
<p>BDDEC GOALS FOR STUDENT SUCCESS</p> 	<p>TARGETS & OBJECTIVES 2021-22</p> 
<p>To improve student success in Literacy (Reading & Writing)</p>	<p>3% increase in students gaining at least one stanine (year’s growth) increase in reading on CAT 4 or CAT 5.</p> <p>35% of students at or above the Canadian Norm in reading on CAT 4/5</p> <p>5% increase by May 2022 of all Grades 1-9 students writing at grade level achieving Satisfactory level or higher.</p> <p>5% increase of total students writing at grade level by May 2022.</p> <p>4% increase of total students reading at grade level by June 2022.</p> <p>60% of parents have discussed with their child’s ELA teacher strengths and stretches in reading and writing.</p>

<p>To improve student success in Numeracy</p>	<p>3.5% increase in students gaining at least one stanine (year's growth) increase in mathematics on CAT 4 or CAT 5.</p> <p>25% of students at or above the Canadian Norm in Mathematics on CAT 4/5</p> <p>72% of students meeting or exceeding expectations on CMA's.</p> <p>Decrease the Grade 6 PAT territorial gap to 16%.</p> <p>Decrease the Grade 9 PAT territorial gap to 11%.</p> <p>60% of parents have discussed with the Math teacher their child's strengths and stretches in Math.</p>
<p>To improve student success in Indigenous Language(s) & Culture</p>	<p>80% of students speak 12 of the traditional greetings of their home community.</p> <p>28% of students speak at the Emergent level</p> <p>20% of students speak at the Beginner Level</p> <p>5% of students speaking at the Intermediate level</p> <p>80% of students participate in at least 4 cultural activities with at least one lesson attached to each experience.</p> <p>50% of parents discuss their child's language levels.</p>
<p>To increase understanding and practice of Social Responsibility of students.</p>	<p>5 % increase of total students attending 90% or above</p> <p>5% improvement in overall district attendance</p> <p>50 % of parents attend 3 way conferences, Parent/Teacher interview(s) and workshops.</p>

Annual Report - Executive Summary

The Beaufort Delta Divisional Education Council's Annual Report for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:



1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

BDDEC is governed by a board of elected members. Each District Education Authority (DEA) within the BDDEC elects one representative, normally their chair, to sit on the District Education Council (DEC) board. The DEC elects a Chair (2 year term), Vice-Chair (every year) and Member at Large (every year). The Inuvialuit Regional Corporation and the Gwich'in Tribal Council appoint one member (each) to the BDDEC board and are voting members. DEA's meet monthly. The DEC meets three times per year, including two via videoconference and one face-to-face meeting in February. Training with DEA members is also offered on an as-needed basis and is normally included in the agenda during the face-to-face meeting in February.

DEA's consist of 5 or 7 members as per the list below:

- Inuvik DEA- 7
- Fort McPherson- 7
- Tsiigehtchic- 5
- Aklavik- 7
- Tuktoyaktuk- 7
- Sachs Harbour- 5

- Ulukhaktok- 7

- Paulatuk- 7

Each DEA has individual regulations that guide decision making.

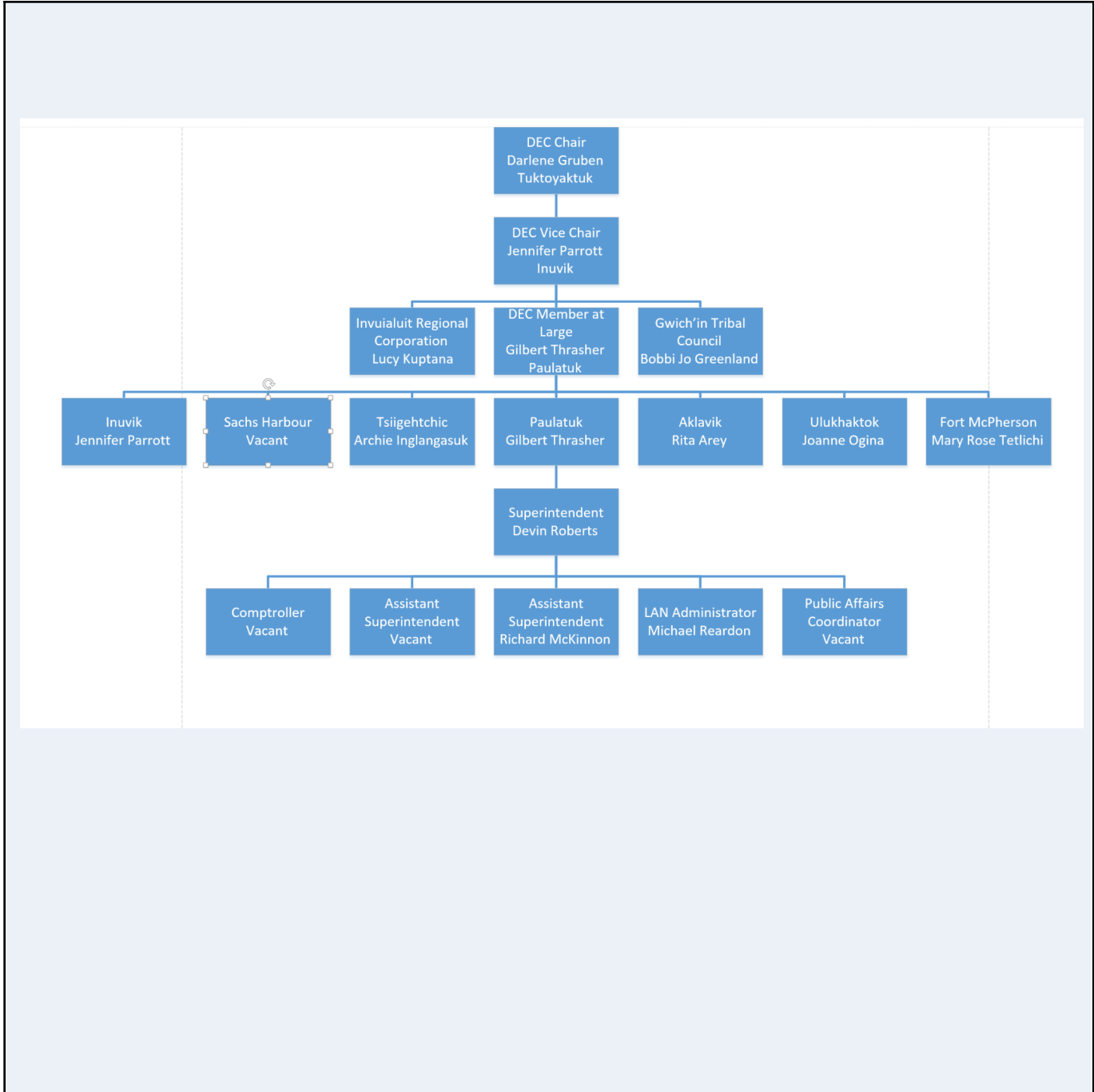
An Executive Committee is elected annually and consists of 5 positions including: Chair, Vice-Chair, Member at Large, IRC Representative, and GTC Representative. The Superintendent runs the election for this committee. The first position to be determined is the Chair, followed by the Vice-Chair. Depending on which region the Vice-Chair represents- the Beaufort region or the Delta region- the Member at Large must come from the other region to ensure equal representation on the Executive Committee. The IRC and GTC BDDEC board members sit on the Executive Committee. As a result of Covid -19 the Chair and the executive were extended in their position until a face to face meeting can occur in February 2022.

Beaufort Delta Divisional Education Council

- Darlene Gruben – BDDEC Chair & Tuktoyaktuk Chair
- Jenn Parrott – Vice Chair & Inuvik Chair
- Gilbert Thrasher – Member at Large & Paulatuk Chair
- Lucy Kuptana – Inuvialuit Regional Corporation Executive Member
- Bobbi Jo Greenland – Gwich'in Tribal Council Executive Member
- Joanne Ogina – Chair Ulukhaktok
- Rita Arey – Acting Chair Aklavik
- Mary Rose Tetlichy – Chair Fort McPherson
- Archie Inglangasuk Jr. – Chair Tsiigehtchic
- Vacant – Chair Sachs Harbour

B. Functional Organizational Chart

The following table details the functional organization of the Education Body:



C. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
Good Governance	ECE	DEAs	October 2021-February 2022		
In Person or over Google Meet By ECE Resource	DEC	Administration	February 2022 DEC Annual Meeting		
Google Meet by Senior Admin	DEC/DEA/Principals	Finance and/or topic of choice from Fall session.	January to March 2022 (by invite)		

D. Education Body Meetings

According to section 109 of the *Education Act*, "Divisional Education Council shall meet at least three times a year and at any other times that it may decide". The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? <i>(Yes/No)</i>	If No, why not?
September 2021	BDDEC Boardroom (Google Meet or Teleconference)		
November 2021	BDDEC Boardroom (Google Meet or Teleconference)		
February 2022	BDDEC Boardroom (Google Meet or Teleconference)		

	Teleconference)		
June 2022	BDDEC Boardroom (Google Meet or Teleconference)		

E. School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori). **Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.**

Total Number of Schools in District	9 schools	Total Anticipated Student Headcount	1508 students
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School Name	Community	Grades Offered	Programming Highlights
Moose Kerr School (MKS)	Aklavik	JK-12	<ul style="list-style-type: none"> - Single and split grades - Northern Distance Learning - Whole school approach to Language & ILE Committee - New cultural camp constructed in 2020-21 - Full time Instructional Coach position focusing on Grade 1 to 9 literacy in place for 2 years - 1 Levelled Literacy Interventionist positions in 2021-22 - Mathology in Elementary School - Local Cultural Calendar linked to Long Range Plans
Chief Julius School (CJS)	Fort McPherson	JK-12	<ul style="list-style-type: none"> - Single and split grades - Northern Distance Learning - Whole school approach to Language - Culture Camps - Full time Instructional Coach focusing on Grade 1 to 9 Literacy - Levelled Literacy Interventionist position - Local Cultural Calendar linked to Long Range Plans

Helen Kalvak Elihakvik (HKE)	Ulukhaktok	JK-12	<ul style="list-style-type: none"> - Indigenized Education & Cultural Calendar followed for unit planning - Full time Instructional Coach focusing on grades 1 to 9 Literacy - Math Instructional Coach position - Local Cultural Calendar linked to Long Range Plans
East Three Elementary School (E3ES)	Inuvik	JK-6	<ul style="list-style-type: none"> - French Immersion offered Grades 1-6 - WITS program - Self regulations / Zones of Regulation - On the Land Coordinator position - Two Literacy Coaches - One Numeracy Coach - Local Cultural Calendar linked to Long Range Plans
East Three Secondary School (E3SS)	Inuvik	7-12	<ul style="list-style-type: none"> - New Math Instructional Coach position added - Full time Instructional Coach Grades 7-9 - Three Program Support Teachers - French Immersion offered Grades 7-9 - Local Cultural Calendar linked to Long Range Plans
Angik School (AS)	Paulatuk	JK-12	<ul style="list-style-type: none"> - On the land program with Parks Canada - Culture committee - Local Cultural Calendar linked to Long Range Plans - Literacy Coach
Inualthuyak School (IS)	Sachs Harbour	JK-9	<ul style="list-style-type: none"> - 20% Instructional coaches focusing on grades 1 to 9 Literacy & Numeracy - Community partnership with Recreation and access to gym in evening. - On the Land program with Parks Canada
Chief Paul Niditchie (CPNS)	Tsiigehtchic	JK-9	<ul style="list-style-type: none"> - Multi-graded school - Whole School approach to Indigenous Language - Full time teaching principal

			<ul style="list-style-type: none"> - Grade 10-12 students access high school through the home boarding program in either Inuvik or Fort McPherson. (primarily Inuvik)
Mangilaluk School (MS)	Tuktoyaktuk	JK-12	<ul style="list-style-type: none"> - Northern Distance Learning - Whole School Approach to Language - Combination of whole grade and split grade class - Full time Instructional Coach focusing on grades 1 to 9 Literacy - Inuvialuktun language program offered JK-9

F. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (*% of students on a Regular Education Program (REP) with a Student Support Plan (SSP) for Accommodations, % of students on a Modified Education Program (MEP) with an SSP for Modifications, and % of students on an Individualized Education Program (IEP)*), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.**

Projections for 2021-22:

968 Regular Program (64.66%)

507 SSP (33.87%)

24 IEP (1.6%)

10 Homeschool students

93 Junior Kindergarten

117 Kindergarten

118 Grade One

95 Grade Two

118 Grade Three

108 Grade Four

111 Grade Five

113 Grade Six

111 Grade Seven

97 Grade Eight

92 Grade Nine

211 Grade Ten

73 Grade Eleven

52 Grade Twelve

1509 students

G. Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention. **Please include any specific information related to the COVID-19 pandemic.**

17 teachers are new to their position in the district in 2021-22.
12 new teachers were recruited.

28 teachers from the region are currently employed at BDDEC with varying years of experience.

Average Length of Employment

5-7 years in regional center Inuvik.
3 years in community schools

Limited housing available for teachers makes retention difficult at times. BDDEC is almost fully staffed for 2021-22. However, staffing schools has become more challenging during COVID 19. BDDEC attended three career fairs virtually in 2020-21 to recruit for 2021-22.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

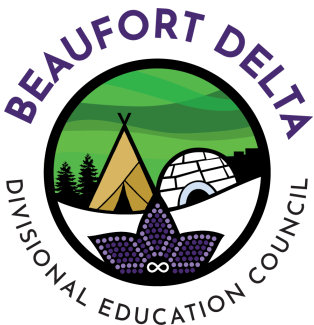
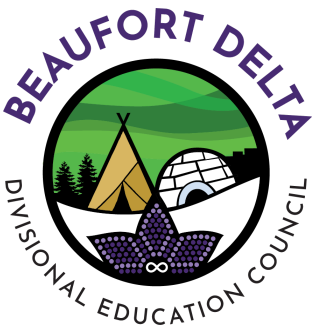
- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional priorities and goals,	<p style="text-align: center;">BDDEC GOALS FOR STUDENT SUCCESS</p> 	<p style="text-align: center;">TARGETS & OBJECTIVES 2021-22</p> 
	<p>To improve student success in Literacy (Reading & Writing)</p>	<p>3% increase in students gaining at least one stanine (year's growth) increase in reading on CAT 4 or CAT 5.</p> <p>35% of students at or above the Canadian Norm in reading on CAT 4/5</p> <p>5% increase by May 2022 of all Grades 1-9 students writing at grade level achieving Satisfactory level or higher.</p> <p>5% increase of total students writing at grade level by May 2022.</p> <p>4% increase of total students reading at grade level by June 2022.</p> <p>60% of parents have discussed with their child's ELA teacher strengths and stretches in reading and writing.</p>

	<p>To improve student success in Numeracy</p>	<p>3.5% increase in students gaining at least one stanine (year's growth) increase in mathematics on CAT 4 or CAT 5.</p> <p>25% of students at or above the Canadian Norm in Math on CAT 4/5.</p> <p>72% of students meeting or exceeding expectations on CMA's.</p> <p>Decrease the Grade 6 PAT territorial gap to 16%.</p> <p>Decrease the Grade 9 PAT territorial gap to 11%.</p> <p>60% of parents have discussed with the Math teacher their child's strengths and stretches in Math.</p>
	<p>To improve student success in Indigenous Language(s) & Culture</p>	<p>80% of students speak 12 of the traditional greetings of their home community.</p> <p>28% of students speak at the Emergent level</p> <p>20% of students speak at the Beginner Level</p> <p>5% of students speaking at the Intermediate level</p> <p>80% of students participate in at least 4 cultural activities with at least one lesson attached to each experience.</p> <p>50% of parents discuss their child's language levels.</p>
	<p>To increase understanding and practice of Social Responsibility of students.</p>	<p>5 % increase of total students attending 90% or above</p> <p>5% improvement in overall district attendance</p> <p>50 % of parents attend 3 way conferences, Parent/Teacher interview(s) and workshops.</p>

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
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% of regional priorities and goals that align with the 5 Shared Priorities.	100%		
Increase in students gaining at least one stanine (year's growth) in reading on CAT 4 or CAT 5.	3%		
Students at or above the Canadian Norm in reading on CAT 4/5	35%		
Increase of all Grades 1-9 students writing at grade level achieving Satisfactory level or higher.	5%		
Increase of total students writing at grade level by May 2022.	5%		
Increase of total students reading at grade level by June 2022.	4%		
Percentage of parents have discussed with their child's ELA teacher strengths and stretches in reading and writing.	60%		
Increase in students gaining at least one stanine (year's growth) increase in mathematics on CAT 4 or CAT 5.	3.5%		
Percentage of students at or above the Canadian Norm in Math on CAT 4/5	25%		
Percentage of students meeting or exceeding expectations on CMA's.	72%		
Decrease the gap between district and territorial results on the Grade 6 PAT.	16%		
Decrease the gap between district and territorial results on the Grade 9 PAT.	11%		
Percentage of parents discussing with the Math teacher their child's strengths and stretches in Math.	60%		
Percentage of students who can speak 12 of the traditional greetings of their home community.	80%		

Percentage of students speaking at the Emergent level	28%		
Percentage of students speaking at the Beginner Level	20%		
Percentage of students speaking at the Intermediate level	5%		
Percentage of students participating in 4 cultural activities with lessons attached to each experience.	80%		
Percentage of parents discussing their child's language levels.	50%		
Increase of total students attending 90% or above	5%		
Improvement in overall district attendance	5%		
Percentage of parents attending 3 way conferences, Parent/Teacher interview(s) and workshops.	50%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measureable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>School Improvement Plans are set with the BDDEC regional Strategic Plan for 2020-21. Baseline data from 2020-21 school based SIP's will be shared out November and December of 2021.</p> <p>Principal meetings will be held three times a year via distance to review the progress of SIP's.</p> <p>Principals are also encouraged to update local DEA's on the progress made with SIP's throughout the year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region’s approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

For the 2021-22 school year each region is able to determine how best proceed with annual school reviews.

Regional approach to the completion of Annual School Reviews , including any specific information related to the COVID-19 pandemic.	Schools will report bi-annually results to BDDEC as stated in School Improvement Plans.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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D. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following tables detail the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations, including any specific information related to the COVID-19 pandemic.</p>	<p>All new staff will be evaluated during the first two years in a position.</p> <p>In addition staff are evaluated in year 5, 10,15 etc... formally evaluated by their supervisor.</p> <p>In addition at least one Principal will participate in a new pilot project to assist BDDEC and ECE in the development of a new NWTTA teacher evaluation.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	32		
Number of principals and assistant principals formally evaluated in the school year.	5		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	4		
Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region’s training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Literacy - training with PSTs & IC on HIP books, training with PSTs on supporting the Responsive Teaching Cycle for students on SSPs, training for school teams on reading & writing strategies for students on SSPs</p> <p>Numeracy - training for PSTs on supporting teachers to differentiate Mathology lessons</p> <p>Social Responsibility - school implementation of WITS, LEADers, 4thR, HRPP+, training staff on GSA, LGBTQ2S+, SOGI</p> <p>Student & Educator Wellness - TAMI, ASSIST, SIVA, Mental Health First Aid</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on shared priorities	100%		
Number of administration days dedicated to training and in-service.	75%		
% of collaborative STIP time dedicated to regional priorities	100%		
Number of schools which implemented STIP as per the Ministerial Directive	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

F. Literacy Coordinators

Literacy coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	1.0	1.5	Additional 1.0 provided by BDDEC		

** As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body, otherwise not allocated.*

The following tables detail the region’s role of their Literacy Coordinator, and the relevance of the position to regional and shared priorities, including regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<ul style="list-style-type: none"> • Help develop and implement BDDEC’s Annual Accountability Framework and Strategic Plan noting coherence between department, district, and local school priorities in literacy • Work with school representatives to determine priorities, and facilitate the development and implementation of strategic plans and programs that meet the diverse educational needs of students in literacy through the creation of school-based literacy plans. • Work with schools to implement school-based literacy plans that meet student needs while directly aligning with district and departmental targeted priorities and outcomes. • Analyze district literacy data to inform and drive programming recommendations and local school support • Guide teachers & Instructional Coaches in the use of data to inform instructional decisions
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	<ul style="list-style-type: none"> • Develop and deliver staff training (in-service) virtually opportunities within the region in consultation with BDDEC school staffs
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Targets	
Relevance of the Healthy Foods for Learning program to regional priorities, including any specific information related to the COVID-19 pandemic.	<p>The delivery of foods programs has been impacted by COVID 19 restrictions. All BDDEC schools provide a healthy foods program for students using a brown paper bag delivery for breakfast.</p> <p>A large number of students are coming to school hungry. So this program is essential to help meet the basic needs of students so that they can reach their academic potential.</p> <p>Healthy foods promote healthy living, which increases the potential for wellness and student achievement. The Canada Food Guide is a resource available to ensure the appropriate food groups are used consistently and correctly.</p>

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Frequency of program <i>(Monday – Friday)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
MKS	Brown Paper Bag Snacks	Monday - Friday	151 students	Open to Everyone		
CJS	Brown Paper Bag Snacks	Monday - Friday	148 students	Open to Everyone		
HKS	Brown Paper Bag Snacks	Monday - Friday	110 students	Open to Everyone		
E3ES	Brown Paper Bag Breakfast & Snacks	Monday - Friday	383 students	Open to Everyone		
E3SS	Brown Paper Bag Snacks	Monday - Friday	334 students	Open to Everyone		
AS	Brown Paper Bag Snacks	Monday - Friday	71 students	Open to Everyone		
IS	Brown Paper Bag Snacks	Monday - Friday	12 students	Open to Everyone		
CPNS	Brown Paper Bag Breakfast & Lunch	Monday - Friday	32 students	Open to Everyone		
MS	Brown Paper Bag Snacks & Lunch	Monday - Friday	220 students	Open to Everyone		
TOTAL			1461 students			

* Please complete one row for each program offered in a school. Ex:) complete two rows if a school offers both breakfast and snack programs.

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers’ Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development. Under the proposal summary, indicate whether this is a continuation of previous year’s SSI project.

<p>SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.</p>	<p>BDDEC’s SSI project will center around the development of a network of teachers who will engage in a learning journey to become familiar with a culture based inquiry model. The Indigenizing Educational Consultant & Regional Indigenous Languages and Education (RILE) Coordinator and will lead teacher development in the creation of inquiry based units that are culturally relevant to the students of the Beaufort Delta.</p> <p>This project seeks to focus on creating classrooms that resemble loci where students truly are learning in relevant ways that will develop gifts and talents and help them reach and fulfil their purpose. Families and communities are at the center of this work and Inquiry learning will help build stronger partnerships and connections between educators, schools and learning. This broadening definition of who are considered experts in teaching and learning, will extend to community and cultural knowledge recognizing that these are of key importance to helping create capable people both in and outside of the classroom.</p>
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region who participate in SSI PD activities.	Year One: 15% Year Two-Three: 100%		
% of support staff from across the region who participate in SSI PD activities.	Year One: 5% Year Two-Three: 100%		
Areas of Strength			

Areas for Development	
Additional Comments, including any specific information related to the COVID-19 pandemic.	

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? <i>(Yes/No)</i>	If No, why not?
Indigenizing Education	2021-2023		

I. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2021-2022	2022-2023	2023-2024
CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA	BDEC SSDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. This refers to programming that is offered to all students, rather than targeted programs for individual students.

Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region’s approach to the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.</p>	<p>BDDEC offers JK-3 WITS in all elementary schools. E3E extends WITS and others use 4-6 LEADS. The Fourth R is used in all junior highs and high schools.</p> <p>All schools will be teaching safe protocols for COVID 19, which will be embedded in their health curriculum.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	100%		
% of schools with grade 4-6 students offering LEADS.	77%		
% of schools with grade 7-9 students offering the Fourth R.	100%		
% of schools with grade 10-11 students offering HRPP.	11%		
Were there any difficulties accessing training for the above programs?			
Are there any recommendations for making training for the above programs more accessible?			

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	MKS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)		
	CJS	JK-6 WITS Promote program with WITS Wednesdays 7-12 Fourth R (minimum 5 lessons)		
	HKS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)		
	E3ES	WITS – JK/K to Grade 6		
	E3SS	Aboriginal Shield (Gr 8) 7-12 Fourth R (minimum 5 lessons)		
	AS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)		
	IS	WITS – JK/K to Grade 6		
	CPNS	WITS – JK/K to Grade 6		
	MS	WITS – JK/K to Grade 6		

		7-12 Fourth R (minimum 5 lessons)		
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K. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

School Name	Language of SL (Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Th̄ch̄q̄)	Type of SL program (core, immersion, intensive)	Grade s of SL program (per program type)	% of students enrolled (per program type)	Frequency of SL Program (min/week)	Actual Frequency of SL Program (min/week)	Explanat ion for difference (if applicable)
MKS	Gwich'in & Inuvialuktun	Core	JK-10	100%	225 mins / week		
CJS	Gwich'in	Core	JK-9	100%	150 mins/week		
HKS	Inuinnaqtun	Core	JK-9	100%	225 mins / week		
E3ES	Gwich'in & Inuvialuktun	Core	JK-6	100%	120 mins/week		
E3ES	Gwich'in Inuvialuktun	Immersion	JK-K	2.5%	TBD - Pilot Project		
E3ES	French	Immersion	K-6	11.6%	1500 mins/week		
E3SS	Gwich'in & Inuvialuktun	Core	7-9	90.5%	180 mins / week		
E3SS	French	Immersion	7-9	9.5%	720 mins/week		
AS	Inuvialuktun	Core	JK-12	100%	(225 mins / week Jk-9) (High School 300mins)		
IS	Inuvialuktun	Core	JK-9	100%	150 mins / week (Grades JK-3) 250 mins / week (Grades 4-9)		

CPNS	Gwich'in	Core	JK-9	100%	250 mins / week		
MS	Inuvialuktun	Core	JK-9	100%	150 mins / week		

**Please include a row per school /per language /per type of instruction*

L. Northern Distance Learning

Northern Distance Learning (NDL) provides opportunities for small community high school students to have equitable access to higher-level academic courses. Schools participating in NDL are responsible for ensuring that an In-Class Support Person (ISP) is retained to support students during their NDL classes, all classroom supplies are purchased and to ensure a classroom with access to a long distance telephone and document camera is provided. All other equipment and supplies for the NDL program are provided.

The following tables detail the number of allocated, budgeted and actual (ISPs) in place to provide support to Northern Distance Learning program, and the explanation for any variance between each.

School Name	Allocated (\$)	Education Body Contribution (\$)	Total Budgeted (\$)	Actual (\$)	Explanation for Difference (if applicable)
MKS	\$33,750	\$20,140	\$53,890		
CJS	\$67,500	\$38,400	\$105,900		
HKS	\$40,000	\$1,400	\$41,400		
AS	\$40,000	\$16,010	\$56,010		
MS	\$33,750	\$19,060	\$52,810		
TOTAL	\$215,000	\$95,010	\$310,010		

School	Number of ISPs in place	Number of years at the school per ISP	Source of each ISP (CUSO volunteer, local hire, etc.)	Successes and challenges related to ISPs
MKS				
CJS				
HKS				
AS				

MS				
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The following tables detail the region’s to regions approach, and includes regional and school specific performance indicators and targets set for the upcoming school year related to Northern Distance Learning, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Northern Distance Learning, including any specific information related to the COVID-19 pandemic.</p>	<p>BDDEC is the hub for NDL. We ensure small schools have access to academic courses that otherwise would be difficult to offer. Our team of consultants provide service to school in and out of district. Our teachers in Inuvik provide instruction to students across the NWT. Please note East Three Secondary School runs NDL and does not require NDL program for its students.</p> <p>BDDEC looks forward to working with new ECE NDL coordinators in 2021-22.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
<p>% of eligible high schools offering NDL programming. <i>(NDL schools / Eligible high schools x 100)</i></p>	100%		
<p>% of NDL courses completed with credits acquired within the school year, based on total # of enrolment. <i>(# of courses passed / # of course enrolments x 100)</i></p>	100%		
<p>% of NDL students passing diploma exams (for NDL courses) written within the school year. <i>(# of exams passed / # of exams written x 100)</i></p>	NA		
<p>% of diploma exam marks (for NDL courses) with a <15% difference from the school awarded mark. <i>(# of exams with <15% difference / # of exams written x 100)</i></p>	NA		
<p>Areas of Strength or promising practices for the region, including examples of positive impacts that NDL may have had on students.</p>			
<p>Areas for Development for the region</p>			
<p>Additional Comments for the region including any specific information related to the COVID-19 pandemic.</p>			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Number of students participating in at least one NDL course, per school, per year.	MKS	4		
	CJS	5		
	HKS	3		
	AS	3		
	MS	5		
Number of NDL courses offered by school. <i>(8 available per year for schools with one end point / 16 available per year for schools with two end points)</i>	MKS	12		
	CJS	12		
	HKS	12		
	AS	6		
	MS	6		
Number of NDL endpoints actively in use, per school, per year. <i>(one endpoint or two endpoints)</i>	MKS	2		
	CJS	2		
	HKS	2		
	AS	1		
	MS	1		

School Specific Reporting	School	School level Reporting
Top one or two challenges experienced with the implementation of NDL at each participating school.	MKS	
	CJS	
	HKS	
	AS	

	MS	
Top one or two supports that would help schools better implement NDLE next year at each participating school.	MKS	
	CJS	
	HKS	
	AS	
	MS	

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	2.00	Added an additional RISC based on the size of the district.		

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of RISCs allocated as less than a 1.0 FTE	0%		

B. Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
MKS	1.19	2.0	systemic school issues, overstaffing of PST to provide additional school support with bridging programming.			
CJS	1.33	1	Role divided from Vice Principal position in 21-22.			
HKE	1.00	1				
E3ES	2.53	3.0	.25 from E3SS allocated to E3ES. Position will support student transition from grade 6 to 7.			
E3SS	3.25	3.0				
AS	1.00	1.0				
IS	0.50	0.5				
CPNS	1.00	1.0				
MS	2.08	2.0				
TOTAL	13.89	14.5				

C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Please ensure that Support Assistants funded through Jordan’s Principle and Children’s First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
MKS	2.20	2.40			
CJS	2.47	2.40			
HKS	1.75	1.60			
E3ES	5.55	5.60			
E3SS	5.54	5.60			
AS	0.23	0.80			
IS	0.61	0.80			
CPNS	0.56	0.80			
MS	2.20	3.20			
TOTAL	23.14	23.2	S.A. positions are contracted at .8		

D. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$177,115	\$177,782	Small increase.		

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Fall Regional In-Service: Inclusive Schooling Directive	Program Support Teachers	Regional Inclusive Schooling Coordinators	September 1 Inuvik		
Fall Regional In-Service: Individual Education Plan Renewal (Part 1)	Program Support Teachers	Regional Inclusive Schooling Coordinators	September 2 Inuvik		
Fall Regional In-Service: Individual Education Plan Renewal (Part 2) Program Planning & Transition Documents; The School-Based Support Team; and Classroom Profiles	Program Support Teachers	Regional Inclusive Schooling Coordinators	September 3 Inuvik		
Regular Program Support Team Meeting	Program Support Teachers	Regional Inclusive Schooling Coordinators	September 13 Virtual		

Inclusive Schooling Training for Administrators	Assistant Principals	Regional Inclusive Schooling Coordinators	September 20 Virtual		
Individual Education Plan Renewal: Part 3	Program Support Teachers	Regional Inclusive Schooling Coordinators	September 27 Virtual		
Regular Program Support Team Meeting	Program Support Teachers	Regional Inclusive Schooling Coordinators	October 12 Virtual		
Inclusive Schooling Training for Administrators	Principals	Regional Inclusive Schooling Coordinators; Superintendents	October 14 Virtual		
Individual Education Plan Renewal: Part 4	Program Support Teachers	Regional Inclusive Schooling Coordinators	October 18 Virtual		
Inclusive Schooling Training for Administrators	Assistant Principals	Regional Inclusive Schooling Coordinators	October 25 Virtual		
Regular Program Support Team Meeting	Program Support Teachers	Regional Inclusive Schooling Coordinators	November 8 Virtual		
Regular Support Assistant Team Meeting	Support Assistants	Regional Inclusive Schooling Coordinators	November 12 Virtual		
Regular Support Assistant Team Meeting	Support Assistants	Regional Inclusive Schooling Coordinators	November 15 Virtual		
Individual Education Plan Renewal: Part 5	Program Support Teachers	Regional Inclusive Schooling Coordinators	November 22 Virtual		
Inclusive Schooling Training for Administrators	Assistant Principals	Regional Inclusive Schooling Coordinators	November 29 Virtual		
Individual Education Plan Renewal: Part 6	Program Support Teachers	Regional Inclusive Schooling Coordinators	December 6 Virtual		

Regular Program Support Team Meeting	Program Support Teachers	Regional Inclusive Schooling Coordinators	January 10 Virtual		
Inclusive Schooling Training for Administrators	Assistant Principals	Regional Inclusive Schooling Coordinators	January 17 Virtual		
Individual Education Plan Renewal: Part 7	Program Support Teachers	Regional Inclusive Schooling Coordinators	January 24 Virtual		
Regular Program Support Team Meeting	Program Support Teachers	Regional Inclusive Schooling Coordinators	February 7 Virtual		
Inclusive Schooling Training for Administrators	Principals	Regional Inclusive Schooling Coordinators; Superintendents	February 9 Virtual		
Inclusive Schooling Training for Administrators	Assistant Principals	Regional Inclusive Schooling Coordinators	February 28 Virtual		
Individual Education Plan Renewal: Part 8	Program Support Teachers	Regional Inclusive Schooling Coordinators	March 21 Virtual		
Regular Program Support Team Meeting	Program Support Teachers	Regional Inclusive Schooling Coordinators	April 4 Virtual		
Inclusive Schooling Training for Administrators	Assistant Principals	Regional Inclusive Schooling Coordinators; Superintendents	April 25 Virtual		
Inclusive Schooling Training for Administrators	Principals	Regional Inclusive Schooling Coordinators	April 28 Virtual		
Spring Regional In-Service: Educator Wellness	Program Support Teachers	Regional Inclusive Schooling Coordinators	May 10 Inuvik		
Spring Regional In-Service: Renewed Individual	Program Support Teachers	Regional Inclusive Schooling Coordinators	May 11 Inuvik		

Education Plan Development					
Spring Regional In-Service: Year-end Transition Planning, Intervention Planning	Program Support Teachers	Regional Inclusive Schooling Coordinators	May 12 Inuvik		
Inclusive Schooling Training for Administrators	Vice Principals	Regional Inclusive Schooling Coordinators	May 30 Virtual		
Regular Program Support Team Meeting	Program Support Teachers	Regional Inclusive Schooling Coordinators	June 6 Virtual		
Regular Support Assistant Team Meeting	Support Assistants	Regional Inclusive Schooling Coordinators	June 13 Virtual		
Inclusive Schooling Training for Administrators	Assistant Principals	Regional Inclusive Schooling Coordinators	June 14 Virtual		

The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Inclusive Schooling Professional Development is provided to staff to equip them with requisite tools necessary for supporting students to reach their fullest potential while learning in a common learning environment.</p> <p>Professional Development on-line courses are available to all school staff including homeroom teachers, PSTs, and SAs. The BDDEC RISCs offer regular, on-going PD virtually via ZOOM, and in-person during school visits. In collaboration with SSW staff, the BDDEC RISCs offer PD on specific topics like IEP renewal, transition planning, etc.</p> <p>When needed, experts are contracted to provide additional training in various topics.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of teachers trained, at some point in the past two years, in writing Student Support Plans according to the Inclusive Schooling Directive?	100%		
% of teachers trained, at some point in the past two years, in writing Individual Education Plans according to the Inclusive Schooling Directive?	50%		
% of staff trained, in the past two years, in the School-Based Support Team process?	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.	
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The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	Reason for using a contractor rather than a GNWT-provided service <i>(GNWT service unavailable, etc.)</i>	School(s) impacted by Service	Length of Contract	Total (\$)

** This table refers to contractors procured using Inclusive Schooling funding, and does not include others such as those procured by Jordan's Principle / Child First Initiative Funding.*

E. Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student/ etc.)	Total Over / Under Allocation (\$)
\$156,906				

F. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
MKS	\$24,962	\$24,962				
CJS	\$26,339	\$26,339				
HKS	\$26,800	\$26,800				
E3ES	\$64,081	\$64,081				
E3SS						
AS	\$22,096	\$22,096				
IS	\$17,440	\$17,440				
CPNS	\$17,153	\$17,153				
MS	\$33,588	\$33,588				
TOTAL	\$232,457	\$232,457				

G. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<p>The BDDEC RISCs will provide training for PSTs on the creation and implementation of SSPs including reviews to ensure these are working documents that are not just a long list of good teaching practices but are reflective of specific student needs.</p> <p>The BDDEC RISCs in collaboration with SSW staff will provide training for PSTs on the new competency-based IEP.</p> <p>The BDDEC RISCs will continue to provide support to PSTs with the creation and implementation of IEPs including reviews to ensure they are implemented as per ECE directives.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	75%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
Number of students not able to participate in the Common Learning Environment in their home community.	0%		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%		

% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	Less than 1%		
Number of times per month that the RISC meets with PSTs via video/phone conference?	Once		
Number of times per year that the RISC meet with the PSTs in person	Four Times a Year		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

H. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.	Supporting teachers to create environments that allow for students with varying needs to work in a more flexible learning environment. Training for teachers in the area of differentiated instruction and modification of program delivery will be provided for all school staffs via Google Meets & Zoom.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	90%		
% of support assistants who receive support through adequate scheduled time with PST.	80%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities?	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

I. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.	School Based Support Team meetings are scheduled at all nine schools in the district. Students can be referred for additional support to the SBSTs by classroom teachers. Regular SBST meetings will occur in all schools with core members - the principal, PST, counselor, relevant teacher (s), and occasional members such as parents as needed.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have an established an operational SBST by the end of the first month of school.	100%		
% of teachers accessing the SBST	80%		
% of schools that are using referral forms to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
% of schools that include CYCCs in SBST meetings.	100%		
% of SBST meetings that focus on developing strategies to support classroom teachers.	40%		
% of SBST meetings that focus on solving specific problems.	40%		

% of SBST meetings that address systemic issues in the school.	20%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	MKS	Weekly/60 mins		
	CJS	Weekly/60 mins		
	HKS	Weekly/60 mins		
	E3ES	Weekly/60 mins		
	E3SS	Weekly/60 mins		
	AS	Weekly/60 mins		
	IS	Weekly/30 mins		
	CPNS	Weekly/30 mins		
	MS	Weekly/60 mins		

J. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the NWT *Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.</p>	<p>The BDDEC RISCs, TIEC, and Assistant Superintendent will support PD for PSTs on SSPs and IEPs. SSPs/IEPs will be reviewed to ensure they are not just a long list of good teaching practices but are reflective of specific needs. PSTs and Principals will review SSPs a minimum of four times per year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who are developing SSPs for which they are responsible.	100%		
% of teachers who are developing IEPs for which they are responsible	100%		
% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	25%		
% of parents participating in developing IEPs for those students requiring them <i>(more than signing)</i> .	50%		
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	30%		
% of students participating in developing their own IEP, when required and appropriate.	40%		
% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	100%		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

K. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to **teacher support activities**
- no more than 25% of the PST’s time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.</p>	<p>All BDDEC PSTs in 2021-2022 will spend no less than 60% of their time engaged in activities directly supporting classroom teachers. BDDEC Instructional Coaches focus on Tier I research based best practices in addition to PST support.</p> <p>The PST priorities are set at the beginning of the school year based on student need and are reinforced by the administration.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	75%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	75%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	40%		
% of PSTs allocated as less than a 1.0 FTE	7%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
1.00	1.50			

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school’s ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation of the was not in place or active during the year.

Indigenous Language and Education Team			
School	ILE Team Composition <i>(Principal, PST, etc.)</i>	Meeting Frequency	Explanation if ILE Team was not in place or active <i>(if applicable)</i>
MKS	Whole Staff	Monthly	
CJS	Principal, IL Instructor, 2 Classroom Teachers and 2 SA's.	Monthly	
HKE	Principal, IL Instructor, 1 Classroom Teacher and 1 SA, Cultural liaison	Monthly	
E3ES	Vice Principal, 3 Language Instructors, 2 classroom teachers	Monthly	
E3SS	1 Principal, 1 Vice Principal, 2 Teachers, 2 SA's and 1 OTL Coordinator.	Monthly	
AS	Whole Staff	Monthly	
IS	Whole Staff	Monthly	
CPNS	Whole Staff	Monthly	
MS	Principal, 2 IL Instructors, 1 Classroom Teacher and 1 SA.	Monthly	

C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual ILI (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
MKS	1.49	2.0			
CJS	1.63	1.0			
HKE	1.32	1.0			
E3ES	5.27	5.00 (2.00 Immersion instructors)			
E3SS		7.00 if hired			
AS	1.00	1.00			
IS	0.50	0.50			
CPNS	0.75	0.75			
MS	2.52	2.00			
TOTAL	14.48	15.25			

Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.

Some Regions have indicated difficulty in filling ILI positions. The following table details the planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

Accommodations made to maintain Indigenous language instruction in the region, if any?	Two Language assistants based out of Inuvik.	
Plans to recruit and retain language teachers, if any?	Discussions surrounding assigning an SA to the ILI program in hopes to generate a mentorship that can translate into a succession plan for retiring ILIs. Also, collaborating with RILCs in relation to members who have completed language mentorship programs and actively recruiting from these.	

<p>Challenges and/or barriers faced in the region?</p>	<p>Our region has a number of ILIs who are nearing retirement. In some of our communities fluency and knowledge of the language is low as are the requisite skills and training to engage successfully as a language learning teacher.</p>	
<p>What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?</p>	<p>Some elders may be reluctant to come into schools due to concerns related to the pandemic.</p>	

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) & Source (If applicable)
MKS	\$40,500	\$40,200				
CJS	\$40,500	\$40,200				
HKS	\$48,000	\$43,800				
E3ES	\$85,400	\$84,700				
E3SS						
AS	\$40,000	\$36,500				
IS	\$40,000	\$36,500				
CPNS	\$34,750	\$34,500				
MS	\$40,500	\$42,600				
TOTAL	\$369,650	\$359,000				

The following table details whether schools choose to allocate funding for an Elder and/or Cultural Support Worker that works at the school daily.

School	Elder in Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
MKS	Y	N	4 times a year	ILE funding	
CJS	Y	N	2 times a year	ILE funding	
HKE	Y	N	4 times a year	ILE funding	
E3ES	Y	N	6 times a year	ILE funding	
E3SS	Y	N	6 times a year	ILE funding	
AS	Y	N	4 times a year	ILE funding	
IS	Y	N	2 times a year	ILE funding	
CPNS	Y	N	5 times a year	ILE funding	
MS	Y	N	4 times a year	ILE funding	

E. Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>Schools in BDDEC recognize the valuable contributions and support that families, organizations and community stakeholders offer. The training and support of the ILEH and Dene Kede and Inuuqatigiit curricula are an essential part of this process especially the sections related to Indigenous worldview and perspectives on education. BDDEC schools and the district have a variety of ways that they share school goals, programs and activities with families and communities. There is an effort wherever possible to communicate and collaborate with local Indigenous organizations and community stakeholders in relation to ILE team goals in the ILE action plans as well as in setting the cultural calendar and key cultural experiences. When the community is able to access the schools there are a variety of student centered success celebrations that are held and activities which help the community feel welcome in the school.</p> <p>In 2021-2022 the BDDEC Indigenizing Education team will be supporting work on the cultural calendar and schools approaches to providing key cultural experiences that involve the community, local organizations and experts. The celebration and sharing of student success and learning related to this work is a target to help the community stay connected to the school.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Elders hired for regular school programming,	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal
MKS	80% of students participating in at least 4 key cultural experiences on the land or within the school.	
CJS	80% of students participating in at least 4 key cultural experiences on the land or within the school.	
HKE	80% of students participating in at least 4 key cultural experiences on the land or within the school.	
E3ES	100% of students participating in more than 4 key cultural experiences on the land or within the school.	

E3SS	80% of students participating in at least 4 key cultural experiences on the land or within the school.	
AS	80% of students participating in at least 4 key cultural experiences on the land or within the school.	
IS	To increase Elder and Community member involvement in 21-22 by 50%.	
CPNS	80% of students participating in at least 4 key cultural experiences on the land or within the school.	
MS	80% of students participating in at least 4 key cultural experiences on the land or within the school.	

Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences
MKS		
CJS		
HKS		
E3ES		
E3SS		
AS		
IS		
CPNS		
MS		

F. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>In the 2021-22 school year the BDDEC Indigenizing Education Team will provide support for the new edition of the ILEH, coordinate with ILE teams to support ILE Action Plans in the schools and continue to train teachers to plan with the cultural calendar, Dene Kede and Inuuqatigiit and support the use of training and resource supports available to educators through the District Indigenizing Education Moodle. ILI support for training of the 12 basic greetings and 10 instructions/ commands as well as extension options for returning staff.</p> <p>BDDEC will also support individuals taking the ICAST modules. This may take on many forms including school based support, virtual sessions and support through the mentorship program.</p>

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
<p>% of schools offering Indigenous language training and support to all staff members.</p>	<p>100%</p>		

% of schools holding local Teacher Cultural Orientation Days.	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	Inservice sessions, cultural orientation day plans 100%		
% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	Goal	Explanation on status of goal
MKS	Direct in-service from RILE. Dene Kede and Inuuqatigiit and support the use of training and resource supports available to educators through the District Indigenizing Education Moodle. ILI support for training of the 12 basic greetings and 10 instructions/ commands as well as extension options for returning staff.	
CJS	Direct in-service from RILE. Dene Kede and Inuuqatigiit curriculum(s) training and resource support available to educators through the District Indigenizing Education Moodle. ILI support for training of the 12 basic greetings and 10 instructions/ commands as well as extension options for returning staff.	
HKE	Participation in the blanket exercise	
E3ES	Participation in the blanket exercise	

E3SS	Participation in the blanket exercise	
AS	Direct in-service from RILE. Inuuqatigiit curriculum support the use of training and resource supports available to educators through the District Indigenizing Education Moodle. ILI support for training of the 12 basic greetings and 10 instructions/ commands as well as extension options for returning staff.	
IS	Direct in-service from RILE. Inuuqatigiit and support the use of training and resource supports available to educators through the District Indigenizing Education Moodle. ILI support for training of the 12 basic greetings and 10 instructions/ commands as well as extension options for returning staff.	
CPNS	Direct in-service from RILE.	
MS	Direct in-service from RILE. Inuuqatigiit and support the use of training and resource supports available to educators through the District Indigenizing Education Moodle. ILI support for training of the 12 basic greetings and 10 instructions/ commands as well as extension options for returning staff.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities local Cultural Orientation Days.	MKS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder videos, and local recipes.		
	CJS	Local knowledge keepers share traditional stories during Cultural Orientation days.		
	HKE	Blanket exercise hosted at school. RILE and local		

		knowledge keepers provide training to whole staff.		
	E3ES	Blanket exercise hosted at school. RILE and local knowledge keepers provide training to whole staff.		
	E3SS	Staff visit the school cabin and work with local knowledge keepers during Cultural Orientation days. Blanket exercise at school.		
	AS	Local knowledge keepers share traditional stories during Cultural Orientation days.		
	IS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder videos, and local recipes.		
	CPNS	Local knowledge keepers share traditional stories during Cultural Orientation days.		
	MS	Local knowledge keepers share traditional stories during Cultural Orientation days.		

G. Fostering Student Wellbeing

Fostering Student Wellbeing requires educators to support the development of each student as an NWT **capable person** in a holistic manner. Elders in the NWT have explained that each child is born with inherent gifts. In order to nurture those gifts as a **capable person**, students must be well in body, mind, heart and spirit.

NWT schools need to cultivate healthy environments that nurture student gifts through the development of physical, intellectual, emotional and spiritual self. In collaboration, schools and

communities can guide students to strengthen their wellbeing and foster development of their identity, through opportunities to connect to the land, the language and the teachings of their Elders

<p>Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)</p>	<p>BDDEC schools offer a variety of programs that support student wellness in a holistic manner including: OTL experiences connecting students to the land, key cultural experiences that connect students to community and local experts, integrated culture based planning that incorporates themes and values from the Dene Kede and the Inuuqatigiit and connects students to themselves and their community values. In 2021-2022 the BDDEC Indigenizing Education team is supporting teachers to understand teaching and learning principals in the Dene Kede and Inuuqatigiit and how these relate to their role in helping develop BDDEC students into capable people. This idea of a capable person will be central in the development of the above mentioned programs already in place in BDDEC schools.</p>
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<p>ILE Action Plan Goal for Fostering Student Wellbeing</p>		
<p>School</p>	<p>Goal</p>	<p>Explanation on status of goal</p>
<p>MKS</p>	<p>Host at least two day camps focused on wellness of students.</p>	
<p>CJS</p>	<p>Host at least three day camps focused on the wellness of students.</p>	
<p>HKE</p>	<p>Host at least three day camps focused on the wellness of students.</p>	
<p>E3ES</p>	<p>Host at least four day camps focused on the wellness of students.</p>	
<p>E3SS</p>	<p>Host at least four day camps focused on the wellness of students.</p>	
<p>AS</p>	<p>Host at least two day camps focused on the wellness of students.</p>	
<p>IS</p>	<p>Host at least two day camps focused on the wellness of students.</p>	
<p>CPNS</p>	<p>Host at least four day camps focused on the wellness of students.</p>	

MS	Host at least three day camps focused on the wellness of students.	
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School	What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
MKS	Elders in the school program (outdoors)	
CJS	Elders in the school program (outdoors)	
HKE	Elders in the school program (outdoors)	
E3ES	Elders in the school program (outdoors)	
E3SS	Elders in the school program (outdoors)	
AS	Elders in the school program (outdoors)	
IS	Elders in the school program (outdoors)	
CPNS	Elders in the school program (outdoors)	
MS	Elders in the school program (outdoors)	

H. Indigenizing Teaching and Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<p>In the 2021-2022 school year the BDDEC Indigenizing Education team will be orienting all staff on the definitions and importance of learning that is holistic, relational, spiral and experiential as well as supporting this learning by ensuring that all teachers are familiar with the relevant sections on teaching and learning in Indigenous communities found in the Dene Kede and Inuuqatigiit.</p> <p>This work will be supported by all teachers having access to the new edition of the ILEH. One BDDEC goal for school ILE teams is that they help drive activities in schools that help teachers work through the ILEH.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal
MKS	Long range plans connected to cultural calendars. Submission of Indigenized lesson plans to BDDEC office and posted on Moodle.	
CJS	Long range plans connected to cultural calendars. Submission of Indigenized lesson plans to BDDEC office and posted on Moodle.	
HKS	Long range plans connected to cultural calendars. Submission of Indigenized lesson plans to BDDEC office and posted on Moodle.	
E3ES	Long range plans connected to cultural calendars. Submission of Indigenized lesson plans to BDDEC office and posted on Moodle.	
E3SS	Long range plans connected to cultural calendars. Submission of Indigenized lesson plans to BDDEC office and posted on Moodle.	
AS	Long range plans connected to cultural calendars. Submission of Indigenized lesson plans to BDDEC office and posted on Moodle.	
IS	Long range plans connected to cultural calendars. Submission of	

	Indigenized lesson plans to BDDEC office and posted on Moodle.	
CPNS	Long range plans connected to cultural calendars. Submission of Indigenized lesson plans to BDDEC office and posted on Moodle.	
MS	Long range plans connected to cultural calendars. Submission of Indigenized lesson plans to BDDEC office and posted on Moodle.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	MKS	<ul style="list-style-type: none"> • Cultural Calendar • Culture Based Unit Plans from each teacher • Evidence of planning with the DK/IQ • Competence in 12 Greetings in Indigenous Language(s) of home community 		
	CJS	<ul style="list-style-type: none"> • Cultural Calendar connected to Long Range plans. • Culture Based Unit Plans from each teacher • Evidence of planning with the DK/IQ • Competence in 12 Greetings in Indigenous Language(s) of home community 		

	HKE	<ul style="list-style-type: none"> ● Cultural Calendar connected to long range plans ● Culture Based Unit Plans from each teacher ● Evidence of planning with the DK/IQ ● Competence in 12 Greetings in Indigenous Language(s) of home community 		
	E3ES	<ul style="list-style-type: none"> ● Cultural Calendar ● Culture Based Unit Plans from each teacher ● Evidence of planning with the DK/IQ ● Competence in 12 Greetings in Indigenous Language(s) of home community 		
	E3SS	<ul style="list-style-type: none"> ● Cultural Calendar ● Culture Based Unit Plans from each teacher ● Evidence of planning with the DK/IQ ● Competence in 12 Greetings in Indigenous Language(s) of home community 		
	AS	<ul style="list-style-type: none"> ● Cultural Calendar ● Culture Based Unit Plans from each teacher ● Evidence of planning with the DK/IQ ● Competence in 12 Greetings in 		

		Indigenous Language(s) of home community		
	IS	<ul style="list-style-type: none"> ● Cultural Calendar ● Culture Based Unit Plans from each teacher ● Evidence of planning with the DK/IQ ● Competence in 12 Greetings in Indigenous Language(s) of home community 		
	CPNS	<ul style="list-style-type: none"> ● Cultural Calendar connected to long range teacher plans ● Culture Based Unit Plans from each teacher ● Evidence of planning with the DK/IQ ● Competence in 12 Greetings in Indigenous Language(s) of home community 		
	MS	<ul style="list-style-type: none"> ● Cultural Calendar connected to long range teacher plans ● Culture Based Unit Plans from each teacher ● Evidence of planning with the DK/IQ <p>Competence in 12 Greetings in Indigenous Language(s) of home community</p>		

I. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>BDDEC has created a culturally integrated long range planning document that all teachers in BDDEC will be using in 2021-22 in addition to lesson and unit planning templates that identify the specific connections that core curricular courses are making between their content and the cultural context in which they are teaching.</p> <p>The RILE and IEC will help teachers connect to experts, resources and information to help them Indigenize their content. Lesson and unit plans will be collected and audited by BDDEC and made accessible to all teachers via the district Indigenous Education Moodle.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%		
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
MKS	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	
CJS	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	
HKE	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	
E3ES	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	
E3SS	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	
AS	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	
IS	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	
CPNS	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	
MS	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	MKS	Long Range Plans		
	CJS	Long Range Plans		
	HKE	Long Range Plans		
	E3ES	Long Range Plans		

	E3SS	Long Range Plans		
	AS	Long Range Plans		
	IS	Long Range Plans		
	CPNS	Long Range Plans		
	MS	Long Range Plans		

J. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>BDDEC schools will provide students with the opportunity to participate in a minimum of four key cultural experiences throughout the school year.</p> <p>The focus for 2021-2022 will be to integrate these key cultural experiences with lesson/unit plans and teacher long range plans as they will be informed by the school cultural calendars. Incorporating the ILI and language learning goals with key cultural experiences is a priority in BDDEC for the 2021-2022 school year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal
MKS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	
CJS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	
HKS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	
E3ES	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	
E3SS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	
AS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	
IS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	
CPNS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	
MS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
Highlight one promising practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	MKS	Elder Day Camp		
	CJS	Canoe Day Trip		
	HKE	OTL Day Trips		
	E3ES	Boot Lake Trips		
	E3SS	Boot Lake Trips		
	AS	Elder Day Camp		
	IS	Elder Day Camp		
	CPNS	OTL Day Trips		

	MS	OTL Day Trips		
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K. Strengthening Core and Immersion Indigenous Language Instruction

In most NWT schools, Indigenous language programming is offered as a core language program with instructional time averaging 90 hours a year. A few schools in the NWT have implemented Indigenous language immersion programs, and others have recently begun the immersion implementation process.

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic..</p>	<p>BDDEC is committed to having a strong core Indigenous Languages program. The Beaufort Delta Divisional Education Council is attempting to pilot a JK Immersion program in Inuvik for 2021-22. This immersion program is dependent on the hiring of two instructors.</p> <p>BDDEC has increased instructional minutes from 2020-21. We have reached out to Indigenous governments for ongoing communications on how we can improve our programming.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
# of new ILIs in the region	2		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	Goal	Explanation on status of goal
MKS	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	
CJS	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	
HKS	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	
E3ES	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	
E3SS	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	
AS	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	
IS	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	
CPNS	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	
MS	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	

L. Engaging Community in Indigenous Language Programs

Engaging Community in Indigenous Language Programming is emphasized in the *Dene Kede* and *Inuuqatigiit* curricula and reminds educators that community involvement can take many forms. Schools should look for opportunities to engage with the community to promote, use and celebrate Indigenous languages. Students can be offered many activities where language speakers from the community may come into the school or the students may go out into the community. Some examples are participating in a culture camp with language use, attending a local government meeting, working with a health care nurse attending to Elders, or talking in the language while visiting at a store.

<p>Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)</p>	<p>In 2021-2022, the BDDEC Indigenizing Education team will be using resources developed within the region to engage students and community in language learning. In addition, schools are encouraged to continue to share language learning goals and strategies, resources and success with families and communities virtually if that remains necessary (via social media, virtual newsletters, communication with home etc).</p>
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<p>ILE Action Plan Goal for Engaging Community in Indigenous Language Programs</p>		
<p>School</p>	<p>Goal</p>	<p>Explanation on status of goal</p>
<p>MKS</p>	<p>80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.</p>	
<p>CJS</p>	<p>80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.</p>	
<p>HKE</p>	<p>80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.</p>	
<p>E3ES</p>	<p>80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.</p>	
<p>E3SS</p>	<p>80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.</p>	
<p>AS</p>	<p>80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.</p>	
<p>IS</p>	<p>80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.</p>	
<p>CPNS</p>	<p>80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.</p>	
<p>MS</p>	<p>80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.</p>	

M. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.	Teachers in BDDEC schools are responsible to learn the 12 basic greetings to use with staff and students as well as a list of 10 basic instructions/ commands. In 2021-2022 we will work with schools to offer ways for teachers to develop their language skills either through resources provided by community and ILI engagement or enhancements made to the BDDEC language expectations list for students and staff. Language in school newsletters, parent communications, morning messages and other shared communication venues will be strongly encouraged.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
MKS	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community.	
CJS	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community	
HKE	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community	
E3ES	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community	
E3SS	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community	
AS	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community	
IS	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community	
CPNS	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community	
MS	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	MKS	<ul style="list-style-type: none"> OPA data collected 2 times per year ILE ILE committee in place. 		

		<ul style="list-style-type: none"> On site school language/culture camp 		
	CJS	<ul style="list-style-type: none"> OPA data collected 2 times per year ILE Action Plan ILE committees in place. 		
	HKE	<ul style="list-style-type: none"> OPA data collected 2 times per year ILE Action Plan ILE committees in place. 		
	E3ES	<ul style="list-style-type: none"> OPA data collected 2 times per year ILE Action Plan ILE committees in place. 		
	E3SS	<ul style="list-style-type: none"> OPA data collected 2 times per year ILE SIP created from BDDEC Strat/OP Plan ILE committees in place. 		
	AS	<ul style="list-style-type: none"> OPA data collected 2 times per year ILE Action Plan ILE committees in place. 		
	IS	<ul style="list-style-type: none"> OLC delivery in each school OPA data collected 2 times per year ILE Action Plans = BDDEC ILESIPs ILE committees in each school 		
	CPNS	<ul style="list-style-type: none"> OLC curriculum delivered by ILE instructor. OPA data collected 2 times per year ILE Action Plan 		

		<ul style="list-style-type: none"> • ILE committees in each school 		
	MS	<ul style="list-style-type: none"> • OPA data collected 2 times per year • ILE Action Plan • ILE committee in place. • IOLC curriculum delivered by ILE instructors. 		

N. Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Aklavik	\$19,231	\$19,350				
Fort McPherson	\$19,919	\$19,309				
Ulukhaktok	\$21,400	\$19,856				
Inuvik	\$38,141	\$37,995				
Paulatuk	\$19,048	\$17,557				
Sachs Harbour	\$16,720	\$15,038				
Tsiigehtchic	\$15,526	\$15,290				
Tuktoyaktuk	\$23,544	\$24,211				
TOTAL	\$173,529	\$168,606				

O. Resource Development for OLC and ILE

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and *the Indigenous Language and Education (ILE) Handbook*.

This funding is to be used only for:

- a) Developing resources for the implementation of OLC and ILE Handbook in schools;
- b) Training and workshops for Indigenous Language Instruction (ILI) staff to further their professional development in OLC and ILE implementation; and
- c) Technology needs that support OLC and ILE implementation.

Note: Ensure a copy of any resources produced are submitted to ECE-ILES.

Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
\$221,444	\$216,363			

Resources in the region	Type and amount of Indigenous language resources being developed or purchased to support OLC.	Type and amount of Indigenous language resources being developed or purchased to support ILE.
OLC/ILE Professional Development in the region	Number of ILI's attending and type of professional development opportunity	Number of school staff attending professional development to support OLC and/or ILE implementation.

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment
Council Approved Budget

Beaufort Delta Education Council
Statement of Revenues and Expenses
Annual Budget - Consolidated

	2021-2022 Budget	2020-2021 Approved Budget	2020-2021 Year-end Forecast
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contribution	29,021,712	28,667,115	29,712,567
Indigenous Languages Contribution	2,913,435	2,823,595	2,889,113
French Language Contribution	75,000	75,000	78,000
ECE Other Contribution	1,227,964	1,227,964	2,578,728
Sub-Total ECE	33,238,111	32,793,674	35,258,408
GNWT Other Contributions			
Total GNWT	33,238,111	32,793,674	35,258,408
Federal Government - Jordans Principle	1,500,000	12,851,997	14,546,383
Federal Government - Jordans Principle Carry Fwd	4,491,909	454,235	(4,491,909)
Federal Government	8,020	8,020	
Property Tax Requisitioned			
Other School Authorities			
Education Authority Generated Funds			
Rentals			
School Fees			
Sales			
Investment Income	160,000	160,000	125,685
Other	498,649	498,649	1,131,082
Total Generated Funds	6,658,578	13,972,901	11,311,241
TOTAL REVENUES	39,896,689	46,766,575	46,569,649
EXPENSES			
Administration	3,803,106	3,607,800	2,923,709
School Programs	21,188,897	21,523,745	22,984,133
Operations and maintenance			1,310,000
Inclusive Schooling	5,848,519	5,732,739	4,761,809
Indigenous Languages and Education	3,063,435	3,323,851	3,124,114
Jordans Principle	5,991,909	13,306,232	10,054,474
Transfers to Capital			
Debt Services			
TOTAL EXPENSES	39,895,866	47,494,367	45,158,239
SURPLUS (DEFICIT)	823	(727,792)	1,411,410
PROJECTED ACCUMULATED SURPLUS (DEFICIT)	3,848,163	1,708,138	3,847,340

Accumulated Surplus as Percentage of Revenue

9.6%

3.7%

8.3%

Department of Education, Culture & Employment
 Council Approved Budget

Beaufort Delta Education Council
 Details of Inclusive Schooling Expenses
 Annual Budget

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinator	411,780		411,780
Program Support Teachers	1,509,122		1,509,122
Support Assistants	1,668,401		1,668,401
Assistive Technology	48,182		48,182
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances	1,421,276		1,421,276
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	177,782		177,782
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services	89,000		89,000
Travel	81,000		81,000
Student Transportation	0		0
Other Contracted Services	72,000		72,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	152,263		152,263
Materials	205,298		205,298
Freight	12,415		12,415
TOTAL	5,848,519	0	5,848,519

Department of Education, Culture & Employment
 Council Approved Budget

Beaufort Delta Education Council
 Details of Inclusive Schooling Expenses
 Annual Budget

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
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<u>STAFF DEVELOPMENT (Including Travel)</u>			
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<u>SERVICES PURCHASED/CONTRACTED</u>			
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Travel	81,000		81,000
Student Transportation	0		0
Other Contracted Services	72,000		72,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	152,263		152,263
Materials	205,298		205,298
Freight	12,415		12,415
TOTAL	5,848,519	0	5,848,519

Department of Education, Culture & Employment
Council Approved Budget

Beaufort Delta Education Council
Details of Indigenous Languages and Education Expenses
Annual Budget

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<u>SALARIES</u>				
Regional Coordinator	205,890			205,890
Language Instruction	1,329,468			1,329,468
Cultural Resource Staff	0		137,260	137,260
Elders in Schools	119,500	46,363	62,500	228,363
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances	599,507			599,507
<u>STAFF DEVELOPMENT (Including Travel)</u>				
	19,825		0	19,825
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services	650		10,000	10,650
Travel	66,500	40,000	37,500	144,000
Student Transportation (Bussing)				0
Advertising/Printing/Publishing		50,000		50,000
Rentals/Leases	60,000		41,500	101,500
Other Contracted Services	12,500		1,500	14,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	117,367	70,000	25,606	212,973
Freight	0	10,000	0	10,000
TOTAL	2,531,206	216,363	315,866	3,063,435

Department of Education, Culture & Employment
 Council Approved Budget

Beaufort Delta Education Council
 Details of Jordans Principle
 Annual Budget

For period year ending	June 30, 2022	June 30, 2021
Revenue		
Government of Canada - First Nations and Inuit Health Branch	1,500,000	14,546,383
Carry Forward from Previous Year	4,491,909	(4,491,909)
Total Revenue	5,991,909	10,054,474
Expenditures		
Administration	299,595	502,724
Personnel	5,692,314	9,551,750
Transportation		
Materials and Supplies		
Rent and Utilities		
Evaluation		
Other		
Total Expenditures	5,991,909	10,054,474
TOTAL	0	0

**Beaufort Delta Education Council
2021 - 2022 Budget**

Schedule of Budgeted Approved Person Years

	<u>2020-2022</u> <u>Person Years</u>	<u>2020-2021</u> <u>Person Years</u>
Administration Staff	9.30	9.30
Other - IT	0.75	0.75
Territorial Schools		
Teachers	102.00	102.00
Consultants	5.50	5.50
Classroom Assistants	0.00	0.00
Secretaries	6.10	6.10
Custodians	12.22	12.22
School Community Counsellors	0.00	0.00
IT - NDL		
Inclusive Schooling:		
Regional Coordinators	3.00	3.00
Program Support Teachers	13.25	13.25
Wellness Counsellors	0.00	0.00
Support Assistants	21.85	21.85
Assistive Technology	0.50	0.50
Indigenous Languages and Education		
Regional Coordinator	2.50	1.50
Indigenous Languages Instruction Staff	12.75	12.75
Total Person Years	189.72	188.72

Department of Education, Culture & Employment
Council Approved Budget

Beaufort Delta Education Council
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	440,605		47,342	216,363	-	704,310
Aklavik - Moose Ker School		287,004	40,200		19,350	346,554
Fort McPherson - Chief Julius School		143,083	40,200		19,309	202,592
Inuvik - East Three Elementary		411,919	48,065		21,561	481,545
Inuvik - East Three Secondary	-	274,612	36,635		16,434	327,681
Paulatuk - Angik School		156,192	36,500		17,557	210,249
Sachs Harbour - Inualthuyak School		78,483	36,500		15,038	130,021
Tsiigehtchic - Chief Paul Nitidchie School		108,183	34,500		15,290	157,973
Tuktoyaktuk - Mangilaluk School		214,137	42,600		24,211	280,948
Uluhaktok - Helen Kalvak School		157,906	43,800		19,856	221,562
TOTAL	440,605	1,831,519	406,342	216,363	168,606	3,063,435

Approvals

Operating Plan



Education Body Chair

October 21 2021

Date



Superintendent

October 21st 2021

Date

Annual Report

Education Body Chair

Date

Superintendent

Date

Education Accountability Framework

Commission scolaire francophone TNO

Operating Plan

For the 2021-22 School Year



Commission scolaire francophone
Territoires du Nord-Ouest

Cadre de responsabilisation en éducation

Commission scolaire francophone des TNO

Plan de fonctionnement

Année scolaire 2021-2022



Commission scolaire francophone
Territoires du Nord-Ouest

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Operating Plan - Executive Summary

The Commission scolaire francophone TNO's Operating Plan for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Commission scolaire francophone TNO's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

As required by the Education Act, the CSFTNO has prepared a new five-year strategic plan covering period from 2021 to 2026. A copy of the plan is enclosed.

The CSFTNO has identified three priority areas:

1. Student Success and Well-being
2. Development of Organizational Capacity
3. Francophone Space and Student-supportive Community

Student Success and Well-being :

Strategic Objectives :

- To enhance our students' academic performance with a view to promoting better outcomes in school.
 - Continue implementing the Literacy Framework from junior kindergarten to Grade 6, and expand its use to include Grade 9.
 - Develop and implement the Numeracy Framework and expand its use to include Grade 9.
- To develop the competencies in the Student Exit Profile from junior kindergarten to Grade 12.
 - Develop and implement the Student Exit Profile by focussing on critical thinking skills, and add programming that will enable students to develop their creativity, innovativeness and entrepreneurial skills
- To prepare students for post-secondary opportunities through customized, innovative and experience-based approaches.
 - Continue developing our guidance service and prepare a framework.

Development of Organizational Capacity:

- To recruit and retain dedicated staff by providing a supportive environment and continuous professional guidance.
 - Develop and support the CSFTNO's human resources throughout their employment with the school board.
- To develop the organization's capacity to offer a wider range of innovative programs and courses.
 - Increase the number of programs and courses offered and enhance our educational practices to meet students' needs and improve their performance.
- To develop the organization's capacity to champion a culture based on performance, data and accountability in order to support student success and update the Student Exit Profile and the Strategic Plan.
 - Develop and implement the CSFTNO Performance Framework.

Francophone Space and Student-supportive Community :

- To engage our parents and partners with a view to supporting student success and well-being.
 - Create more opportunities to include parents so they are more involved in the school and identify more strongly with the French-speaking community in the Northwest Territories.
- To develop a student recruitment and retention strategy in order to ensure the vitality and continuity of our schools.
 - Develop a secondary student retention strategy.
 - Continue implementing the CSFTNO promotional plan
- To work with local, territorial and national organizations in order to provide our students with authentic northern and Francophone experiences.
 - Promote a wider understanding of the mandate of the French first-language school system, incorporate public and community school principles more effectively into our activities, and share that information
- To recognize, celebrate and communicate the uniqueness of our northern French-language education system.
 - Use social media to showcase our members, programs and activities.

Plan de fonctionnement – Sommaire

Le plan de fonctionnement de la Commission scolaire francophone des TNO (CSFTNO) pour l'année scolaire 2021-2022 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du gouvernement des Territoires du Nord-Ouest (GTNO) et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections qui correspondent à différents domaines de responsabilisation et dont le contenu suit les priorités de la Commission scolaire francophone des TNO pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire :

Comme exigé par la *Loi sur l'éducation*, la CSFTNO s'est dotée d'un nouveau plan stratégique sur cinq ans, de 2021 à 2026. Une copie du plan stratégique sera en pièce jointe.

La CSFTNO s'est fixé trois priorités :

1. Augmenter la réussite et le bien-être de chaque élève
2. Développer la capacité organisationnelle
3. Mettre la communauté et l'espace francophones au service de l'élève

Augmenter la réussite et le bien-être de chaque élève

Objectifs stratégiques :

- Améliorer le rendement de chaque élève pour lui permettre de mieux réussir son parcours scolaire.
 - Continuer la mise en œuvre du Cadre pour l'alphabétisation de la prématernelle à la 6^e année, et l'étendre jusqu'en 9^e année.
 - Élaborer et mettre en œuvre le Cadre pour l'enseignement des mathématiques et l'étendre jusqu'en 9^e année.
- Définir les compétences du *Profil de sortie de l'élève* de la prématernelle à la 12^e année.
 - Élaborer et mettre en œuvre le *Profil de sortie de l'élève* en se concentrant sur le développement du penseur critique et ajouter de la programmation qui permettra à l'élève de développer sa créativité, ainsi que son sens de l'innovation et de l'entrepreneuriat.
- Préparer les élèves à la vie postsecondaire par une approche individualisée, innovante et expérientielle.

- Continuer à développer notre service d'orientation et définir notre cadre d'intervention.

Développer la capacité organisationnelle

- Recruter du personnel qui s'engage et le retenir en créant pour lui un environnement bienveillant et en l'accompagnant dans son perfectionnement professionnel.
 - Garantir que la CSFTNO offre soutien et occasions de perfectionnement aux membres du personnel tout au long de leur service dans l'organisation.
- Développer la capacité de l'organisation à offrir une plus grande gamme de programmes et de cours innovants.
 - Accroître l'offre de programmes et de cours offerts et améliorer nos pratiques pédagogiques pour mieux répondre aux besoins des élèves et améliorer leur rendement.
- Développer la capacité de l'organisation à bâtir une culture axée sur le rendement, les données et la responsabilisation pour soutenir la réussite des élèves, et pour actualiser le *Profil de sortie de l'élève* et le *Plan stratégique*.
 - Élaborer et mettre en œuvre le Cadre de rendement de la CSFTNO.

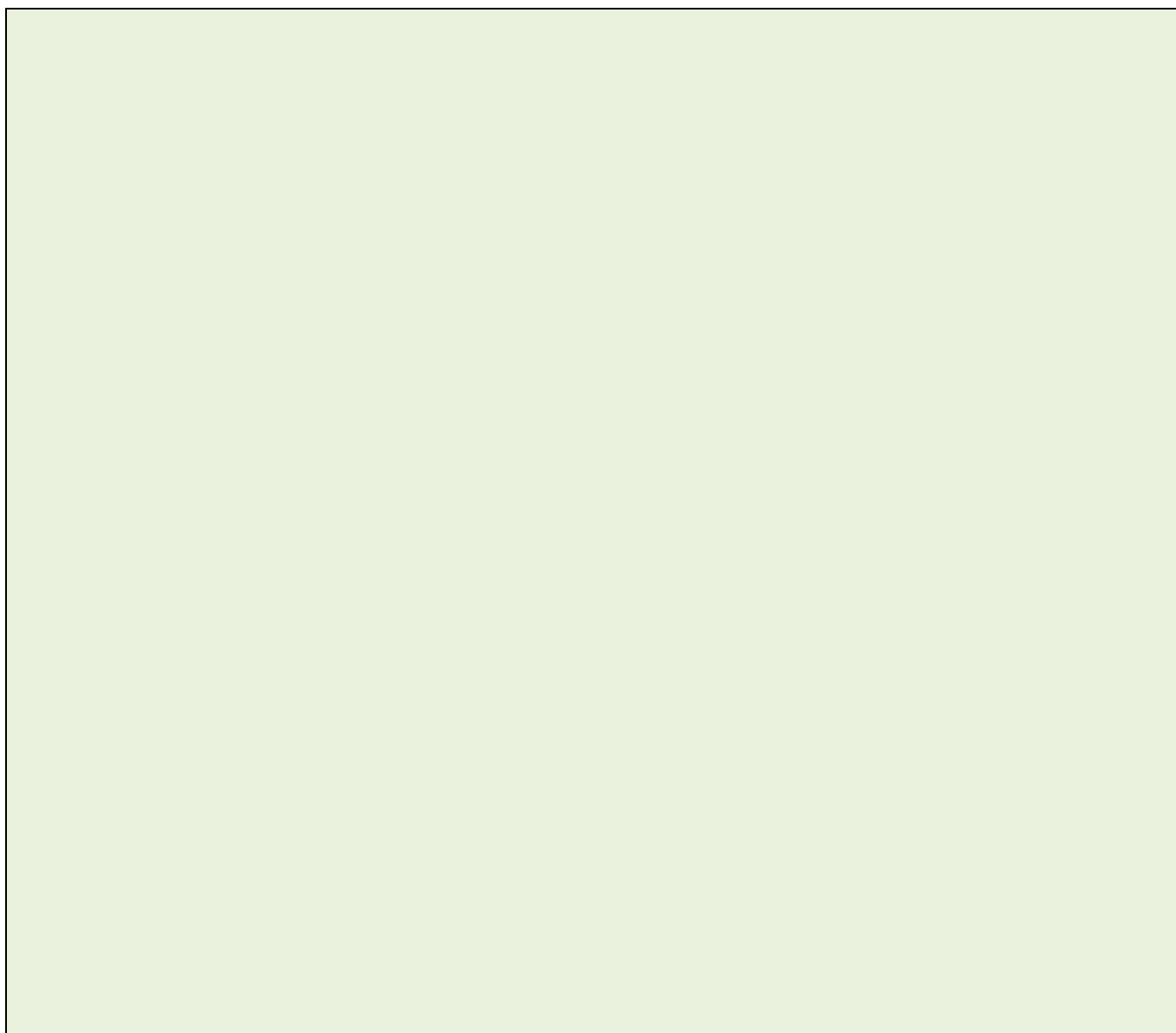
Mettre la communauté et l'espace francophones au service de l'élève

- Mobiliser nos parents et nos partenaires pour soutenir la réussite et le bien-être de nos élèves.
 - Multiplier pour les parents les occasions de s'intégrer afin qu'ils s'engagent davantage dans l'école et qu'ils développent le sentiment d'appartenance à la francophonie ténnoise.
 - Définir une stratégie pour le recrutement et la rétention des élèves afin d'assurer la vitalité et la pérennité de nos écoles.
 - Concevoir une stratégie pour la rétention des élèves au secondaire.
 - Continuer la mise en œuvre du plan de promotion de la CSFTNO.
 - Collaborer avec les organismes locaux, territoriaux et nationaux pour faire vivre des expériences francophones et nordiques authentiques à nos élèves.
 - À l'échelle des TNO, assurer une meilleure compréhension du mandat de l'école francophone, mieux intégrer les principes de l'école citoyenne et communautaire dans nos activités et partager ces informations.
 - Reconnaître, valoriser et communiquer l'unicité de notre système d'éducation francophone nordique.
 - Faire rayonner, par le biais des médias sociaux, nos membres, nos programmes et nos activités.
-

Annual Report - Executive Summary

The Commission scolaire francophone TNO's Annual Report for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:



1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

The CSFTNO was established in November 2000 as a non-profit organization.

The CSFTNO's DEC consists of six elected members: three from Yellowknife and three from Hay River. The last election was held in October 2018. The next will be held in October 2021. Board members may run for a second term. They have to be re-elected for the next three-year term. CSFTNO has decided to maintain a three-year term in both Hay River and Yellowknife.

The DEC Chair reports to the Minister of Education. The Chair ensures that the DEC operates efficiently. The Chair also represents the DEC in contacts with outside organizations.

There are six elected members, three members from Yellowknife; Simon Cloutier, Chair; Jean de Dieu Tuyishime and Marie-Ève Martel, as well as three members from Hay River. Sarah Poitras resigned in August 2020, and was replaced by Catherine Boulanger. Vice-Chair, Nicole Fournier, resigned in June 2020, and was replaced by Jessica King. The third Hay River trustee is Michael St-Amour. Elections are to take place in October 2021.

The superintendent is Yvonne Careen.

The CSFTNO's DEC meets monthly, except in July. Committee meetings take place regularly throughout the school year. CSFTNO also hosts two, two-day retreats, one in the fall and one in the spring.

Besides the superintendent, there are four employees at CSFTNO's DEC office; the Financial Comptroller (Marc Akpoé), the Coordinator of Inclusion and Assessment (Mathieu Gagnon), the Literacy/Numeracy Coach – 0,5 funded, 0,5 third party funded position (Geneviève Charron) and the Office Coordinator – unfunded position - (Mama Sylla Ndeye). For the 2021-2022 school year, we added a Technology Consultant – 0,5 funded, 0,5 third party funded position - (Étienne Brière).

B. Functional Organizational Chart

The following table details the functional organization of the Education Body:

CSFTNO Functional Organizational Chart (2021-2022)

**Six commissaires
élus**

Direction générale

**Contrôleur financier
UNW (Exclus)**

**Coordinatrice
administrative
UNW (Exclus)**

**École
Boréale**

**École
Allain St-Cyr**

**Accompagnatrice
littératie et
numératie
NWTTA**

**Coordonnateur
inclusion et
évaluation
NWTTA**

**Postes NWTTA
11.0
Postes UNW
3.9**

**Postes NWTTA
16.0
Postes UNW
7.0**

**Coordonnateur du
système
informatique
NWTTA**

C. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
Policies	Hélène Bolduc	DEC	Board Retreat November 27 & 28, 2021		
Procedures	Hélène Bolduc	DEC	Board Retreat November 27 & 28, 2021		
Governance Model	Bernard Roy	DEC	Board Retreat November 27 & 28, 2021		
Policies and Procedure (Refresh)	Hélène Bolduc	DEC	Board Retreat May 28 & 29, 2022		
Lobbying, Influencing	TBD	DEC	Board Retreat November 27 & 28, 2021		

D. Education Body Meetings

According to section 109 of the *Education Act*, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? <i>(Yes/No)</i>	If No, why not?
Monday, September 20	In-person and virtual DEC Office		
Monday, October 18	In-person and virtual DEC Office		
Monday, November 22	In-person and virtual DEC Office		
November 27 & 28	Board Retreat ÉASC		
Monday, December 6	Organizational Meeting Virtual		
Monday, January 17	In-person and virtual DEC Office		
Monday, February 21	In-person and virtual DEC Office		
Monday, March 21	In-person and virtual DEC Office		
Monday, April 18	In-person and virtual DEC Office		
Monday, May 16	In-person and virtual DEC Office		
May 28 & 29	Board Retreat ÉASC		
Monday, June 20	In-person and virtual DEC Office		

E. School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori). **Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.**

Total Number of Schools in District	2	Total Anticipated Student Headcount	235
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School Name	Community	Grades Offered	Programming Highlights
École Boréale (ÉB)	Hay River	JK - 12	French First Language Francisation (JK to Grade 2) English Language Arts (Grade 3 to 12) Physical Education (JK to Grade 12) Music (JK to Grade 8) Visual Arts (Grade 7 to 10) Technology (Grade 1 to 10) Options (Grade 7 to 10) Entrepreneurship (3rd year)
École Allain St-Cyr (ÉASC)	Yellowknife	JK - 12	French First Language Francisation (JK to Grade 2) English Language Arts (Grade 3 to 12) Physical Education (JK to Grade 12) Technology (Integrated - Grade 1 to 6, Courses - Grade 7-8) Options (Grade 7 to 10) Journalisme (grade 10) Entrepreneurship (3rd year) Financial Literacy (Grade 10) Critical Thinking (Grade 11) Fitness (Grade 11) 2years

F. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (*% of students on a Regular Education Program (REP) with a Student Support Plan (SSP) for Accommodations, % of students on a Modified Education Program (MEP) with an SSP for Modifications, and % of students on an Individualized Education Program (IEP)*), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.**

Student Body: 235

Ethnic backgrounds: French-Canadian, Indigenous, Métis, francophones from several ethnic backgrounds or with one parent who is a rights holder: Leban, Africa, France, Philippines, Dutch, etc.

Description of regional/community culture: The francophone community is strong in both communities, Yellowknife and Hay River. In Yellowknife, the Garderie Plein Soleil is housed on the ground floor of ÉASC, the Association franco-culturelle de Yellowknife is very active as are Médias Ténois. The Fédération Franco-ténoise is the official spokesperson of the francophone community. In Hay River, l'Association franco-culturelle de Hay River is the catalyst to many cultural activities that take place within the school community and the community at large. We are also supported by the Conseil de développement économique des Territoires du Nord-Ouest and Collège Nordique Francophone.

Inclusion:

% of students with Student Support Plans (SSPs): 25%

% of students with Individual Education Plans (IEPs): 3%

Student enrolment:

98% of students will be in school full time

2% of students will be in home schooled

G. Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention. **Please include any specific information related to the COVID-19 pandemic.**

Total number of NWTTA employees: 30

Average length of employment: 5 years

Average age: 37 years

Number of first year teachers: 0

Average number of teachers with full experience: 11

Number of teachers from the region or the NWT: All of our teachers are originally from elsewhere in Canada, however, several of them are long-time northerners, experience ranging from brand new hires to up to 23 years of continuity of service with the CSFTNO.

Awareness of upcoming issues with teacher recruitment and retention:

For the 2021-2022 school year, all of our teacher vacancies have been filled. We were very fortunate in that of six teacher position vacancies, our present-day staff were ambassadors of our board and we hired five teachers that had some connection to our staff. As for the sixth position, we filled it with a teacher on a Letter of Authority after having fulfilled the necessary teacher recruitment competitions that were unfruitful. This person had replaced a late resignation last school year, so we were very interested in having him back. He continues to work on completing his Bachelor of Education at the University of Ottawa.

In the recruitment competitions themselves, we've noticed that the number of quality candidates is lower than in previous years. We are receiving fewer and fewer applications within Canada, and more international applications. International applications are very difficult to consider given the equivalencies needed for these candidates to meet Canadian equivalency prerequisites. the time it takes, etc. It has not been a practice of ours to recruit international candidates. There may come a time when it will be necessary.

In our opinion, NWTQS will have to adapt its requirements to better address this shortage of teachers.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p>Literacy: CSFTNO will continue with its Professional Learning Communities in Literacy. Four learning sequences spread throughout the school year will be taught and coordinated by our Instructional Coach. During the school year, they will become three sequences, but writing and grammar will be added, thus elongating the time spent on each learning sequence. Reading levels from kindergarten to Grade 3 will be recorded and collected to measure progress.</p> <p>Numeracy: In 2020-2021, CSFTNO reviewed its Numeracy Program from grades 1 to 6. A calendar for the school year was created, and the modules, that include essential learnings, were also reviewed. Work has begun to extend the work to Grade 9. Our consultant will also offer virtual teacher training sessions to assist our teachers to develop the best strategies for teaching mathematics in the elementary and secondary grades. (SSI)</p> <p>Language and Culture: Each school has developed an Indigenous Language and Culture plan. Our schools will focus somewhat on the language component, but more so on the culture component. Learning on the Land is recommended and we plan to make use of our surrounding area to develop our programming while continuing to respect COVID-19 restrictions.</p> <p>100% of students will have access to some Indigenous language development components as well as several cultural and on-the-land experiences.</p>
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	<p>Students & Educator Wellness: Our new and existing staff from JK to 6 teachers participated in training sessions <i>Vers le Pacifique</i>, a conflict resolution method that is used in CSFTNO school. Our health teachers will continue to offer the 4th R in grade 7 to 9, and HRPP in grade 10 and 11.</p> <p>Personalized and Inclusive Education: We benefit from small numbers of students, especially at the high school level. Personalized education has become more popular in the sense that graduation requirements dictate the base of courses a student must complete. Where there is flexibility, we strive to put in place academic programming that meets the needs and desires of the student. Inclusive education is ensured by the development of LGBTQ+2 groups in each of our schools that are facilitated by teacher volunteers. We also encourage our students to participate in activities such as the Rainbow Conference, Foxy/Smash, etc.</p> <p>Key Competencies: Our Student Exit Profile very much reflects the key competencies of the NWT. This year, the focus is on developing critical thinking.</p> <p>Being and Becoming a NWT Capable Person:</p> <ol style="list-style-type: none"> 1) Nurture who you are and become who you want to be 2) Contribute to live well together in this interconnected world 3) Negotiate change and challenge 4) Engage with ideas and respond to their complexities 5) Interpret and express meaning <p>CSFTNO's Student Exit Profile defines the aims that each student frequenting its schools should develop/achieve/acquire by the end of their grade 12 studies. In 2021-2022, the focus will be on the development of critical thinking skills, as well as innovation, creativity and entrepreneurship. The CSFTNO is working on transforming the learning experience of its students, change management being the focus in 2021-2022.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of regional priorities and goals that align with the 5 Shared Priorities.	100%		
Students will be at grade level via Trousse d'évaluation en lecture GB+	90%		

Students will be at grade level via either Examen en commun de l'AB (Grades 4, 5, 7 and 8), and AAT (Grades 6 and 9)	90%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Both schools submitted their 2021-2022 School Improvement Plans in May 2021 and they were shared with the Board of Trustees. They align with the CSFTNO improvement plan, strategic plan and priorities.</p> <p>CSFTNO will continue to respect restrictions in place due to the COVID-19 pandemic.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region’s approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

For the 2021-22 school year, each region is able to determine how best to proceed with annual school reviews.

<p>Regional approach to the completion of Annual School Reviews, including any specific information related to the COVID-19 pandemic.</p>	<p>In 2021-2022, CSFTNO will develop a Performance Framework. Individual pieces that are included in the framework have existed for a few to several years. We must now create coherence throughout the framework which includes the performance of the board of trustees, services, schools, classes and students. The framework will include an education body improvement plan, school improvement plans, class profiles and student profiles. This framework and its components will act as a more formal school review model and set up a pilot project for a formal review.</p> <p>We will pilot various components of it in 2021-2022, while tweaking other components that already exist (SIP). One of our strategic objectives is to champion a culture based on performance, data and accountability with a view to supporting student success. Our Performance Framework will be the result.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula are being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

D. Staff Evaluations

All education staff are required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012).

The following tables detail the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations, including any specific information related to the COVID-19 pandemic.</p>	<p>Staff evaluations are conducted on an annual basis according to the Ministerial directive. Each year, the principal identifies which teachers are to be evaluated, and according to the teacher’s years of experience and related activities, whether the formal evaluation or the growth plan model will be used.</p> <p>Principals are evaluated as per the <i>Direction of Principal Growth and Evaluation in the Northwest Territories</i>.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	10		
Number of principals and assistant principals formally evaluated in the school year.	2		
Number of Education Body School Support Consultants formally evaluated in the school year.	3		
Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region’s training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Literacy – Ongoing throughout the school year through the work done with our literacy/numeracy coach.</p> <p>Numeracy – See SSI proposal</p> <p>In 2021-2021, critical thinking will be our main focus. A steering committee composed of two school support consultants, principals and teachers is leading this transformation of the learning experience for students. Most of our regional training and in-service will be led by steering committee members. The goal is to build internal capacity. Where and when we need outside consultant facilitation, we will include it.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on shared priorities	100%		
Number of administration days dedicated to training and in-service.	0.5		
% of collaborative STIP time dedicated to regional priorities	100%		
Number of schools which implemented STIP as per the Ministerial Directive	2		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

F. Literacy Coordinators

Literacy coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contribute d (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	0.50	1.0	N/A		

** As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body, otherwise not allocated.*

The following tables detail the region’s role of their Literacy Coordinator, and the relevance of the position to regional and shared priorities, including regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Our Regional Literacy Coordinator has been very effective in working with our teachers in both schools and her role is absolutely relevant to the School Improvement Plans developed by each of our schools. We have introduced the VAE model (Vision, Alignment and Execution). We have a literacy framework. Our coordinator’s role is to share our vision, have the teachers contribute to this vision, coordinate the activities and learning sequences through our PLCs to create a more coherent alignment in each school and across the CSFTNO, and to have teachers execute lessons and activities so that we can achieve our literacy targets. Our RLC (coach) is a member of our Student Exit Profile steering committee and has been an integral part of the development of the training already done, and to come in 2021-2022, our priority being the development of critical thinking skills and innovation, creativity and the entrepreneurial spirit.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Targets	
Relevance of the Healthy Foods for Learning program to regional priorities, including any specific information related to the COVID-19 pandemic.	Each school, through its wellness programs, incorporates making healthy food choices. A staff member is in charge of this program. COVID-19 will continue to change the way we run the program as there are restrictions on sharing food and on communal food (bowls of fruits, vegetable trays, etc.). We will have to plan for individual portions and samples instead.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Frequency of program <i>(Monday - Friday)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
ÉB	Snacks/lunches as needed	Monday - Friday	72	Everyone welcome		
ÉASC	Snacks/lunches as needed	Monday - Friday	163	Everyone welcome		

* Please complete one row for each program offered in a school. Ex:) complete two rows if a school offers both breakfast and snack programs.

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development. Under the proposal summary, indicate whether this is a continuation of previous year's SSI project.

<p>SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.</p>	<p>Numeracy (VAE – Vision, Alignment and Execution)</p> <p>In 2020-2021, the vision of our Numeracy Framework took shape. We completed the review of all of our modules and assessment tools from grades 1 to 6.</p> <p>In 2021-2022, the focus will be on professional development activities related to developing scaffolded documents/templates by grade level to develop coherency. Problem solving is an example of templates we'd like to design, which would include a variety of situations and associated common mathematics language.</p> <p>We want to develop processes so we can use the data from our assessment tools in order to make instruction data driven.</p> <p>Teaching strategies, the how-to, will be a focus as well. Generalist teachers need support in learning how to teach concepts using best practices. Our focus being on critical thinking, we will add complexity to our learning situations.</p> <p>Our SSI project also includes continuing to work with Grade 7 to 9 teachers to add these grade level expectations, modules and assessments to our Numeracy Framework. Grade 10 to 12 teachers would be working on this project as well in order to build the bridge between grade 9 and 10-12.</p> <p>The professional development activities will be led by our consultant and supported by our Literacy/Numeracy Coordinator (coach).</p>
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of teaching staff from across the region who participate in SSI PD activities.	70%		
% of support staff from across the region who participate in SSI PD activities.	70%		
Areas of Strength			
Areas for Development			
Additional Comments, including any specific information related to the COVID-19 pandemic.			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? (Yes/No)	If No, why not?
Numeracy	2021-2024		

I. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2021-2022	2022-2023	2023-2024
CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA	BDEC SSDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. This refers to programming that is offered to all students, rather than targeted programs for individual students.

Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work? Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region’s approach for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.</p>	<p>Grades JK-6 – <i>Vers le Pacifique</i> – All existing staff has now been trained and will implement the program. A plan is being developed on how and when we will to our new staff.</p> <p>Grades 7 to 9 – The Fourth R - Incorporated in Health classes.</p> <p>Grade 10 to 12 – Healthy Relationships Program Plus - Incorporated in CALM classes.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	100%		
% of schools with grade 4-6 students offering LEADS.	100%		
% of schools with grade 7-9 students offering the Fourth R.	100%		
% of schools with grade 10-11 students offering HRPP.	100%		
Were there any difficulties accessing training for the above programs?			

Are there any recommendations for making training for the above programs more accessible?	
Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	ÉB	100%		
	ÉASC	100%		

K. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

School Name	Language of SL <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)</i>	Type of SL program <i>(core, immersion, intensive)</i>	Grades of SL program <i>(per program type)</i>	% of students enrolled <i>(per program type)</i>	Frequency of SL Program <i>(min/week)</i>	Actual Frequency of SL Program <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
ÉB	English	Regular, including 10-1 20-1 30-1	3 - 12	100%	Gr. 3 – 6 – 240 Gr. 7 – 9 – 204 Gr. 10 – 327 Gr. 11 -12 331		
ÉASC	English	Regular, including 10-1 20-1 30-1	3 - 12	100%	Gr. 3 – 6 280 Gr. 7 – 9 320 Gr. 10 – 12 350		

**Please include a row per school /per language /per type of instruction*

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	1.00	N/A		

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of RISCs allocated as less than a 1.0 FTE	0%		

B. Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
ÉB	1.00	1.00	N/A			
ÉASC	1.38	1.38	N/A			
TOTAL	2.38	2.38	N/A			

C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Please ensure that Support Assistants funded through Jordan’s Principle and Children’s First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
ÉB	1.22	1.00	It was decided to place the extra 0.22 PY at ÉASC to better meet the needs of a larger student body. We will evaluate needs and adjust as necessary.		
ÉASC	2.56	2.78			
TOTAL	3.78	3.78			

D. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$24,121	\$24,121			

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Inclusive Schooling Strategies for SAs	Support Assistant	Réseau entre-aide	Edmonton February 2022		
SLP - Language development strategies for teachers and SAs Facilitating oral language development	PST Teachers SA	SLP- Carrie Jensen	Throughout the year – as needed		
Tienet training for new teachers	PST Teachers	RISC/PST	August 2021		

<p>Tienet training for new teachers and refresher for all others. Development and implementation of support plans.</p>	<p>SA</p>				
<p>Supporting IS in Hay River by RISC RISC visits to École Boréale to meet and support staff regarding IS.</p>	<p>Principal, new teachers and SA</p>	<p>RISC</p>	<p>8 visits during 2021/22 school year</p>		
<p>New IEP training</p>	<p>PST</p>	<p>RISC</p>	<p>9 scheduled meetings (1/month)</p>		
<p>Provide training for assistive technologies as needed. Update on new technology available for teachers. Training with new software or new online tools.</p>	<p>Teachers and SA</p>	<p>RISC</p>	<p>Visits as needed</p>		

The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>As a result of COVID-19, most training will be done by our regional staff; Regional Inclusive Schooling Coordinator (RISC) and Program Support Teachers (PST or virtually). Again, this year, we will be working with a new Child Youth Care Counsellor, their expertise will be sought out to augment the quantity and variety of professional development activities related to mental health issues and well-being. For continuity, we will continue to work with our OT consultant from the Yukon (self-regulation) and with an SLP for language development. We will also determine how we can continue our partnership with Laurentian University’s Speech Language Pathology division, their second-year master students completing their practicums in our schools.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference <i>(if applicable)</i>
% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?	100%		
% of staff trained, in the past two years, in the SBST process?	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.			

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	Reason for using a contractor rather than a GNWT-provided service <i>(GNWT service unavailable, etc.)</i>	School(s) impacted by Service	Length of Contract	Total (\$)

** This table refers to contractors procured using Inclusive Schooling funding, and does not include others such as those procured by Jordan's Principle / Child First Initiative Funding.*

E. Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Amount per School (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student/ etc.)	Total Over / Under Allocation (\$)
\$43,334 ¹	27,460.00	26,287.49	EASC	- 3,769.58
	15,874.00	20,117.07	EB	

¹ This amount includes a reported amount of \$13,928 from FY 19-20

F. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
ÉB	\$15,593	\$15,593	No		15,593	
ÉASC	\$20,267	\$20,267	No		20,267	
TOTAL	\$35,860	\$35,860			35,860	

G. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<ul style="list-style-type: none"> • Beginning of year - one on one meetings PST/Teacher to present every SSPs and IEP (new classroom assignment). Making sure that proposed students' supports align well with the goals stated in the plans. • September meetings between PST/teacher to review and adapt every SSP and IEP, making sure that student supports are realistic, manageable and that they align with the goals stated in the plans. • January meeting between PST/teacher to review and adapt every SSP and IEP and to make sure that student supports are still appropriate and that they align with the goals stated in the plans. • Through coaching sessions with selected teachers, the PST checks in to make sure that the student supports are aligned with the goals stated in the plans.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
Number of students not able to participate in the Common Learning Environment in their home community.	0		

% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%		
% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	0		
Number of times per month that the RISC meets with PSTs via video/phone conference?	2		
Number of times per year that the RISC meet with the PSTs in person	6		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

H. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.	The principal in each school will support teachers and support assistants in arranging time for flexible instructional strategies. They will schedule, allocate resources as per needs and lead staff development with the assistance of the Regional Inclusive Schooling Coordinator.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities?	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

I. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students' needs and to reduce barriers to students' success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region's approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.</p>	<ul style="list-style-type: none"> • RISC provides training PSTs about the 30 minutes meeting plan in August/September • RISC set dates and attend first meetings with PSTs • All meeting notes are recorded in a Google Drive File shared with RISC • SBST are discussed at every PST/RISC face to face
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have an established and operational SBST by the end of the first month of school.	100%		
% of teachers accessing the SBST	100%		
% of schools that are using referral forms to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
% of schools that include CYCCs in SBST meetings.	100%		
% of SBST meetings that focus on developing strategies to support classroom teachers.	100%		

% of SBST meetings that focus on solving specific problems.	100%		
% of SBST meetings that address systemic issues in the school.	10%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	ÉB	Monthly/120 min.		
	ÉASC	Monthly/1-2 times		

J. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.</p>	<ul style="list-style-type: none"> • All plans are created before school starts in August from records of the previous year. • In September, PSTs meet with every teacher to review all plans in every class. • Every teacher has the responsibility to follow the “Procédure des plans de soutien et PÉI – CSFTNO” in which specific dates and procedures are detailed. <p>In September, every plan is sent home with a letter asking the parent to connect with the teacher or PST if they feel there are changes to be made to the plan.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who are developing SSPs for which they are responsible.	100%		
% of teachers who are developing IEPs for which they are responsible	100%		
% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	100%		
% of parents participating in developing IEPs for those students requiring them <i>(more than signing)</i> .	100%		
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		

% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to **teacher support activities**
- no more than 25% of the PST’s time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.	<ul style="list-style-type: none"> • Beginning of year face to face meeting with all PSTs about expectations of time usage • Sharing the PST menu in <i>Exploring Inclusive Pedagogies</i> (Schnellert, L. February 2019, p.22) • Time use and schedules are discussed at every face-to-face PST/RISC meeting Schedules are shared with RISC via Google Drive
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%		
% of PSTs allocated as less than a 1.0 FTE	0%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
0.25	0.25			

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school's ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation of the was not in place or active during the year.

Indigenous Language and Education Team			
School	ILE Team Composition <i>(Principal, PST, etc.)</i>	Meeting Frequency	Explanation if ILE Team was not in place or active <i>(if applicable)</i>
ÉB	Whole staff	Monthly	
ÉASC	Whole staff	Monthly	

C. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) & Source (If applicable)
ÉB	\$31,800	\$31,800	N/A			
ÉASC	\$30,600	\$30,600	N/A			
TOTAL	\$62,400	\$62,400	N/A			

The following table details whether schools choose to allocate funding for an Elder and/or Cultural Support Worker that works at the school daily.

School	Elder in-Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
ÉB	N	N	N/A	N/A	
ÉASC	N	N	N/A	N/A	

D. Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day-to-day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>In 2020-2021, ÉASC, with the assistance of the staff of the ILE Secretariat, developed a stand-alone ILE Plan. Many activities took place, despite the pandemic. They will be described in this section. A prospector’s tent has also been erected behind the school. An elder spends time at the school regularly to share knowledge and language, and do cultural activities with the students. A Cultural Activity week took place for the first time in 2020-2021. This plan will continue in 2021-2022.</p> <p>In Hay River, ÉB continued to partner with the K’at’odeeche First Nation and with the Métis Alliance. Sites and elders are much more readily available in Hay River.</p> <p>No one elder is hired for regular school programming. There are a number of elders or Indigenous resource persons that are called upon, depending on their knowledge, skill set and availability.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Elders hired for regular school programming	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal
ÉB	Développement de projets collaboratifs avec des artistes autochtones (John Rombow or other artists)	
ÉASC	Développement de projets avec des gens de la communauté (Bush Kids, Semaine des activités autochtones)	

Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences
ÉB		
ÉASC		

E. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>CSFTNO staff will attend two Cultural Orientation days, one at the beginning of the school year, and another in mid-year, as per the directive. Each school will determine those dates and activities.</p> <p>With the help of the Indigenous Languages Secretariat staff, we will offer workshops and in-services.</p> <p>CSFTNO teachers will continue to integrate Dene Kede in their lessons.</p> <p>CSFTNO will encourage all of its new teachers to attend the New to the North Teachers’ Conference in August 2021.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools offering Indigenous language training and support to all staff members.	0%		
% of schools holding local Teacher Cultural Orientation Days.	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	New to the North Conference (ICAST) Living Well Together Training - GNWT		

% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	Goal	Explanation on status of goal
ÉB	Organisation d'une journée d'orientation culturelle au camp menée par des aînés	
ÉASC	Deux journées d'orientation culturelle en début d'année Formation du Dene Kede pour les nouveaux enseignants et enseignantes	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities local Cultural Orientation Days.	ÉB	Fabrication de mitaines en peau de castor, séchage du poisson, tannage de peaux, historique des communautés autochtones régionales		
	ÉASC	Ouverture avec les DENE, prière, rassemblement, fabrication de mitaines, histoires sous la tente, etc.		

F. Fostering Student Wellbeing

Fostering Student Wellbeing requires educators to support the development of each student as an NWT **capable person** in a holistic manner. Elders in the NWT have explained that each child is born with inherent gifts. In order to nurture those gifts as a **capable person**, students must be well in body, mind, heart and spirit.

NWT schools need to cultivate healthy environments that nurture student gifts through the development of physical, intellectual, emotional and spiritual self. In collaboration, schools and communities can guide students to strengthen their wellbeing and foster development of their identity, through opportunities to connect to the land, the language and the teachings of their Elders.

Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)	
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ILE Action Plan Goal for Fostering Student Wellbeing		
School	Goal	Explanation on status of goal
ÉB		
ÉASC		

School	What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
ÉB		
ÉASC		

G. Indigenizing Teaching and Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<p>At CSFTNO, both schools will learn and incorporate the Dene Laws in lesson planning and daily school life, focussing on:</p> <ul style="list-style-type: none"> • sharing what we have, • helping each other, • being respectful of elders and everything around you, • being polite and not arguing with anyone, • pass on the teachings, • behaving respectfully and being as happy as possible at all times. <p>We selected these laws specifically as they align very well to our education body and school values.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal
ÉB	Monthly focus on each of the six Dene laws selected.	
ÉASC	Monthly focus on each of the six Dene laws selected.	

School Specific Performance Indicators	School	Wise Practice
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	ÉB	
	ÉASC	

H. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>Dene Kede provides educators with the foundation required to develop long range plans, unit plans, and in future, Indigenous community plans.</p> <p>At CSFTNO, through workshops facilitated by ILE staff last year, our teachers are becoming more comfortable with the integration of Dene Kede. We need to continue to offer professional development to ensure that teachers are actively implementing Dene Kede.</p> <p>Northern Studies 10 is included.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%		
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%		
Areas of Strength for the region			
Areas for Development for the region			

<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	
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<p>ILE Action Plan Goal for Indigenizing Content for Curricula and Programming</p>		
<p>School</p>	<p>Goal</p>	<p>Explanation on status of goal</p>
<p>ÉB</p>	<p>Intégration du Dene Kede dans la planification annuelle – enseignement du concept suivi par une activité pédagogique connexe.</p>	
<p>ÉASC</p>	<p>Intégration du Dene Kede dans la planification annuelle – enseignement du concept suivi par une activité pédagogique connexe.</p>	

<p>School Specific Performance Indicators</p>	<p>School</p>	<p>Wise Practice</p>
<p>Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.</p>	<p>ÉB</p>	
	<p>ÉASC</p>	

I. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>Our main activity is our annual Leadership Camp. In 2020-2021, this activity took place in class bubbles from Grade 7 to 9.</p> <p>We put up a prospector’s tent at ÉASC, and in Hay River, ÉB uses the Harry Camsell Dene gathering area.</p> <p>Other culture camps take place at each grade level. On the land learning activities are encouraged.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal
ÉB	Organiser des camps culturels avec des aînés à l'intention des élèves de tous les niveaux scolaires.	
ÉASC	Organiser des camps culturels pour le primaire.	

School Specific Performance Indicators	School	Wise Practice
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	ÉB	
	ÉASC	

J. Engaging Community in Indigenous Language Programs

Engaging Community in Indigenous Language Programming is emphasized in the *Dene Kede* and *Inuuqatigiit* curricula and reminds educators that community involvement can take many forms. Schools should look for opportunities to engage with the community to promote, use and celebrate Indigenous languages. Students can be offered many activities where language speakers from the community may come into the school or the students may go out into the community. Some examples are participating in a culture camp with language use, attending a local government meeting, working with a health care nurse attending to Elders, or talking in the language while visiting at a store.

<p>Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)</p>	<p>At each camp or activity, Elders are called upon to share their knowledge and expertise. When the activity calls for it, we take the students out on the land. At ÉASC, a prospector’s tent has been erected and it will be used more frequently next year as a gathering, teaching and learning site. At ÉB, staff and students make good use of the Harry Camsell School tent area.</p>
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<p>ILE Action Plan Goal for Engaging Community in Indigenous Language Programs</p>		
<p>School</p>	<p>Goal</p>	<p>Explanation on status of goal</p>
<p>ÉB</p>	<p>Les aînés que nous invitons à nos activités partagent des mots et des expressions avec nous et nous les pratiquons.</p>	
<p>ÉASC</p>	<p>Les aînés que nous invitons à nos activités partagent des mots et des expressions avec nous et nous les pratiquons.</p>	

K. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.</p>	<p>CSFTNO schools encourage the students to learn words and basic expressions in the language of the community. At ÉASC, morning announcements include words and expressions that are spoken, written and preregistered for students and staff to listen to. At ÉB, a plan will be developed to put in place a whole language approach.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
ÉB	Création d'un livret illustré multilingue avec un(e) aîné(e) local(e). Apprendre et afficher 10 mots/expressions au courant de l'année.	
ÉASC	Rappeler les expressions déjà apprises et apprendre 10 nouvelles expressions. Incorporer les noms des classes (animaux) dans le fonctionnement de l'école pour que tous reconnaissent les classes par les noms des animaux. Continuer à afficher les expressions/mots dans les corridors.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Initiatives in place to promote a Whole School Approach to Language Use.	ÉB	Participation des élèves à la création d'une histoire avec un locuteur Déné. Utilisation du code QR pour la signalisation en langue Déné Zhatié.		
	ÉASC	Choix d'une phrase par mois et la pratiquer durant le message du matin. Apprendre des mots d'usage de Alice, notre ELDER, que l'on pratique à tous les jours ex: salutations, je m'appelle ... Écrire les mots qui sont affichés et nous aller sur Internet pour avoir la possibilité		

		<p>d'entendre les mots à répétition Chaque classe aura un nom d'animal et un cadre qui a été dessiné sera installé à l'extérieur de la porte de la classe. Continuer d'apprendre beaucoup de noms d'animaux du Nord.</p>		
--	--	--	--	--

L. Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Yellowknife	\$15,234	\$15,234				
Hay River	\$13,096	\$13,096				
TOTAL	\$28,330	\$28,330				

Appendix B: Operating Plan - Operating Budget

**Department of Education, Culture & Employment
Council/District Approved 2021-2022 Budget**

**CSFTNO
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated**

	2021-2022 Budget	2020-2021 Approved Budget	2020-2021 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	4,877,806	4,791,082	5,050,422
SSI (Base Amounts - Schedule 8)	15,000	15,000	15,000
Northern Distance Learning (Schedule 8)			
Minority Language (Schedule 8)			
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions			
Sub-Total ECE	4,892,806	4,806,082	5,065,422
GNWT Other Contributions	122,900	121,425	404,486
Total GNWT	5,015,706	4,927,507	5,469,908
Federal Government Jordan's Principle (Schedule 8)	80,721	80,309	223,000
Federal Government Other	1,440,330	1,485,235	1,525,153
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	20,000	35,000	15,000
Donations			
Other			
Total Generated Funds	20,000	35,000	15,000
TOTAL REVENUES	6,556,757	6,528,051	7,233,061
<u>EXPENSES</u>			
Administration (see Schedule 2)	868,673	904,551	1,138,608
School Programs (see Schedule 2)	4,627,687	4,579,565	4,748,105
Operations and maintenance (see Schedule 2)	0	0	
Inclusive Schooling (see Schedules 2&3)	968,735	966,552	1,025,208
Indigenous Languages and Education (see Schedules 2 & 4)	134,015	167,742	159,086
Student/Staff Accomodations (see Schedule 2)			
Debt Service			
Other	80,721	80,309	223,000
Sub-Total Expenses Before Amortization	6,679,831	6,698,719	7,294,007
Amortization (see Schedule 6)			
TOTAL EXPENSES**	6,679,831	6,698,719	7,294,007
ANNUAL OPERATING SURPLUS (DEFICIT)	-123,074	-170,668	-60,946
ACCUMULATED SURPLUS (DEFICIT) OPEN *	154,077	215,023	215,023
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	31,003	44,355	154,077
*Accumulated Operating Surplus exclusive of investment in TCAs, and LED Reserve. CSFTNO excludes liability to GNWT.			
Reconciliation of Total Closing Accumulated Surplus:			
Closing Operating Surplus from above	31,003	44,355	154,077
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	0	0	0
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Total Closing Accumulated Surplus	31,003	44,355	154,077

Department of Education, Culture & Employment
 Council Approved 2021-2022 Budget

CSFTNO
 Consolidated Expenses - (Schedule 2)
 Annual Budget

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/Cultural Programs	Student/Staff Accommodation	Jordan's Principle	Total
SALARIES								
Teachers' Salaries		3,405,148						3,405,148
Regional Coordinators (RISC/RILE)				173,138	43,285			216,423
Program Support Teachers				386,665				386,665
Support Assistants				349,889			80,721	430,610
Indigenous Language Instruction								0
Cultural Resource Staff								0
Elders in Schools								0
Non Instructional Staff	478,623	772,363						1,250,986
Board/Trustee Honoraria	28,000							28,000
EMPLOYEE BENEFITS								
Employee Benefits/Allowances	70,000							70,000
Leave And Termination Benefits	55,000							55,000
STAFF DEVELOPMENT (Including Travel)								
	0			16,711				16,711
SERVICES PURCHASED/CONTRACTED								
Professional/Technical Services	120,200	28,100		0				148,300
Postage/Communication	15,072	16,128		0				31,200
Utilities	0	0		0				0
Heating	0	0		0				0
Electricity	0	0		0				0
Water/Sewage	0	0		0				0
Travel	8,000	21,000		7,410				36,410
Student Transportation (Busing)	0	74,542		0				74,542
Advertising/Printing/Publishing	47,764	0		0				47,764
Maintenance/Repair	1,520	42,935		0				44,455
Rentals/Leases	2,994	30,470		0				33,464
Other Contracted Services	14,500	52,160		0				66,660
MATERIALS/SUPPLIES/FREIGHT								
Assistive Technology				34,922				34,922
Materials	27,000	182,841			90,730			300,571
Freight	0	2,000						2,000
DEBT SERVICE								
								0
OTHER								
								0
SUB-TOTAL OF EXPENSES BEFORE AMORT								
	868,673	4,627,687	0	968,735	134,015	0	80,721	6,679,831
AMORTIZATION								
								0
TOTAL								
	868,673	4,627,687	0	968,735	134,015	0	80,721	6,679,831

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**CSFTNO
Inclusive Schooling - (Schedule 3)
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	173,138		173,138
Magnet Facility Teachers			
Program Support Teachers	386,665		386,665
Support Assistants	349,889		349,889
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances			0
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	24,121		24,121
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services			0
Student Transportation (Busing)*			0
Other Contracted Services			0
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology			0
Materials	34,922		34,922
Freight			0
TOTAL	968,735	0	968,735

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**CSFTNO
Indigenous Languages and Education - (Schedule 4)
Annual Budget**

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<u>SALARIES</u>				
Regional ILE Coordinators	43,285			43,285
Indigenous Language Instruction	62,400			62,400
Cultural Resource Staff				0
Elders in Schools				0
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances				0
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services				0
Travel				0
Student Transportation (Busing)*				0
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services				0
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials			28,330	28,330
Freight				0
TOTAL	105,685	0	28,330	134,015

Department of Education, Culture & Employment Council Approved 2021-2022 Budget

CSFTNO Approved Person Years - (Schedule 5) Annual Budget

	<u>Person Years</u>
Administration Staff	3.00
Territorial Schools:	
Teachers	26.37
Consultants	
Classroom Assistants	
Secretaries	2.00
Custodians	3.90
Other - Specify	
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	2.38
Support Assistants	4.00
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	0.25
Indigenous Languages Instruction Staff	
Other - Specify	
Total Person Years	<u><u>42.90</u></u>

CSFTNO

#	Revenue	Amount \$
1	Contributions from GNWT	
	Name of Department	
	a) ECE	4,892,806
	b) MACA	30,600
	c) ELCS	20,000
1	Contributions from Related party Entities	
	a)	
	b)	
	c)	
1	Contributions - From other sources*	1,497,630
2	Transfer payments (Government of Canada)	
3	Non - Renewable Resource Revenue**	
4	Interest Income (general)***	
5	Other income (general)	
	From Related Party Entities:	
	a)	
	b)	
	c)	
5	Other income (general) - other sources*	80,721
Taxation and general revenues		
6	Corporate and personal income taxes	
7	Other taxes	
	From Related Party Entities:	
	a)	
	b)	
	c)	
7	Other taxes - other sources*	
8	General	
	From Related Party Entities:	
	a)	
	b)	
	c)	
8	General - other sources*	
9	Income from portfolio investments****	20,000
10	Sales	
	To Related Party Entities:	
	a)	
	b)	
	c)	
10	Sales - Other sources*	
11	Recoveries	
	From Related Party Entities:	
	a)	
	b)	
	c)	
11	Recoveries - other sources*	
12	Recoveries of prior years' expenses	
		6,541,757.00
Expenses		
1	Grants	
	To Related Party Entities:	
	a)	
	b)	
	c)	
1	Grants - to others*****	
2	Contributions	
	To Related Party Entities:	
	a)	
	b)	
	c)	
2	Contributions -to others*****	
3	Compensation and benefits	
4	Change in valuation of allowances	
5	Amortization of tangible capital assets	
6	Other expenses	
	Charged to Related Party Entities:	
	a)	
	b)	
	c)	
6	Other expenses - to others*****	6,679,831
		6,679,831.00
	Annual operating surplus (deficit)	(138,074.00)

Notes

- * Revenue from other sources other than Related Parties - Refer to Related Party List
- Includes revenue from Mineral, Oil and Gas Royalties; Licences, Rental and Other fees; and Quarry fees
- ** Interest income earned from short-term liquid investments and current investments with a maturity date of less than 90 days to 1 year from acquisition
- *** Interest income from Portfolio Investments with a maturity date of over 1 year from acquisition
- ****
- ***** Expenses and charges incurred, other than with Related Party Entities

RELATED PARTIES**SCHEDULE 7a****HEALTH AUTHORITIES**

Parent	Subsidiary	Community
Northwest Territories Health and Social Services Authority		Fort Smith
		Fort Simpson
		Inuvik
		Deline
		Yellowknife
Hay River H&SSA		Hay River
Tlicho Community Services Agency (Tlicho)		Tlicho

EDUCATION AUTHORITIES

Parent	Subsidiary	Community
South Slave DEC	Hay River District Education	Hay River
	Lutsel K'e DEA	Lutsel K'e
	Fort Smith District Education Authority	Fort Smith
	Fort Resolution District Education Authority	Fort Resolution
	Hay River Reserve District Education	
DehCho DEC	Fort Providence DEA	Fort Providence
	Fort Liard District Education Authority	Fort Liard
	Wrigley District Education Authority	Wrigley
	Nahanni Butte District Education Authority	Nahanni Butte
	Trout Lake District Education Authority	Trout Lake
	Jean Marie River District Education Authority	Jean Marie River
	Kakisa District Education Authority	Kakisa
Fort Simpson District Education Authority	Fort Simpson	
Beaufort Delta DEC	Aklavik DEA	Inuvik
	Paulatuk District Education Authority	Paulatuk
	Fort McPherson DEA	Fort McPherson
	Tsiigehtchic District Education Authority	Tsiigehtchic
	Tuktoyaktuk DEA	Tuktoyaktuk
	Ulukhaktok DEA	Ulukhaktok
	Sachs Harbour District Education Authority	Sachs Harbour
	Inuvik District Education Authority	Inuvik

Sahtu DEC	Norman Wells District Education Authority Tulita District Education Authority K'asho Got'ine District Education Authority Deline District Education Authority Colville Lake District Education Authority	Sahtu Norman Wells Tulita Fort Good Hope Deline Colville Lake
Yellowknife District #1 DEC or Yellowknife District Education		Yellowknife
Yellowknife Public Denominational		Yellowknife
Yellowknife Catholic Schools (common name) Yellowknife Public Denominational District Education Authority (legal name)		Yellowknife
Commission Scolaire Francophone		Yellowknife
Dettah DEA		Dettah
Tlicho CSA	Behchoko District Education Authority Whati District Education Authority Gameti District Education Authority Wekweeti District Education Authority	Tlicho Behchoko Whati Gameti Wekweeti
Aurora College		Yellowknife
Ndilo DEA		Ndilo

OTHER ENTITIES	Subsidiary	Community
NWT Business Development & Investment	Ulukhaktok Arts Centre Fort McPherson Tent & Canvas Acho Dene Native Crafts Arctic Canada Trading Co Ltd. Dene Fur Clouds 6355 NWT Ltd	

NWT Housing Corp

Aklavik Housing Association
Behchokö Kö Gha K'òodèe
Deline Housing Association
Fort McPherson Housing Association
Fort Providence Housing Association
Fort Resolution Housing Authority
Fort Simpson Housing Authority
Fort Smith Housing Authority
Gameti Housing Association
Hay River Housing Authority
Hay River Dene Band Housing Society
Inuvik Housing Authority
Lutsel K'e Housing Authority
Norman Wells Housing Authority
Paulatuk Housing Association
Radilih Koe' Housing Association
Sachs Harbour Housing Association
Tsiigehtchic Housing Association
Tuktoyaktuk Housing Association
Tulita Housing Association
Ulukhaktok Housing Association
Yellowknife Housing Authority
Yellowknife Dene First Nation (Housing
Division)

Northwest Territories Power Corporation
NT Hydro's two wholly-owned subsidiaries (NTPC)
Sahdae Energy Ltd. (SEL) (inactive)

NTPC's two wholly-owned subsidiaries:
Northwest Territories Energy Corporation Ltd.
(NWTEC)
5383 NWT Ltd. (inactive)

Northwest Territories Heritage Fund

Status of Women Council of the NWT

NWT Human Rights Commission

Arctic Energy Alliance

Inuvialuit Water Board

NWT Surface Rights Board

Note: GNWT Revolving and Special Purpose Funds to be reported separately from GNWT Departments

Marine Transportation Services (MTS) Revolving Fund

Yellowknife Airport Revolving Fund (YKARF)

Fuel Services Division (FSD) (or Petroleum Products Revolving Fund)

Fur Marketing Service Revolving Fund

Public Stores Revolving Fund

Liquor Revolving Fund

NWT Liquor and Cannabis Commission

CSFTNO
 Contribution Agreement and Other Dedicated Funding Summary
 Annual Budget

<i>Revenues and Expenses Included In Schedule 1</i>					
Northern Distance Learning	Minority Language Education and Second Language Instruction - French	Education Renewal Initiative	SSI (Base Amounts)	Jordan's Principle	Total
			31,200	80,721	111,921
CONTRIBUTION REVENUES (See Schedule 1)					
EXPENSES					
<u>Salaries</u>				80,721	80,721
<u>Operating & Maintenance</u>					0
<u>Project Based (Minority Language)</u>					0
<u>Other</u>			31,200		31,200
TOTAL EXPENSES	0	0	31,200	80,721	111,921
SURPLUS (DEFICIT)	0	0	0	0	0

Approvals

Operating Plan



Education Body Chair

June 30, 2021

Date



Superintendent

June 30, 2021

Date

Annual Report

Education Body Chair

Date

Superintendent

Date

Cadre de responsabilisation en éducation

Commission scolaire francophone des TNO

Plan de fonctionnement
pour l'année scolaire 2021-2022



Commission scolaire francophone
Territoires du Nord-Ouest

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Plan de fonctionnement – Sommaire

Le plan de fonctionnement de la Commission scolaire francophone des TNO (CSFTNO) pour l'année scolaire 2021-2022 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du gouvernement des Territoires du Nord-Ouest (GTNO) et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections qui correspondent à différents domaines de responsabilisation et dont le contenu suit les priorités de la Commission scolaire francophone des TNO pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire :

Comme exigé par la *Loi sur l'éducation*, la CSFTNO s'est dotée d'un nouveau plan stratégique sur cinq ans, de 2021 à 2026. Une copie du plan stratégique sera en pièce jointe.

La CSFTNO s'est fixé trois priorités :

1. Augmenter la réussite et le bien-être de chaque élève
2. Développer la capacité organisationnelle
3. Mettre la communauté et l'espace francophones au service de l'élève

Augmenter la réussite et le bien-être de chaque élève

Objectifs stratégiques :

- Améliorer le rendement de chaque élève pour lui permettre de mieux réussir son parcours scolaire.
 - Continuer la mise en œuvre du Cadre pour l'alphabétisation de la prématernelle à la 6^e année, et l'étendre jusqu'en 9^e année.
 - Élaborer et mettre en œuvre le Cadre pour l'enseignement des mathématiques et l'étendre jusqu'en 9^e année.
- Définir les compétences du *Profil de sortie de l'élève* de la prématernelle à la 12^e année.
 - Élaborer et mettre en œuvre le *Profil de sortie de l'élève* en se concentrant sur le développement du penseur critique et ajouter de la programmation qui permettra à l'élève de développer sa créativité, ainsi que son sens de l'innovation et de l'entrepreneuriat.
- Préparer les élèves à la vie postsecondaire par une approche individualisée, innovante et expérientielle.
 - Continuer à développer notre service d'orientation et définir notre cadre d'intervention.

Développer la capacité organisationnelle

- Recruter du personnel qui s'engage et le retenir en créant pour lui un environnement bienveillant et en l'accompagnant dans son perfectionnement professionnel.
 - Garantir que la CSFTNO offre soutien et occasions de perfectionnement aux membres du personnel tout au long de leur service dans l'organisation.
- Développer la capacité de l'organisation à offrir une plus grande gamme de programmes et de cours innovants.
 - Accroître l'offre de programmes et de cours offerts et améliorer nos pratiques pédagogiques pour mieux répondre aux besoins des élèves et améliorer leur rendement.
- Développer la capacité de l'organisation à bâtir une culture axée sur le rendement, les données et la responsabilisation pour soutenir la réussite des élèves, et pour actualiser le *Profil de sortie de l'élève* et le *Plan stratégique*.
 - Élaborer et mettre en œuvre le Cadre de rendement de la CSFTNO.

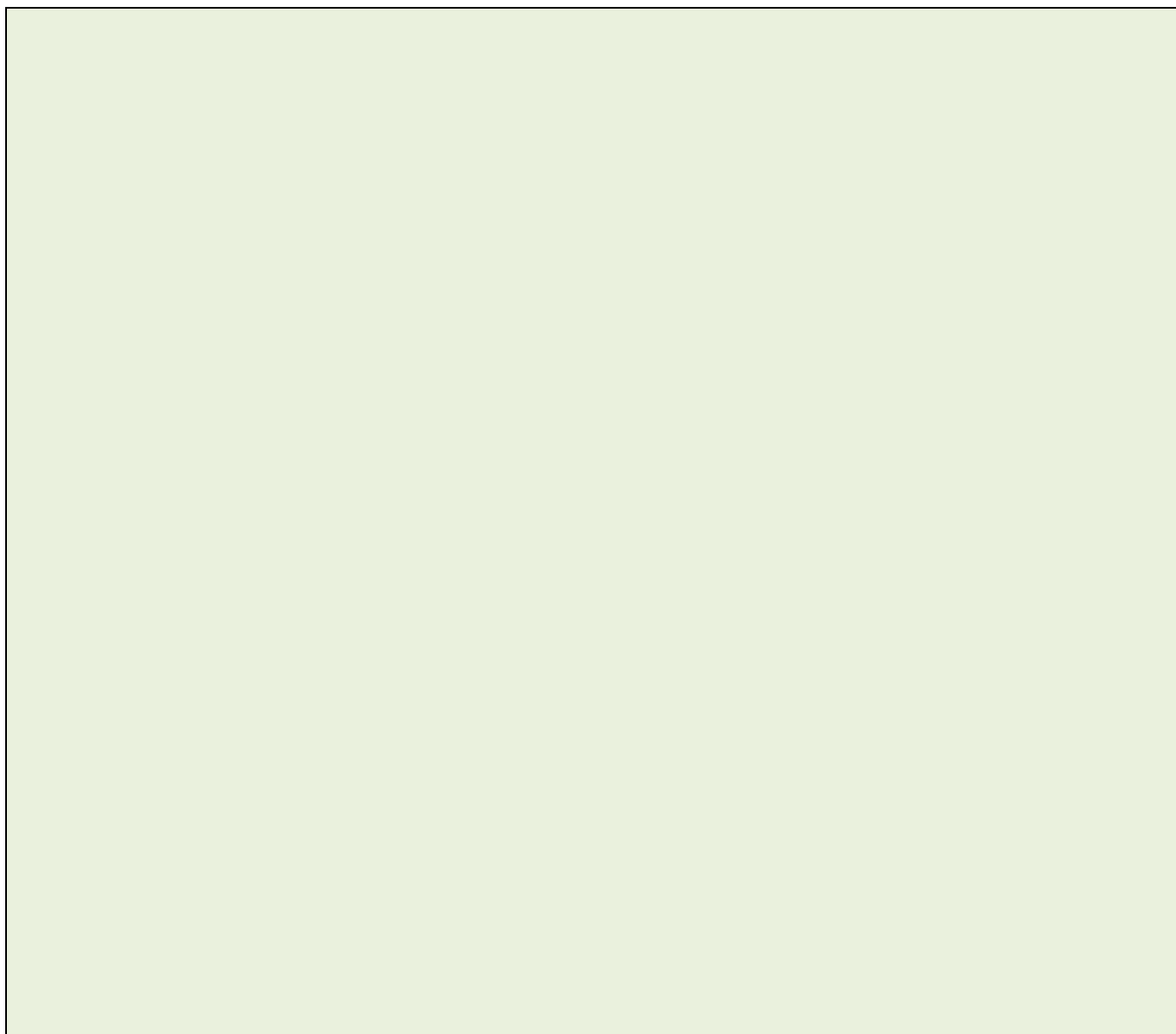
Mettre la communauté et l'espace francophones au service de l'élève

- Mobiliser nos parents et nos partenaires pour soutenir la réussite et le bien-être de nos élèves.
 - Multiplier pour les parents les occasions de s'intégrer afin qu'ils s'engagent davantage dans l'école et qu'ils développent le sentiment d'appartenance à la francophonie ténnoise.
- Définir une stratégie pour le recrutement et la rétention des élèves afin d'assurer la vitalité et la pérennité de nos écoles.
 - Concevoir une stratégie pour la rétention des élèves au secondaire.
 - Continuer la mise en œuvre du plan de promotion de la CSFTNO.
- Collaborer avec les organismes locaux, territoriaux et nationaux pour faire vivre des expériences francophones et nordiques authentiques à nos élèves.
 - À l'échelle des TNO, assurer une meilleure compréhension du mandat de l'école francophone, mieux intégrer les principes de l'école citoyenne et communautaire dans nos activités et partager ces informations.
- Reconnaître, valoriser et communiquer l'unicité de notre système d'éducation francophone nordique.
 - Faire rayonner, par le biais des médias sociaux, nos membres, nos programmes et nos activités.

Rapport annuel – Sommaire

Le rapport annuel de la Commission scolaire francophone des TNO pour l'année scolaire 2021-2022 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

L'encadré suivant résume les bons coups survenus pendant cette année scolaire, ainsi que les points à améliorer.



1. Services administratifs et scolaires

Les services administratifs et scolaires regroupent l'ensemble des activités des organismes scolaires et des écoles, y compris la vision globale que se donnent les organismes scolaires :

- A. Structure de gouvernance
- B. Organigramme fonctionnel
- C. Plan de formation sur la gouvernance
- D. Horaires des réunions
- E. Profils des écoles
- F. Profils des élèves
- G. Profils des enseignants

A. Gouvernance des organismes scolaires

L'encadré qui suit présente les grandes lignes de la structure et des processus de gouvernance de l'organisme scolaire, la durée du mandat des membres élus et qui occupent actuellement les postes :

La CSFTNO est un organisme à but non lucratif qui a été établi en novembre 2000.

Le CSD de la CSFTNO est formé de six membres élus, soit trois de Yellowknife et trois de Hay River. Les dernières élections ont eu lieu en octobre 2018. Les prochaines auront lieu en octobre 2021. Les membres du conseil peuvent se présenter pour un deuxième mandat. Ils doivent être élus de nouveau pour le prochain mandat de trois ans. La CSFTNO a décidé de garder le mandat de trois ans à Hay River et à Yellowknife.

Le président du CSD, qui rend des comptes au ministre de l'Éducation, de la Culture et de la Formation, voit au bon fonctionnement du conseil et lui sert de représentant auprès d'organismes externes

Les trois membres élus de Yellowknife sont Simon Cloutier (président), Jean de Dieu Tuyishime et Marie-Ève Martel, et les trois membres de Hay River sont Catherine Boulanger (en remplacement de Sarah Poitras qui a démissionné en août 2020), Jessica King (vice-présidente, en remplacement de Nicole Fournier qui a démissionné en juin 2020) et Michael St-Amour. Les élections se sont tenues en octobre 2021.

La direction générale est assumée par Yvonne Careen.

Le CSD de la CSFTNO se réunit tous les mois, sauf en juillet. Les comités, quant à eux, tiennent régulièrement des réunions tout au long de l'année scolaire. La CSFTNO organise en outre deux activités de réflexion de deux jours, une à l'automne et l'autre au printemps.

Le bureau du CSD de la CSFTNO compte, en plus de la directrice générale, le contrôleur financier (Marc Akpoé), le coordonnateur des programmes d'intégration scolaire (Mathieu Gagnon), la conseillère en alphabétisation et en enseignement des mathématiques, poste financé à 50 % par le GTNO et à 50 % par des tierces parties (Geneviève Charron), et la coordonnatrice administrative, un poste non financé par le gouvernement (Mama Sylla Ndeye). Nous avons ajouté un poste de coordonnateur du système informatique cette année, financé à 50 % par le GTNO et à 50 % par des tierces parties (Étienne Brière).

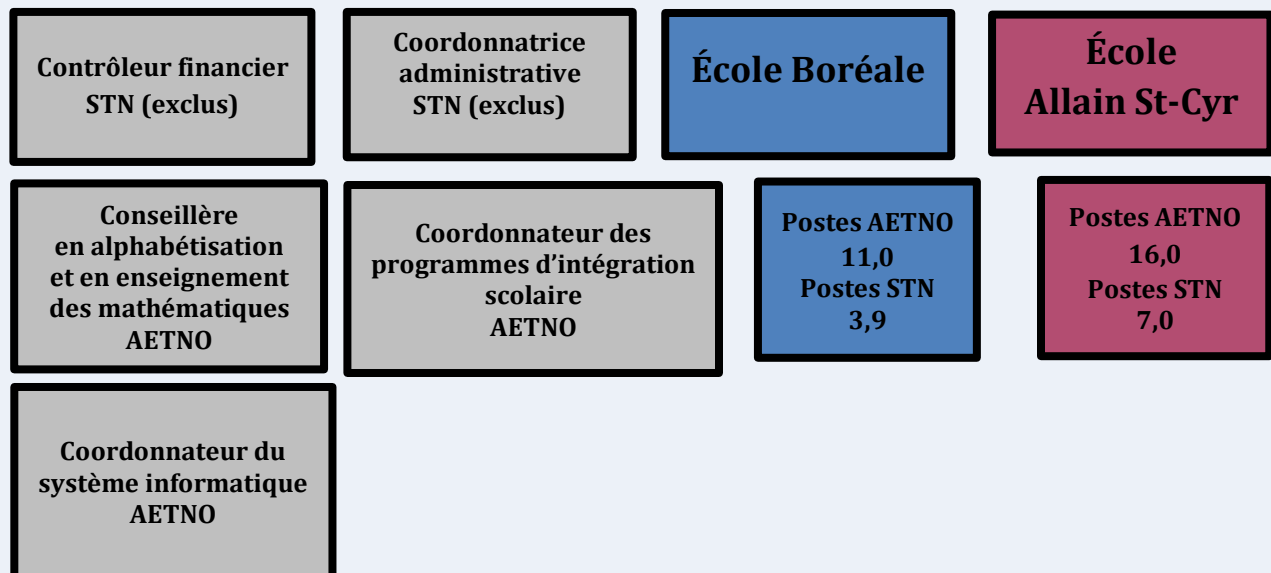
B. Organigramme

Voici comment les différentes fonctions sont réparties :

Organigramme fonctionnel de la CSFTNO (2021-2022)

Six commissaires élus

Direction générale



C. Formation en gouvernance

Le tableau suivant présente le plan de formation sur la gouvernance établi pour les membres de l'organisme scolaire pour l'année scolaire à venir :

Sujet prévu	Prestation <i>(Surintendant, MÉCF, consultant externe, etc.)</i>	Public cible <i>(CSD et ASD)</i>	Date et lieu	Réunion tenue comme prévu? <i>(oui ou non)</i>	Sinon, pourquoi?
Politiques	Hélène Bolduc	CSD	Retraite des membres du conseil d'administration 27 et 28 novembre 2021		
Procédures	Hélène Bolduc	CSD	Retraite des membres du conseil d'administration 27 et 28 novembre 2021		
Modèle de gouvernance	Bernard Roy	CSD	Retraite des membres du conseil d'administration 27 et 28 novembre 2021		
Politiques et procédures (mise à jour)	Hélène Bolduc	CSD	Retraite des membres du conseil d'administration 28 et 29 mai 2022		
Lobbyisme et influence	À déterminer	CSD	Retraite des membres du conseil d'administration 27 et 28 novembre 2021		

D. Réunions de l'organisme scolaire

Voici ce qu'indique l'article 109 de la *Loi sur l'éducation* : « Le conseil scolaire de division se réunit au besoin, mais au moins trois fois par année. » Le tableau suivant présente les réunions planifiées pour l'année scolaire à venir :

Date prévue	Lieu prévu	Réunion tenue comme prévu? <i>(oui ou non)</i>	Sinon, pourquoi?
Lundi 20 septembre	En personne et virtuelle Bureau du CSD		
Lundi 18 octobre	En personne et virtuelle Bureau du CSD		
Lundi 22 novembre	En personne et virtuelle Bureau du CSD		
27 et 28 novembre	Retraite des membres du conseil d'administration ÉASC		
Lundi 6 décembre	Réunion d'organisation virtuelle		
Lundi 17 janvier	En personne et virtuelle Bureau du CSD		
Lundi 21 février	En personne et virtuelle Bureau du CSD		
Lundi 21 mars	En personne et virtuelle Bureau du CSD		
Lundi 18 avril	En personne et virtuelle Bureau du CSD		
Lundi 16 mai	En personne et virtuelle Bureau du CSD		
28 et 29 mai	Retraite des membres du conseil d'administration ÉASC		
Lundi 20 juin	En personne et virtuelle Bureau du CSD		

E. Profils des écoles

Le tableau suivant donne le nombre total d'écoles dans le district, le nombre d'élèves prévus pour l'année scolaire à venir et un résumé des principaux éléments du programme scolaire offert par chaque école de la région; il présente également la collectivité où l'école est située, les années d'enseignement offertes par l'école et tout autre élément important comme l'immersion, les programmes d'éducation alternative, la composition des groupes (classes à années multiples, combinées ou à niveau unique) et les autres modes d'apprentissage alternatif (ex. apprentissage à distance, Montessori). **Veuillez inclure tous les changements du programme ou du calendrier induits par la pandémie.**

Nombre d'écoles dans le district	2	Nombre d'élèves prévus	235
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École	Collectivité	Niveaux offerts	Points saillants des programmes
École Boréale (ÉB)	Hay River	Prématornelle à 12 ^e année	Français langue première Francisation (prématornelle à 2 ^e année) Anglais (3 ^e à 12 ^e année) Éducation physique (prématornelle à 12 ^e année) Musique (prématornelle à 8 ^e année) Arts visuels (7 ^e à 10 ^e année) Technologie (1 ^{re} à 10 ^e année) Options (7 ^e à 10 ^e année) Entrepreneuriat (3 ^e année)
École Allain St-Cyr (ÉASC)	Yellowknife	Prématornelle à 12 ^e année	Français langue première Francisation (prématornelle à 2 ^e année) Anglais (3 ^e à 12 ^e année) Éducation physique (prématornelle à 12 ^e année) Technologie (intégrée de la 1 ^{re} à la 6 ^e année, cours en 7 ^e et 8 ^e année) Options (4 ^e à 10 ^e année) Journalisme (10 ^e année) Entrepreneuriat (3 ^e année) Éducation financière (10 ^e année) Pensée critique (11 ^e année) Conditionnement physique (11 ^e année [2 ans])

F. Profils des élèves

L'encadré qui suit donne les caractéristiques générales de la population des élèves de la région : origine ethnique, description de la culture régionale et de la communauté, programmation scolaire en intégration et en soutien aux élèves (pourcentage des élèves des programmes d'enseignement classique ayant un plan de soutien à l'élève [PSÉ], pourcentage des élèves des programmes d'enseignement modifié ayant un PSÉ avec modifications, pourcentage des élèves ayant un plan d'enseignement individuel [PEI]) et autres données démographiques importantes. **Veillez noter tous les changements prévus aux inscriptions d'élèves induits par la pandémie, y compris la variation du nombre d'élèves faisant l'école à domicile.**

Effectif scolaire : 235

Origine ethnique : Franco-Canadiens, Autochtones, Métis, francophones de plusieurs origines ethniques ou dont un parent est un ayant-droit : personnes d'origine africaine, libanaise, française, néerlandaise, philippine, etc.

Description de la culture régionale et de la communauté : La communauté francophone est forte dans les deux municipalités de Yellowknife et Hay River. À Yellowknife, la Garderie Plein Soleil se trouve au rez-de-chaussée de l'ÉASC, l'Association franco-culturelle de Yellowknife est très active, tout comme Médias Ténos. La Fédération franco-ténoise est le porte-parole officiel de la communauté. À Hay River, l'Association franco-culturelle de Hay River catalyse les nombreuses activités culturelles qui se déroulent dans la communauté scolaire et dans la communauté en général. Nous sommes également soutenus par le Conseil de développement économique des Territoires du Nord-Ouest et par le Collège nordique Francophone.

Inclusion :

% des élèves disposant d'un plan de soutien aux élèves (PSÉ) : 25 %

% des élèves disposant d'un plan d'enseignement individualisé (PEI) : 3 %

Inscriptions :

98 % des élèves suivront l'école à temps plein

2 % des élèves suivront leur scolarité à la maison

G. Profils des enseignants

Le tableau suivant donne les caractéristiques de la population enseignante, notamment la durée moyenne de service dans la région, le nombre d'enseignants dont c'est la première année, le nombre moyen d'enseignants expérimentés, le nombre d'enseignants de la région ou des TNO, et les problèmes potentiels de recrutement et de rétention. **Veillez inclure les renseignements particuliers pour tenir compte de la pandémie de COVID-19.**

Nombre total d'employés dans l'AETNO : 30

Ancienneté moyenne : 5 ans

Âge moyen : 37 ans

Nombre d'enseignants à leur première année : 0

Nombre moyen d'enseignants expérimentés : 11

Nombre d'enseignants de la région ou des TNO : Tous nos enseignants sont originaires d'autres provinces et territoires du Canada; cependant, plusieurs d'entre eux résident dans le Nord depuis longtemps (jusqu'à 23 ans au service de la CSFTNO).

Anticipation de problèmes concernant le recrutement et la rétention des enseignants :

Les six postes d'enseignants vacants ont été pourvus pour l'année scolaire 2021-2022. Nous avons été très chanceux, car les membres actuels de notre personnel sont devenus des ambassadeurs du conseil d'administration, et nous avons engagé cinq nouveaux enseignants qui ont un lien avec notre personnel. Pour le sixième poste, après une période de recrutement sans succès, un étudiant détenant un permis d'enseigner a finalement été engagé. Il avait fait du remplacement après la démission d'un membre du personnel en fin d'année passée. Nous sommes heureux de le ravoir parmi nous. Il poursuit des études au baccalauréat en éducation à l'Université d'Ottawa.

Nous avons remarqué, lors de la période de recrutement, que le nombre de candidats de qualité avait diminué par rapport aux années passées. Nous recevons de moins en moins de candidatures nationales, et plus de candidatures internationales. Ces dernières sont plus difficiles à évaluer étant donné les équivalences exigées par le gouvernement canadien, le temps nécessaire pour satisfaire ces exigences, etc. Nous n'avons pas l'habitude de recruter des candidats de l'étranger, mais peut-être devons-nous bientôt y penser.

À notre avis, les TNO devront adapter leurs exigences pour contrer la pénurie d'enseignants.

2. Écoles territoriales

Les écoles territoriales proposent les programmes et activités de perfectionnement professionnel qui favorisent l'excellence dans l'enseignement et la réussite scolaire des élèves prévus par la *Loi sur l'éducation* des TNO, les directives ministérielles ou le cadre de financement des écoles :

- A. Planification stratégique par organisme scolaire
- B. Planification des améliorations scolaires
- C. Examens annuels des écoles
- D. Évaluations du personnel
- E. Formation régionale et interne
- F. Coordonnateurs de l'alphabétisation
- G. Bien se nourrir pour mieux apprendre
- H. Initiative pour la réussite scolaire
- I. Plans de sécurité des écoles
- J. Programme de promotion des relations saines
- K. Enseignement d'une langue seconde
- L. Apprentissage à distance du Nord

A. Planification stratégique par organisme scolaire

Les organismes scolaires des TNO fixent les priorités et buts régionaux en fonction des besoins des élèves et des écoles. Celles qu'ils établiront pour l'année scolaire à venir devraient s'accorder sur les cinq priorités communes du MÉCF et des responsables du domaine de l'éducation :

1. Réussite des élèves dans les domaines de la littérature et de la numératie
2. Langue et culture
3. Bien-être des élèves et des éducateurs
4. Enseignement personnalisé et intégration scolaire
5. Compétences clés

Les tableaux suivants dressent la liste des priorités et des buts régionaux et montrent leur adéquation aux priorités communes; ils présentent également les cibles et indicateurs de rendement établis pour l'année scolaire à venir en fonction du plan stratégique de l'organisme scolaire, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

<p>Priorités et buts régionaux (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Alphabétisation : La CSFTNO entend maintenir ses communautés d'apprentissage professionnelles en alphabétisation. Quatre séquences d'apprentissage réparties tout au long de l'année scolaire seront organisées et coordonnées par notre conseiller pédagogique. Pendant l'année scolaire, ces quatre séquences deviendront trois, et l'écriture et la grammaire seront ajoutées. Ainsi, plus de temps sera accordé à chaque séquence d'apprentissage. Le niveau de lecture de la maternelle à la quatrième année sera consigné et compilé pour en mesurer les progrès.</p> <p>Enseignement des mathématiques : En 2020-2021, la CSFTNO a revu son programme de mathématiques de la première à la sixième année. Nous avons établi un calendrier pour l'année scolaire et les modules, y compris ceux concernant les apprentissages essentiels, seront également passés en revue. Les travaux ont commencé pour ajouter la neuvième année au programme. Notre conseiller offrira également des séances virtuelles de formation à l'intention des enseignants pour les aider à élaborer les meilleures stratégies d'enseignement des mathématiques aux niveaux primaire et secondaire dans le cadre de l'initiative pour la réussite scolaire (IRS).</p> <p>Langue et culture : Chaque école a mis sur pied un plan de langue et culture autochtones. Nos écoles se concentreront un peu sur l'élément linguistique, mais surtout sur l'élément culturel. Il est recommandé d'effectuer l'apprentissage sur le terrain et nous prévoyons profiter du milieu environnant dans le cadre de notre programme, tout en continuant à respecter les restrictions liées à la COVID-19.</p>
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100 % des élèves auront accès à des composantes d'apprentissage des langues autochtones de même qu'à des activités culturelles et sur les terres ancestrales.

Bien-être des élèves et des éducateurs : Notre personnel actuel et nouveau de la prématernelle à la sixième année a participé à des séances de formation Vers le pacifique, une méthode de résolution des conflits utilisée dans les écoles de la CSFTNO. Nos enseignants spécialisés en santé continueront à offrir la formation Quatrième R de la septième à la neuvième année et Relations saines Plus en dixième et onzième années.

Enseignement personnalisé et inclusif : Nous profitons du fait que nous comptons peu d'élèves, surtout au secondaire. L'enseignement personnalisé a gagné en popularité, les exigences d'obtention du diplôme dictant la base des cours qu'un élève doit réussir. Lorsque nous disposons de la souplesse nécessaire, nous nous efforçons de mettre en place un programme scolaire qui répond aux besoins et aux souhaits de l'élève. Dans chacune de nos écoles, l'enseignement inclusif est assuré par la composition de groupes LGBTQ+2 animés par des enseignants bénévoles. Nous encourageons également nos élèves à participer aux activités telles que les conférences Rainbow et les programmes FOXY et SMASH.

Compétences clés : Notre Profil de sortie de l'élève traduit très fidèlement les compétences clés pour les TNO. Cette année, nous nous concentrons sur le développement de la pensée critique.

Être et devenir un Ténois compétent

- 1) Prendre soin de soi au présent, et à l'avenir
- 2) Contribuer à l'harmonie sociale dans ce monde interconnecté
- 3) Composer avec les changements et les difficultés
- 4) Jongler avec les idées et comprendre leur complexité
- 5) Comprendre et se faire comprendre

Le profil de sortie de l'élève de la CSFTNO lui donne les objectifs à définir, à atteindre et à réaliser d'ici la fin de sa 12^e année. En 2021-2022, on porte une attention particulière à la formation de la pensée critique, ainsi qu'à l'innovation, la créativité et l'entrepreneuriat. La CSFTNO souhaite repenser les expériences d'apprentissage de ses élèves, en insistant cette année sur la gestion du changement.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage des priorités et buts régionaux conformes aux cinq priorités communes	100 %		
Les élèves obtiendront des résultats correspondant à leur niveau scolaire via la Trousse d'évaluation en lecture GB+.	90 %		
Les élèves obtiendront des résultats correspondant à leur niveau scolaire via l'examen en commun de l'Alberta (4 ^e , 5 ^e , 7 ^e et 8 ^e années), et au test de rendement de l'Alerta (TRA) (6 ^e et 9 ^e année).	90 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

B. Planification des améliorations scolaires

Selon la Directive sur l'amélioration de l'enseignement et de la communication des résultats des TNO, la planification des améliorations scolaires répond aux besoins des élèves et des collectivités, aux exigences des politiques et des directives ministérielles, et mobilise tout le personnel des écoles. *Le plan d'amélioration de l'école est un document public qui établit les orientations stratégiques de l'établissement. Tout en étant succinct, il doit établir clairement des objectifs, des priorités, des objectifs d'améliorations mesurables et de grandes stratégies (notamment à l'échelle de l'école), faire référence aux politiques et orientations systémiques, déterminer des paramètres d'évaluation et un échéancier et comporter une disposition prévoyant un examen annuel.*

Les tableaux suivants dressent la liste des priorités et des buts régionaux; ils présentent également les cibles et indicateurs de rendement établis pour l'année scolaire à venir en fonction du plan stratégique de l'organisme scolaire, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

Approche régionale pour la planification des améliorations scolaires et pertinence relativement aux priorités régionales et ministérielles pour l'année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	Les deux écoles ont soumis leur plan d'amélioration pour l'année 2021-2022 en mai 2021, lesquels ont été transmis au conseil des commissaires. Ils vont dans le même sens que le plan d'amélioration, le plan stratégique et les priorités de la CSFTNO. La CSFTNO continuera de respecter les restrictions en vigueur liées à la pandémie de COVID-19.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles de la région ayant élaboré un plan d'amélioration en consultation avec la collectivité	100 %		
Pourcentage d'écoles de la région ayant présenté un plan d'amélioration	100 %		
Pourcentage d'écoles de la région ayant communiqué au public un plan d'amélioration final	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

C. Examens annuels des écoles

Selon la Directive sur l'amélioration de l'enseignement et de la communication des résultats des TNO, les examens annuels des écoles devraient être axés sur les objectifs d'apprentissage (scolaires ou autres), et les écoles doivent présenter l'analyse et l'évaluation des objectifs d'apprentissage à leur surintendant de l'éducation.

Les tableaux suivants détaillent les approches régionales adoptées pour les examens annuels des écoles; il présente également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir pour ces examens, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

Pour l'année scolaire 2021-2022, chaque région sera en mesure de définir comment elle entend faire l'examen annuel des écoles.

<p>Approche régionale pour la réalisation des examens annuels des écoles (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Cette année, la CSFTNO mettra sur pied un cadre de rendement. Des parties de ce cadre existent depuis peu, d'autres depuis quelques années déjà. Il faut maintenant assembler ces parties (rendement du conseil d'administration, des services, des écoles, des classes et des élèves) tout en veillant à la cohérence générale. Le cadre comportera également les plans d'amélioration de l'administration scolaire et des écoles, ainsi que les profils des écoles et des élèves. Il nous servira de modèle d'examen des écoles et de base pour mettre sur pied un projet pilote d'examen officiel.</p> <p>Nous piloterons diverses composantes du cadre en 2021-2022, en travaillant à la fois sur d'autres parties déjà en place (comme le plan d'auto-isolement). L'un de nos objectifs stratégiques est de promouvoir une culture axée sur le rendement, les données et la responsabilisation qui accompagnera les élèves dans leur réussite. Le cadre de rendement est le résultat de cette vision.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles de la région pour lesquelles l'examen annuel est effectué	100 %		
Pourcentage d'écoles qui utilisent les programmes scolaires approuvés des TNO pour tous les niveaux et toutes les matières	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

D. Évaluations du personnel

Conformément aux directives ministérielles sur l'évaluation et le perfectionnement professionnel des enseignants (2004) et des directeurs d'école (2012) aux TNO, tout le personnel enseignant doit être évalué.

Les tableaux suivants dressent la liste des approches régionales adoptées pour l'évaluation du personnel, notamment les cibles et indicateurs de rendement régionaux établis pour l'évaluation du personnel pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

<p>Approche régionale pour l'évaluation du personnel (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Les évaluations du personnel sont effectuées annuellement, conformément aux directives ministérielles. Chaque année, le directeur détermine les enseignants à évaluer et, selon le nombre d'années d'expérience et les activités de celui-ci, on utilisera l'évaluation officielle ou le plan de développement.</p> <p>Les directeurs sont évalués selon la Directive concernant l'évaluation et le perfectionnement professionnel des directeurs d'école aux Territoires du Nord-Ouest.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Nombre d'enseignants et d'enseignants de soutien aux programmes (ESP) officiellement évalués pour l'année scolaire	10		
Nombre de directeurs d'école et de directeurs adjoints officiellement évalués pour l'année scolaire	2		
Nombre de conseillers en soutien scolaire officiellement évalués pour l'année scolaire	3		
Nombre de directeurs et de directeurs adjoints officiellement évalués pour l'année scolaire	1		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

E. Formation régionale et interne

Les organismes scolaires sont chargés de la formation du personnel à l'échelle de la région et de l'école; cette formation peut avoir lieu n'importe quand dans l'année, et occuper 2,5 jours administratifs et le temps alloué pour le renforcement des pratiques d'enseignement. (Cela n'inclut pas les activités de perfectionnement professionnel prévues à l'article 16 de la convention collective.)

Les tableaux suivants présentent le plan de formation régional et interne et sa pertinence relativement aux priorités régionales et communes, les indicateurs et cibles de rendement régionaux établis pour l'année scolaire à venir, les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

<p>Formation régionale et interne et pertinence relativement aux priorités régionales et communes pour l'année scolaire à venir (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Alphabétisation : Continue durant l'année, avec l'aide de notre conseiller pédagogique en alphabétisation et en enseignement des mathématiques.</p> <p>Enseignement des mathématiques – Voir la proposition du projet d'IRS.</p> <p>En 2021-2021, le développement de la pensée critique est notre préoccupation première. Un comité directeur regroupant deux consultants en soutien scolaire, les directeurs et des enseignants est chargé de mener la transformation de l'expérience d'apprentissage des élèves. La majeure partie de notre formation régionale et interne sera dirigée par les membres de ce comité. L'objectif est de renforcer les capacités de notre personnel. Nous ferons appel à un consultant externe pour animer les activités.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage de la formation régionale et interne axée sur les priorités régionales	100 %		
Pourcentage de la formation régionale et interne axée sur les priorités communes	100 %		
Nombre de jours consacrés à l'administration qui servent à la formation en cours d'emploi	0,5		

Pourcentage du temps de collaboration pour le renforcement des pratiques d'enseignement consacré aux priorités régionales	100 %		
Nombre d'écoles qui ont mis en œuvre le RPE conformément à la Directive ministérielle	2		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

F. Coordonnateurs de l'alphabétisation

Les coordonnateurs de l'alphabétisation et de l'enseignement des mathématiques collaborent avec les enseignants pour élaborer des approches pédagogiques efficaces des matières concernées applicables dans toutes les disciplines et à tous les niveaux. Ils assurent le perfectionnement professionnel des enseignants et donnent des exemples de routines, méthodes et protocoles efficaces, tout en élaborant un plan d'action régional pour l'alphabétisation et en appuyant les administrateurs et les enseignants dans l'élaboration et l'utilisation de pratiques, de ressources et d'évaluations associées au plan.

Le tableau suivant donne les détails du nombre total de postes de coordonnateurs de l'alphabétisation en place (alloués, prévus et réels) pour orienter les programmes et l'administration à l'échelle régionale; il présente également l'explication des écarts potentiels.

Alloué (AP)	Contribution de l'organisme scolaire (AP)	Total prévu (allocation + contribution = AP)	Explication si la contribution n'est pas de 1,0 ou de 0,5 (le cas échéant)	Réel (AP)	Explication de l'écart (le cas échéant)
0,50	0,50	1,0	S.O.		

* Conformément au Cadre de financement des écoles, le financement alloué équivaut à 0,50 ou 0,25 d'un poste de conseiller scolaire, dans l'optique que l'autre moitié soit financée par l'organisme scolaire.

Les tableaux suivants présentent les rôles du coordonnateur de l'alphabétisation dans la région, la pertinence du poste relativement aux priorités régionales et ministérielles, les cibles et indicateurs de rendement régionaux établis pour l'alphabétisation pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

<p>Rôle du coordonnateur de l'alphabétisation régional et pertinence relativement aux priorités régionales et communes pour l'année scolaire à venir (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Notre coordonnateur régional en alphabétisation a déjà commencé à travailler avec les enseignants, dont le rôle est crucial pour la réussite du plan d'amélioration élaboré par nos écoles. Nous avons implanté le modèle AHE (ambition, harmonisation et exécution). Le rôle de notre coordonnateur est de transmettre cette ambition, d'amener les enseignants à la réaliser, de coordonner les activités et les séquences d'apprentissage par le biais de nos communautés d'apprentissage professionnelles afin d'améliorer l'harmonisation entre les écoles et au sein de la CSFTNO et de faire en sorte que les enseignants donnent les leçons et exécutent les activités de manière à atteindre notre cible de littératie. Il est membre du comité directeur des profils de sortie des élèves et a grandement contribué à la préparation de la formation déjà offerte et celle prévue pour 2021-2022, dont le but premier est de développer la pensée critique et de stimuler l'innovation, la créativité et l'esprit d'entreprise.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Plan d'action régional pour l'alphabétisation pour l'année scolaire (oui ou non)	Oui		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

G. Bien se nourrir pour mieux apprendre

Le programme Bien se nourrir pour mieux apprendre s'inscrit dans le Cadre stratégique anti-pauvreté et vise à permettre aux écoles de fournir des collations ou des repas sains aux élèves.

Les tableaux suivants établissent la pertinence du programme relativement aux priorités et stratégies régionales; ils présentent également les cibles et indicateurs de rendement régionaux et scolaires établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

Cibles régionales	
Pertinence du programme Bien se nourrir pour mieux apprendre relativement aux priorités et stratégies régionales pour la mise en œuvre du programme (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19).	Chaque école prendra des décisions concernant la saine alimentation, dans le cadre du programme de bien-être, piloté par un membre du personnel. La COVID-19 modifiera notre façon d'exécuter le programme, car elle entraîne des restrictions sur le partage des aliments et sur les aliments communautaires (bols de fruits, plateaux de légumes, etc.). Nous devons plutôt prévoir des portions individuelles et des bouchées préparées.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles offrant un programme d'aliments sains	100 %		
Pourcentage d'écoles suivant les programmes et lignes directrices régionaux, le cas échéant	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

École	Type de programmes alimentaires offerts <i>(déjeuner, dîner, collations, etc.)</i>	Fréquence des programmes <i>(du lundi au vendredi)</i>	Moyenne d'élèves servis chaque jour	Critères de participation <i>(faible revenu, coûts, gratuit pour tous, etc.)</i>	La livraison du programme s'est-elle faite comme prévu? <i>(oui ou non)</i>	Sinon, pourquoi?
ÉB	Collations et dîners selon les besoins	Du lundi au vendredi	72	Pour tous		
ÉASC	Collations et dîners selon les besoins	Du lundi au vendredi	163	Pour tous		

* Veuillez remplir une rangée par programme. Par exemple, remplites deux rangées si votre école offre les programmes scolaires de déjeuners et de collations.

H. Initiative pour la réussite scolaire (IRS)

Cette initiative vise à favoriser l'apprentissage et la réussite des élèves. Les propositions visant l'année suivante sont soumises pour approbation au Ministère et à l'Association des enseignants et enseignantes des Territoires du Nord-Ouest (AETNO) en mai (selon le manuel des IRS).

Les tableaux suivants résument la proposition de projet d'IRS; ils présentent également les cibles et indicateurs de rendement régionaux, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, un résumé de la mise en œuvre, les points forts et les points à améliorer. Veuillez indiquer sous le résumé de la proposition si le projet s'inscrit dans la continuité d'un projet d'IRS entamé l'année dernière.

<p>Résumé de la proposition de projet d'IRS (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Enseignement des mathématiques (AHE – ambition, harmonisation et exécution)</p> <p>En 2020-2021, l'ambition de notre cadre pour l'enseignement des mathématiques a pris forme. Nous avons terminé l'examen des modules et des outils d'évaluation pour les élèves de la 1^{re} à la 6^e année.</p> <p>De plus, cette année, notre travail se concentre sur les activités de perfectionnement professionnel, comme l'assemblage de documents et de modèles structurés par niveau scolaire dans le but d'améliorer leur cohérence. Nous aimerions par exemple produire un modèle pour la résolution de problème qui comporterait diverses mises en situation et le langage mathématique connexe.</p> <p>Nous souhaitons mettre au point des processus qui nous permettront de tirer profit des données issues de nos outils d'évaluation pour favoriser l'enseignement guidé par les faits.</p> <p>Les stratégies pédagogiques, le « comment faire », sont une autre de nos priorités. Les enseignants généralistes ont besoin d'apprendre les pratiques exemplaires pour enseigner des concepts. Comme nous voulons stimuler la pensée critique, les situations d'apprentissage seront complexifiées.</p> <p>Nous prévoyons aussi accueillir dans le projet d'IRS les enseignants de la 7^e à la 9^e année pour ajouter des exigences, des modules et des évaluations liés à ces niveaux dans notre cadre pour l'enseignement des mathématiques. Les enseignants de la 10^e à la 12^e année participeront également au projet pour assurer le lien entre la 9^e année et leurs niveaux.</p> <p>Les activités de perfectionnement professionnel seront animées par notre consultant qui, pour sa part, pourra compter sur le soutien de notre coordonnateur de la l'alphabétisation et de l'enseignement des mathématiques (conseiller).</p>
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Indicateurs de rendement de l'Initiative pour la réussite scolaire	Cibles régionales	Résultats obtenus	Explication de l'écart <i>(le cas échéant)</i>
Pourcentage du personnel enseignant de l'ensemble de la région qui participe aux activités de perfectionnement professionnel de l'IRS	70 %		
Pourcentage du personnel de soutien de l'ensemble de la région qui participe aux activités de perfectionnement professionnel de l'IRS	70 %		
Points forts			
Domaines de développement			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

Nom du projet d'IRS	Calendrier prévu de mise en œuvre	La mise en œuvre du projet d'IRS s'est-elle déroulée comme prévu? <i>(oui ou non)</i>	Sinon, pourquoi?
Enseignement des mathématiques	2021 à 2024		

I. Plans de sécurité des écoles

Selon le *Règlement sur la sécurité dans les écoles*, les organismes scolaires doivent créer un plan de sécurité des écoles comprenant des stratégies d'intervention, d'éducation et de prévention du harcèlement qui intègrent des programmes visant à promouvoir les relations saines fondés sur les données probantes dans le programme scolaire et les activités quotidiennes. Les plans de sécurité des écoles sont soumis chaque année au Ministère pour assurer l'application du *Règlement sur la sécurité dans les écoles* dans tout le territoire. Les plans sont revus, et les régions reçoivent des commentaires tous les trois ans.

Voici le cycle actuel :

2021-2022	2022-2023	2023-2024
CSFTNO CSDD CSDS	ASCT YK1 ÉCY ASDD ASDN	CSDBD CSDSS

Le tableau suivant détaille les cibles et indicateurs de rendement régionaux en lien avec les plans de sécurité des écoles, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles qui ont un plan de sécurité complet pour l'année scolaire	100 %		
Pourcentage d'écoles qui passent en revue leur plan de sécurité avec le personnel au début de l'année scolaire	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

J. Programmes de promotion des relations saines

Selon le *Règlement sur la sécurité dans les écoles*, les organismes scolaires doivent avoir des stratégies éducatives qui intègrent des programmes de promotion des relations saines fondés sur les données probantes dans le curriculum scolaire et les activités quotidiennes. On réfère ici aux programmes offerts à tous les élèves, et non aux programmes ciblés pour un nombre limité d'entre eux.

Les régions et écoles peuvent offrir les programmes de leur choix; voici les programmes approuvés par le MÉCF :

- Prématornelle à 3^e année : DIRE (demander de l'aide, ignorer, reculer et en parler)
- 4^e à 6^e année : programme MENTOR (Montre le bon exemple, Écoute et regarde, Note les points de vue, Trouve un moyen d'agir, Où en sommes-nous? et Recherche de l'aide)
- 7^e à 9^e année : Programme Quatrième R, qui complète le programme d'éducation physique et santé
- 10^e à 12^e année : Programme Quatrième R sur les Relations saines Plus, une version améliorée du programme Quatrième R.

Les tableaux suivants décrivent l'approche régionale pour l'intégration de programmes de promotion des relations saines fondés sur les données probantes; ils présentent également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

<p>Approche régionale pour l'intégration de programmes visant à promouvoir les relations saines fondés sur les données probantes (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Tous les membres du personnel de la prématornelle à la 6^e année sont désormais formés et mettront en œuvre le programme Vers le pacifique. Nous planifions actuellement l'intégration du nouveau personnel à la formation et au programme.</p> <p>De la 7^e à la 9^e année, nous introduirons le programme Quatrième R, qui complète le programme d'éducation physique et santé.</p> <p>De la 10^e à la 12^e année, nous introduisons une version améliorée du programme sur les relations saines.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
<p>Pourcentage des écoles avec des élèves de la prématornelle à la 3^e année offrant le programme DIRE.</p>	<p>100 %</p>		
<p>Pourcentage des écoles avec des élèves de la 4^e à la 6^e année offrant le programme MENTOR.</p>	<p>100 %</p>		

Pourcentage des écoles avec des élèves de la 7 ^e à la 9 ^e année offrant le programme Quatrième R	100 %		
Pourcentage des écoles avec des élèves de la 10 ^e à la 11 ^e année offrant le programme Quatrième R sur les Relations saines Plus	100 %		
Avez-vous rencontré des difficultés pour accéder à la formation liée à ces programmes?			
Avez-vous des recommandations à faire pour améliorer l'accès à la formation liée à ces programmes?			
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart (le cas échéant)
Programmes de promotion des relations saines qui se fondent sur les données probantes, y compris Vers le pacifique, Quatrième R et Quatrième R Plus, et les différents niveaux scolaires (<i>le cas échéant</i>)	ÉB	100 %		
	ÉASC	100 %		

K. Enseignement d'une langue seconde

Selon les paragraphes 73(2) et (3) de la *Loi sur l'éducation*, l'anglais ou une autre langue officielle doit être enseigné en plus de la langue officielle utilisée pour l'enseignement.

Le tableau suivant détaille tout l'enseignement en langue seconde (LS) offert dans chacune des écoles de la région, notamment la langue d'enseignement, le type d'enseignement en LS, les niveaux scolaires concernés, le pourcentage d'élèves recevant l'enseignement en LS et la fréquence d'enseignement en LS.

École	Langue seconde (chipewyan, cri, anglais, français, gwich'in, inuinnaqtun, inuktitut, inuvialuktun, esclave du Nord, esclave du Sud ou t̃ich̃o)	Type d'enseignement en LS (programme élémentaire, intensif ou immersion)	Niveaux (par type de programme)	Pourcentage d'élèves inscrits (par type de programme)	Fréquence du programme de LS (minutes par semaine)	Fréquence réelle du cours de LS (minutes par semaine)	Explication de l'écart (le cas échéant)
ÉB	Anglais	Régulier avec 10-1 20-1 30-1	3 ^e à 12 ^e année	100 %	3 ^e à 6 ^e année 240 7 ^e à 9 ^e année 204 10 ^e année 327 11 ^e et 12 ^e année 331		
ÉASC	Anglais	Régulier avec 10-1 20-1 30-1	3 ^e à 12 ^e année	100 %	3 ^e à 6 ^e année 280 7 ^e à 9 ^e année 320 10 ^e à 12 ^e année 350		

* Veuillez ajouter une ligne par école, par langue, par type d'enseignement.

3. Intégration scolaire

La Directive ministérielle sur l'intégration scolaire (2016) repose sur un financement annuel conditionnel. Cet investissement permet de s'assurer que les programmes, le personnel et les processus des organismes scolaires répondent aux attentes et aux normes énoncées dans les Lignes directrices sur l'intégration scolaire (2016) afin de soutenir efficacement le travail des titulaires de classe et la réussite des élèves. *Ces fonds permettent aussi aux organismes scolaires d'offrir des systèmes et des services de soutien aux élèves pour qu'ils soient tous intégrés dans des classes régulières et en mesure d'y participer pleinement aux côtés de jeunes de leur âge dans leur collectivité de résidence.*

A. Coordonnateurs régionaux de l'intégration scolaire

Le coordonnateur régional de l'intégration scolaire oriente les programmes et l'administration à l'échelle régionale pour épauler le personnel d'intégration, l'équipe-école et le milieu scolaire en général afin d'aider les enseignants titulaires à répondre aux besoins des élèves.

Le tableau suivant donne les détails du nombre total de postes de coordonnateurs régionaux de l'intégration scolaire (alloués, prévus et réels) en place pour orienter les programmes et l'administration à l'échelle régionale; il présente également l'explication des écarts potentiels.

Alloué (AP)	Prévu (AP)	Explication de l'écart (le cas échéant)	Réel (AP)	Explication de l'écart (le cas échéant)
1,00	1,00	S.O.		

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage de coordonnateurs régionaux de l'intégration scolaire affectés à moins de 1,0 ÉTP	0 %		

B. Enseignants de soutien aux programmes

L'enseignant de soutien aux programmes (ESP) collabore étroitement avec les titulaires de classe pour les aider à élaborer des stratégies d'enseignement qui répondent aux besoins des élèves.

Le tableau suivant donne les détails du nombre total de postes d'ESP (alloués, prévus et réels) en place pour collaborer directement avec les écoles; il présente également l'explication des écarts potentiels.

Si les tâches des ESP sont partagées entre plusieurs personnes, veuillez en donner les détails (la distribution et la justification du partage des tâches).

École	Alloué (AP)	Prévu (AP)	Explication de l'écart (le cas échéant)	Détails sur le partage des tâches des ESP	Réel (AP)	Explication de l'écart (le cas échéant)
ÉB	1,00	1,00	S.O.			
ÉASC	1,38	1,38	S.O.			
Total	2,38	2,38	S.O.			

C. Aides-enseignants

Aide-enseignant : Personne qui travaille à l'école pour aider les enseignants titulaires à satisfaire les besoins personnels et scolaires des élèves.

Le tableau suivant donne les détails du nombre total de postes d'aides-enseignants (alloués, prévus et réels) en place pour aider les enseignants titulaires à subvenir aux besoins personnels et scolaires des élèves; il présente également l'explication des écarts potentiels.

Veillez vous assurer que les aides-enseignants embauchés en vertu du principe de Jordan et de l'initiative Children First soient inclus dans la colonne « Réel (AP) », et qu'on en tienne compte dans la colonne « Explication de l'écart (le cas échéant) ».

École	Alloué (AP)	Prévu (AP)	Explication de l'écart (le cas échéant)	Réel (AP)	Explication de l'écart (le cas échéant)
ÉB	1,22	1,00	On a décidé d'investir le 0,17 AP restant à l'ÉASC pour mieux répondre aux besoins d'un plus grand nombre d'élèves. Nous évaluerons les besoins et apporterons les correctifs nécessaires.		
ÉASC	2,56	2,78			
Total	3,78	3,78			

D. Intégration scolaire – Perfectionnement du personnel

Ce financement est dédié au personnel éducatif afin qu'il puisse offrir ou recevoir de la formation professionnelle directement en lien avec le soutien aux élèves et l'intégration scolaire dans la classe et l'école en général.

Le tableau suivant indique la somme totale de financement allouée, prévue et réelle consacrée au perfectionnement professionnel en intégration scolaire; il présente également l'explication des écarts potentiels.

Alloué (\$)	Prévu (\$)	Explication de l'écart (le cas échéant)	Réel (\$)	Explication de l'écart (le cas échéant)
24 121 \$	24 121 \$			

Le tableau suivant présente le perfectionnement professionnel en intégration scolaire prévu pour l'année scolaire à venir :

Type de formation et sujet	Public cible (ESP, éducateurs, aides-enseignants, directeurs)	Fournisseur de formation (coordonnateur régional de l'intégration scolaire, MÉCF, sous-traitant, etc.)	Date et lieu	Tenu comme prévu? (oui ou non)	Sinon, pourquoi?
Stratégies d'intégration scolaire pour les aides-enseignants	Aide-enseignant	Réseau entre-aide	Edmonton Février 2022		
Stratégies de développement du langage pour enseignants et aides-enseignants Favoriser le développement du langage oral	Enseignant de soutien aux programmes Enseignants Aides-enseignants	Orthophoniste – Carrie Jensen	Tout au long de l'année, au besoin		
Formation sur Tienet pour nouveaux enseignants	Enseignant de soutien aux programmes	Coordonnateur régional de l'intégration scolaire,	Août 2021		

Formation sur Tienet pour les nouveaux enseignants et révision pour les autres	Enseignants Aides-enseignants	enseignant de soutien aux programmes			
Rédaction et mise en œuvre de plans de soutien					
Soutien à l'intégration scolaire à Hay River par le coordonnateur régional de l'intégration scolaire	Directeur, nouveaux enseignants et aides-enseignants	Coordonnateur régional de l'intégration scolaire	8 visites au cours de l'année scolaire 2021-2022		
Visite du coordonnateur régional de l'intégration scolaire à l'École Boréale pour rencontrer et aider le personnel pour ce qui touche les questions d'intégration scolaire					
Formation sur les nouveaux plans d'enseignement individualisé (PEI)	Enseignant de soutien aux programmes	Coordonnateur régional de l'intégration scolaire	9 rencontres prévues (1/mois)		

Formation sur les technologies d'assistance au besoin	Enseignants et aides-enseignants	Coordonnateur régional de l'intégration scolaire	Visites au besoin		
Mise à jour sur les nouvelles technologies pour les enseignants					
Formation sur les nouveaux logiciels ou les nouveaux outils en ligne					

Les tableaux suivants détaillent l'approche régionale du perfectionnement professionnel en intégration scolaire, ainsi que la concordance du plan avec les priorités régionales et communes; ils présentent également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

Approche régionale du perfectionnement professionnel de l'intégration scolaire et concordance avec les priorités régionales et communes pour l'année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	À cause de la COVID-19, la majeure partie de la formation sera donnée par notre personnel régional, par le coordonnateur régional de l'intégration scolaire et par les ESP ou s'effectuera virtuellement. Cette année, nous accueillons une fois de plus un nouveau conseiller en soins à l'enfance et à la jeunesse. Son expertise est recherchée pour accroître le nombre et la variété des activités de perfectionnement professionnel sur les problèmes de santé mentale et le bien-être. Par souci de continuité, nous chercherons des formats différents pour continuer notre travail avec notre ergothérapeute-conseil du Yukon (autorégulation) et avec un orthophoniste pour le perfectionnement langagier. Nous déterminerons également comment poursuivre notre partenariat avec le département d'orthophonie de l'Université Laurentienne, dont les étudiants en deuxième année de maîtrise effectuent leur stage dans nos écoles.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'enseignants formés, dans les deux dernières années, dans la rédaction de plans de soutien à l'élève et de plans d'enseignement individualisé conformément à la directive sur l'intégration scolaire	100 %		
Pourcentage du personnel formé, dans les deux dernières années, sur les processus de l'équipe de soutien scolaire	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires ou demandes pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

Le tableau suivant détaille l'expertise ou les services d'intégration scolaire retenus pour mener à bien les initiatives de perfectionnement professionnel et de développement des capacités, notamment le nom de l'agent contractuel, le type de service, la raison expliquant le recours au service, l'école ou les écoles où l'agent contractuel a travaillé, et la durée du contrat attribué pendant l'année scolaire (les membres de l'équipe de soutien territoriale du MÉCF ne sont pas visés).

Nom de l'agent contractuel	Type de Service (fréquence ou quantité, ex. le nombre d'évaluation ou de journées de consultation)	Raison de choisir un consultant plutôt qu'un service du GTNO (inaccessibilité au service du GTNO, etc.)	École(s) touchée(s) par le service	Durée du contrat	Total (\$)

* Seuls les consultants embauchés grâce au financement de l'intégration scolaire sont inclus dans le tableau ci-dessus. Il faut exclure les autres consultants, comme ceux comblés en vertu du principe de Jordan ou de l'initiative Children First.

E. Technologies d'assistance

Les technologies d'assistance désignent tout objet, outil ou système de produits, acheté dans le commerce, modifié ou personnalisé, permettant de renforcer, de maintenir ou d'améliorer les capacités fonctionnelles d'un enfant handicapé.

Le tableau suivant donne le montant alloué, prévu et réel consacré aux technologies d'assistance dans chaque école, ainsi que l'explication des écarts potentiels.

Alloué (\$)	Montant par école (\$)	Réel Achats réels de technologies d'assistance	Type d'utilisateurs (<i>n^{bre} de classes ou d'élèves, etc.</i>)	Total de l'allocation (excédent / déficit) (\$)
43 334 ¹	27 460,00	26 287,49	ÉASC	- 3 769,58
	15 874,00	20 117,07	ÉB	

¹ Ce total inclut un montant de 13 928 \$ rapporté de l'année scolaire 2019-2020.

F. Guérison et aide psychologique

La guérison et l'aide psychologiques englobent les stratégies et les mesures de soutien conçues pour améliorer le mieux-être comportemental, social et affectif, de même que la guérison, notamment des séquelles des pensionnats.

Le tableau suivant indique le montant alloué, prévu et réel consacré aux activités de guérison et à l'aide psychologique dans chaque école, ainsi que l'explication des écarts potentiels.

École	Alloué (\$)	Prévu (\$)	Explication de l'écart (le cas échéant)	Objectif (matériel, postes, contrats, etc.)	Réel (\$)	Explication de l'écart (le cas échéant)
ÉB	15 593	15 593	Non		15 593	
ÉASC	20 267	20 267	Non		20 267	
Total	35 860	35 860			35 860	

G. Harmonisation du soutien aux élèves

Pour soutenir tous les élèves dans le cadre d'apprentissage commun et conformément au point 9.1c de la Directive ministérielle sur l'intégration scolaire (2016), il est essentiel d'harmoniser les mesures de soutien. *Les plans de soutien aux élèves (PSÉ) et les plans d'enseignement individualisé (PEI) peuvent être révisés et modifiés à tout moment, mais doivent faire l'objet d'une révision au moins une fois par période de production de rapports (3 ou 4 fois par année).*

Les tableaux suivants détaillent l'approche régionale visant à harmoniser le soutien aux élèves avec les objectifs énoncés dans leur PSÉ ou PEI; ils présentent également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

<p>Approche régionale visant à harmoniser le soutien aux élèves avec les objectifs énoncés dans le PSÉ ou le PEI (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<ul style="list-style-type: none"> • Tenir une rencontre individuelle en début d'année entre l'ESP et l'enseignant pour présenter tous les PSÉ et PEI (en fonction de la nouvelle classe assignée). S'assurer que les mesures de soutien aux élèves proposées concordent avec les objectifs énoncés dans les plans. • Tenir une rencontre en septembre entre l'ESP et l'enseignant pour revoir et adapter les PSÉ et PEI, s'assurer que les mesures de soutien sont réalistes et réalisables, et qu'elles concordent avec les objectifs énoncés dans les plans. • Tenir une rencontre en janvier entre l'ESP et l'enseignant pour revoir et adapter les PSÉ et PEI, s'assurer que les mesures de soutien sont toujours appropriées et qu'elles concordent avec les objectifs énoncés dans les plans. • Organiser des séances de mentorat avec des enseignants sélectionnés pour que l'ESP vérifie que les mesures de soutien aux élèves concordent bien avec les objectifs énoncés dans les plans.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage de PSÉ qui seront finalisés dans Tienet avant le 30 novembre de la prochaine année scolaire	100 %		
Pourcentage de PEI qui seront finalisés dans Tienet avant le 30 novembre de la prochaine année scolaire	100 %		
Pourcentage de PEI à revoir et signer (si nécessaire) par un parent ou un tuteur à chaque période de production de rapport	100 %		
Pourcentage d'enseignants qui mettent en œuvre toutes les mesures décrites dans le PSÉ ou PEI avant la première période de production de rapports	100 %		

Nombre d'élèves incapables d'intégrer le cadre d'apprentissage commun de la collectivité où ils résident	0		
Pourcentage d'enseignants utilisant les profils de classes (évaluations des classes) dans leur planification de cours	100 %		
Pourcentage d'écoles utilisant la conception universelle de l'apprentissage (CUA) qui tiennent compte des exigences des PSÉ et PEI	100 %		
Nombre d'élèves en situation de résidence temporaire ou confinés à domicile à qui sont offerts des programmes d'éducation	0		
Nombre de fois par mois où le coordonnateur régional de l'intégration scolaire communique avec l'ESP par téléphone ou vidéoconférence	2		
Nombre de fois par an où le coordonnateur régional de l'intégration scolaire rencontre l'ESP en personne	6		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

H. Stratégies pédagogiques flexibles

Les stratégies pédagogiques sont des techniques auxquelles les enseignants recourent pour aider les élèves à acquérir des stratégies d'apprentissage autonome. Les directeurs doivent aider les enseignants et les aides-enseignants à utiliser des stratégies pédagogiques flexibles, par exemple en prévoyant l'allocation des ressources ou en organisant des activités de perfectionnement professionnel.

Le tableau suivant détaille l'approche régionale permettant aux directeurs de créer de bonnes conditions pour aider les enseignants à recourir à des stratégies pédagogiques flexibles; il présente également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

Approche régionale permettant aux directeurs de créer des conditions favorables pour aider les enseignants à utiliser des stratégies pédagogiques flexibles (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	Le directeur de chaque école aidera les enseignants et les aides-enseignants à trouver le temps d'intégrer des stratégies pédagogiques flexibles. Il devra prévoir et allouer les ressources en fonction des besoins et organiser des activités de perfectionnement professionnel avec l'aide du coordonnateur régional de l'intégration scolaire.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'enseignants qui reçoivent de l'aide dans le cadre de rencontres planifiées suffisamment longues avec des enseignants de soutien aux programmes pour réviser les pratiques de l'apprentissage universel	100 %		
Pourcentage d'aides-enseignants qui reçoivent de l'aide dans le cadre de rencontres planifiées suffisamment longues avec des enseignants de soutien aux programmes	100 %		
Pourcentage d'aides-enseignants qui planifient des rencontres régulières avec les enseignants avec qui ils travaillent	100 %		
Pourcentage d'écoles ayant un processus juste visant à donner un accès équitable aux activités parascolaires	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

I. Équipe de soutien scolaire

L'équipe de soutien scolaire, chapeauté par le directeur, aide les titulaires de classe à concevoir et mettre en œuvre des stratégies d'enseignement et de gestion, des plans de soutien à l'élève ou des plans d'enseignement individualisé, et à coordonner les ressources d'aide destinées aux élèves. L'équipe élabore également des stratégies pour aider les enseignants titulaires à combler les besoins des élèves et à réduire leurs difficultés d'apprentissage; à résoudre des problèmes précis; à traiter des enjeux systémiques ainsi que des enjeux propres à un enseignant ou à un élève; et à tenir des dossiers conformément aux exigences de production de rapports. Idéalement, l'équipe de soutien scolaire doit se réunir régulièrement (habituellement toutes les semaines) et conserver un compte rendu écrit de ses réunions.

Les tableaux suivants détaillent l'approche régionale permettant aux équipes de soutien scolaire, sous la direction du directeur, en collaboration avec les enseignants de soutien aux programmes, d'aider les enseignants à répondre aux besoins de tous leurs élèves; ils présentent également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

<p>Approche régionale permettant de s'assurer que l'équipe de soutien scolaire en place dans chaque école intervienne de manière efficace conformément à la directive (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<ul style="list-style-type: none"> • Le coordonnateur régional à l'intégration scolaire offre en août ou septembre de la formation aux ESP au sujet du plan de rencontre de 30 minutes. • Le coordonnateur fixe les dates et assiste aux trois premières rencontres avec les ESP. • Toutes les notes des réunions sont archivées dans un fichier Google Drive partagé avec le coordonnateur • À chaque rencontre, l'ESP et le coordonnateur abordent le sujet des équipes de soutien scolaire.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles qui disposent d'une équipe de soutien scolaire fonctionnelle à la fin de la première semaine de cours	100 %		
Pourcentage d'enseignants qui utilisent les services de l'équipe de soutien scolaire	100 %		
Pourcentage d'écoles qui utilisent un processus de recommandation pour informer l'équipe de soutien scolaire des besoins particuliers des élèves	100 %		
Pourcentage des écoles qui conservent une trace écrite des réunions de l'équipe de soutien scolaire	100 %		
Pourcentage des écoles qui intègre le conseiller en soins à l'enfance et à la jeunesse dans les réunions de l'équipe de soutien scolaire	100 %		

Pourcentage des réunions de l'équipe de soutien scolaire qui portent sur l'élaboration de stratégies en appui aux titulaires de classe	100 %		
Pourcentage des réunions de l'équipe de soutien scolaire qui s'articulent autour de problèmes particuliers	100 %		
Pourcentage des réunions de l'équipe de soutien scolaire qui traitent les problèmes systémiques de l'école	10 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart (le cas échéant)
Veuillez préciser la fréquence et la durée des rencontres prévues de l'équipe de soutien scolaire pour chaque école (mois, minutes)	ÉB	Chaque mois 120 minutes		
	ÉASC	Chaque mois 1 à 2 fois		

J. Révision des plans de soutien à l'élève et des plans d'enseignement individualisé

Ces plans doivent faire l'objet de discussions avec les parents/tuteurs. Toutefois, en vertu de la *Loi sur l'éducation* des TNO, les plans d'enseignement individualisé exigent en plus le consentement explicite du parent ou du tuteur de l'élève, qui doit généralement apposer sa signature sur le plan.

Les tableaux suivants détaillent l'approche régionale de révision et de mise à jour des plans d'enseignement individualisé et des plans de soutien à l'élève en consultation avec les parents, les élèves, les membres de l'équipe de soutien scolaire, le personnel des organismes scolaire et les autres professionnels le cas échéant; ils présentent également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

<p>Approche régionale de révision et de mise à jour des PSÉ et PEI en consultation avec les parents, les élèves, l'équipe de soutien scolaire, le personnel de l'organisme scolaire et d'autres professionnels, le cas échéant (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<ul style="list-style-type: none"> • Tous les plans sont établis avant le début de l'année scolaire en août, à partir des dossiers de l'année précédente • En septembre, les ESP rencontrent chaque enseignant pour revoir les plans de toutes les classes. • Chaque enseignant doit suivre la procédure des plans de soutien et des plans d'enseignement individualisé de la CSFTNO, qui précise le processus et les échéances. <p>En septembre, chaque plan est envoyé aux parents, accompagné d'une lettre leur demandant de communiquer avec l'enseignant ou avec l'ESP s'ils pensent que des changements doivent y être apportés.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'enseignants qui établissent des plans de soutien à l'élève dont ils seront responsables	100 %		
Pourcentage d'enseignants qui établissent des plans d'enseignement individualisé dont ils seront responsables	100 %		
Pourcentage des parents participant à l'élaboration du PSÉ pour les élèves qui en ont besoin (<i>plus qu'une signature</i>)	100 %		
Pourcentage des parents participant à l'élaboration du PEI pour les élèves qui en ont besoin (<i>plus qu'une signature</i>)	100 %		
Pourcentage des écoles qui ont des plans ou des stratégies en place pour favoriser la participation des parents ou des tuteurs au développement des PSÉ et PEI	100 %		

Pourcentage d'élèves participant à l'élaboration de leur PSÉ, lorsque nécessaire et pertinent	100 %		
Pourcentage d'élèves participant à l'élaboration de leur PEI, lorsque nécessaire et pertinent	100 %		
Pourcentage des écoles qui ont des plans ou des stratégies en place pour favoriser la participation des élèves à la rédaction des PSÉ et PEI	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

K. Activités des ESP

Dans ce rôle, l'ESP se concentre sur les activités et les fonctions qui aident directement l'enseignant titulaire à répondre aux besoins des élèves. La Directive sur l'intégration scolaire fournit un cadre en cette matière en établissant des priorités dans l'utilisation du temps de l'ESP :

- L'ESP doit consacrer au moins 60 % de son temps à des activités de soutien à l'enseignant.
- L'ESP doit consacrer au plus 25 % de son temps à travailler directement avec les élèves (habituellement des élèves du niveau 3, ceux qui ont les besoins les plus complexes).
- L'ESP doit consacrer au plus 15 % de son temps à d'autres fonctions.

Le tableau suivant détaille l'approche régionale permettant aux ESP d'organiser leur temps au meilleur de leur capacité, en respectant les priorités dans l'utilisation de leur temps en fonction des cibles; il présente également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

<p>Approche régionale permettant aux ESP d'organiser le plus possible leur temps en fonction des priorités établies à cet égard (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<ul style="list-style-type: none"> • Rencontre en personne au début de l'année avec tous les ESP pour discuter des attentes dans l'organisation du temps. • Transmettre la description des tâches d'un ESP présenté dans <i>Exploring Inclusive Pedagogies</i> (Schnellert, L., février 2019, p. 22). • À chaque rencontre, les coordonnateurs régionaux de l'intégration scolaire et les ESP abordent la question de l'organisation du temps et des horaires. • Les horaires sont transmis au coordonnateur régional de l'intégration scolaire via Google Drive.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant, ex. autres tâches assignées aux ESP)
Pourcentage d'ESP qui consacrent effectivement 60 % de leur temps à des activités qui aident directement les enseignants	100 %		
Pourcentage d'ESP qui consacrent effectivement 25 % de leur temps à des activités qui aident directement les élèves	100 %		
Pourcentage d'ESP qui ne consacrent pas plus de 15 % de leur temps aux tâches de planification et d'organisation	100 %		
Pourcentage d'ESP affectés à moins de 1,0 ÉTP	0 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

4. Éducation et langues autochtones

Comme l'indique la *Loi sur l'éducation*, le système d'éducation des TNO reconnaît l'interrelation entre les langues, la culture et l'apprentissage et place les cultures ténoises au cœur de ses programmes scolaires. La Politique sur l'éducation et les langues autochtones pour les élèves de la prématernelle à la 12^e année (2018) souligne l'engagement continu du MÉCF et des organismes scolaires à accueillir les élèves dans des environnements d'apprentissage qui centralisent, respectent et promeuvent les cultures, langues et visions du monde des Autochtones de chaque collectivité où se trouve une école. *La politique sur l'éducation et les langues autochtones bénéficie d'un financement annuel conditionnel alloué aux organismes scolaires afin d'offrir l'enseignement des langues autochtones et d'améliorer l'enseignement et l'apprentissage culturel dans les écoles des TNO.*

A. Coordonnateurs régionaux de l'éducation et des langues autochtones

Le coordonnateur régional de l'éducation et des langues autochtones joue un rôle pivot; il se charge de coordonner l'enseignement des langues autochtones et les activités et programmes éducatifs sur la culture autochtone dans la région.

Le tableau suivant indique le nombre total de coordonnateurs régionaux de l'éducation et des langues autochtones affectés, prévus au budget et en poste pour mener les activités au niveau régional; il explique également tout écart potentiel.

Alloué (AP)	Prévu (AP)	Explication de l'écart (le cas échéant)	Réel (AP)	Explication de l'écart (le cas échéant)
0,25	0,25			

B. Équipes de l'éducation et des langues autochtones

Il est demandé à chaque école des TNO de mettre sur pied un comité sur l'éducation et les langues autochtones chargé d'établir les objectifs personnalisés de l'école et de les consigner dans un plan pour l'éducation et les langues autochtones. Ce plan doit être axé sur les neuf domaines d'action décrits dans le Guide sur l'éducation et les langues autochtones. Les écoles sont tenues de revoir leur plan chaque année et de les modifier au besoin, dans le but de promouvoir l'essor des langues et de l'éducation autochtones dans leur communauté scolaire.

Le tableau suivant présente la composition des équipes en détail, la fréquence des rencontres prévues; si l'équipe n'est pas formée ou n'est pas active, il en donne les raisons.

Équipe de l'éducation et des langues autochtones			
École	Composition de l'équipe <i>(directeur, ESP, etc.)</i>	Fréquence des rencontres	Si l'équipe n'est pas formée ou n'est pas active, pourquoi? <i>(le cas échéant)</i>
ÉB	Tout le personnel	Chaque mois	
ÉASC	Tout le personnel	Chaque mois	

C. Éducation autochtone

Le financement de l'éducation autochtone appuie l'application et le maintien des programmes et activités en lien avec l'éducation autochtone dans les écoles des TNO. On s'attend à ce que toutes les écoles des TNO créent un environnement accueillant qui centralise, respecte et promeut les visions du monde, cultures et langues autochtones de la collectivité où se trouve l'école. Il faut, pour ce faire, créer un milieu accueillant, adapter l'éducation aux cultures autochtones et renforcer l'enseignement en langues autochtones, notamment par le recrutement d'aînés et de personnes-ressources de la collectivité et par la formation enseignante adéquate pour favoriser la mise en œuvre des principes énoncés dans la Politique sur l'éducation et les langues autochtones.

Le tableau suivant détaille le financement total alloué, prévu au budget et réellement investi dans l'éducation autochtone afin de créer des environnements accueillants et d'intégrer la culture autochtone dans chaque école; il explique également tout écart potentiel.

École	Alloué (\$)	Prévu (\$)	Explication de l'écart (le cas échéant)	Réel (\$)	Explication de l'écart (le cas échéant)	Financement par un tiers (\$) et la source (le cas échéant)
ÉB	31 800	31 800	S.O.			
ÉASC	30 600	30 600	S.O.			
Total	62 400	62 400	S.O.			

Le tableau suivant indique si les écoles ont choisi de financer l'embauche d'un aîné ou d'un travailleur de soutien culturel affecté à l'école tous les jours.

École	Programme d'aînés en résidence (oui ou non)	Travailleur de soutien culturel (oui ou non)	Fréquence	Financement du poste	Si aucun poste n'a été créé, pourquoi?
ÉB	Non	Non	S.O.	S.O.	
ÉASC	Non	Non	S.O.	S.O.	

D. Bâtir la relation entre l'école et la communauté

Pour bâtir la relation entre l'école et la communauté, l'école doit reconnaître que la collectivité possède de nombreux atouts et a beaucoup à offrir au système d'éducation. Il est demandé à chaque école des TNO de mettre sur pied un comité sur l'éducation et les langues autochtones chargé d'établir les objectifs personnalisés de l'école et de concevoir un plan axé sur les neuf domaines d'action décrits dans le Guide sur l'éducation et les langues autochtones. Il est important pour l'organisme scolaire et pour le personnel de l'école que les parents et la communauté participent à la planification des activités scolaires et de partager avec eux les objectifs de l'école, lorsque c'est possible, pour créer un milieu accueillant. Ceci inclut l'embauche d'aînés locaux, qui contribuent **régulièrement** à la programmation scolaire courante, et l'organisation de rencontres à dimension culturelle dans la communauté. Chaque école peut exposer la participation des aînés et du personnel de ressources culturelles aux initiatives propres à un projet dans cette section, dans la section Éducation autochtone (fonctionnement et entretien) ou dans la section Soutien communautaire.

Le tableau suivant détaille l'approche régionale mise de l'avant pour que les écoles consolident leur relation avec la communauté; il présente également les indicateurs de rendement régional et scolaire, les cibles fixées pour la prochaine année scolaire, les résultats obtenus, l'explication des variations entre les cibles et les résultats, ainsi que les points forts et les points à améliorer.

<p>Approche régionale visant à bâtir la relation entre l'école et la communauté, pour toutes les écoles (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>En 2020-2021, l'ÉASC, avec le soutien du personnel attiré aux langues et cultures autochtones, a conçu un plan autonome pour l'éducation et les langues autochtones. Plusieurs activités, décrites dans cette section, ont eu lieu malgré la pandémie. Nous avons érigé une tente de prospecteur derrière l'école. De plus, un aîné vient régulièrement à l'école pour partager son savoir et impliquer les élèves dans des activités culturelles. D'ailleurs, cette année, nous avons célébré une première semaine des activités autochtones. Le plan se poursuit en 2021-2022.</p> <p>À Hay River, l'ÉB a établi des relations avec la Première Nation K'at'odeeche et avec l'Alliance Métis (les sites et les aînés sont bien plus facilement accessibles à Hay River).</p> <p>Aucun aîné en particulier n'a été embauché dans le cadre d'un programme de présence régulière. On a fait appel aux aînés ou aux personnes-ressources autochtones en fonction de leurs connaissances, compétences et disponibilités.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (<i>le cas échéant</i>)
Pourcentage d'écoles ayant un programme de présence régulière des aînés	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

Objectif du plan d'action pour l'éducation et les langues autochtones : bâtir la relation entre l'école et la communauté		
École	Objectif	Progrès vers l'objectif
ÉB	Développement de projets collaboratifs avec des artistes autochtones (John Rombow et autres artistes)	
ÉASC	Développement de projets avec des gens de la communauté (Bush Kids, Semaine des activités autochtones)	

Participation communautaire dans les écoles		
École	Type de participation des membres de la collectivité dans les activités et projets scolaires	Type de participation des membres de la collectivité dans les expériences sur les terres ancestrales
ÉB		
ÉASC		

E. Consolider la formation des éducateurs du Nord

Consolider la formation des enseignants du Nord dans le domaine de l'éducation et des langues autochtones est primordial si on veut les aider à comprendre le contexte historico-culturel de la collectivité où ils vont vivre et travailler. Ainsi, les éducateurs seront bien outillés pour cultiver des relations positives avec les élèves, les parents et la collectivité dans son ensemble.

Les tableaux suivants détaillent l'approche régionale mise de l'avant pour consolider la formation des éducateurs du Nord; ils présentent également les indicateurs de rendement régionaux et scolaires, les cibles fixées pour la prochaine année scolaire, les résultats obtenus, l'explication des écarts potentiels, ainsi que les points forts et les points à améliorer.

<p>Approche régionale pour consolider la formation des éducateurs du Nord (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Conformément à la directive, les membres du personnel de la CSFTNO assisteront à deux journées d'orientation culturelle; la première aura lieu au début de l'année scolaire et l'autre, en milieu d'année. Les écoles choisissent elles-mêmes les dates et les activités.</p> <p>Avec l'aide du personnel du Secrétariat de l'éducation et des langues autochtones, nous offrirons des ateliers et ferons des visites ponctuelles pour de la formation sur place.</p> <p>Les enseignants de la CSFTNO continueront à intégrer le programme <i>Dene Kede</i> à leurs leçons.</p> <p>La CSFTNO invite tous les nouveaux enseignants du Nord à prendre part à la Conférence pour enseignants nouvellement arrivés aux TNO en août 2021.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles offrant des cours de langues autochtones et du soutien à tous les membres du personnel	0 %		
Pourcentage des écoles qui organisent des journées d'orientation culturelle pour les enseignants	100 %		
Type de formation de sensibilisation à la réalité des pensionnats offerte et nombre d'enseignants et d'autres membres du personnel qui y ont participé	Conférence pour les enseignants nouvellement arrivés aux TNO : 4 participants (ICAST)		

	Bien vivre ensemble Formation du GTNO		
Pourcentage d'écoles offrant de la formation et du soutien sur les programmes <i>Dene Kede</i> et <i>Inuuqatigiit</i> à tous les membres du personnel	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

**Objectif du plan d'action pour l'éducation et les langues autochtones :
consolider la formation des éducateurs du Nord**

École	Objectif	Progrès vers l'objectif
ÉB	Organisation d'une journée d'orientation culturelle au camp menée par des aînés	
ÉASC	Deux journées d'orientation culturelle en début d'année Formation au <i>Dene Kede</i> pour les nouveaux enseignants et enseignantes	

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart (le cas échéant)
Types d'activités locales lors des journées d'orientation culturelle	ÉB	Fabrication de mitaines en peau de castor, séchage du poisson, tannage de peaux, historique des communautés autochtones régionales		
	ÉASC	Ouverture avec les Dénés, prière, rassemblement, fabrication de mitaines, histoires sous la tente, etc.		

F. Favoriser le bien-être des élèves

Favoriser le bien-être des élèves implique pour les éducateurs d'amener chacun à devenir une **personne compétente** dans son ensemble. Les aînés ténois expliquent que chaque enfant naît avec des talents qui lui sont propres. Pour développer ces talents et devenir des **Ténois compétents**, les élèves doivent prendre soin de leur corps, de leur esprit, de leur cœur et de leur âme.

Les écoles ténoises doivent cultiver un environnement sain où les élèves ont la chance de s'épanouir à la hauteur de leur potentiel physique, intellectuel, affectif et spirituel. En combinant leurs forces et en stimulant le sentiment d'appartenance à la terre, à la langue et aux enseignements des aînés, les écoles et la collectivité sont bien placées pour accompagner les élèves qui travaillent à leur bien-être et à la consolidation de leur identité..

Approche régionale visant le bien-être des élèves (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) (nouvel objectif de 2022)	
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Objectif du plan d'action pour l'éducation et les langues autochtones : contribuer au bien-être des élèves		
École	Objectif	Progrès vers l'objectif
ÉB		
ÉASC		

École	Quels types de soutien ancrés dans les langues et les visions du monde autochtones votre école a-t-elle mis en place pour le bien-être des élèves?	Quel a été le rôle de la communauté autochtone dans ces mesures de soutien?
ÉB		
ÉASC		

G. Adapter les pratiques d'enseignement et d'apprentissage aux cultures autochtones

Adapter les pratiques d'enseignement et d'apprentissage aux cultures autochtones exige d'intégrer les concepts autochtones d'enseignement et d'apprentissages à tous les volets de l'éducation, y compris les visions du monde des Autochtones et leurs façons de faire, d'être et de croire. Adopter des pratiques d'enseignement et d'apprentissage holistiques, relationnelles, spirales et expérientielles constitue le point de départ pour intégrer les concepts autochtones d'enseignement et d'apprentissage à tous les volets de l'éducation.

Le tableau suivant détaille l'approche régionale mise de l'avant pour adapter l'enseignement et les pratiques d'apprentissage aux concepts autochtones; il présente également les indicateurs de rendement régionaux et scolaires et les cibles fixées pour la prochaine année scolaire, les résultats obtenus, l'explication des écarts potentiels, ainsi que les points forts et les points à améliorer.

<p>Approche régionale visant à adapter l'enseignement et les pratiques d'apprentissage aux cultures autochtones (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Le personnel et les élèves des deux écoles de la CSFTNO apprendront les lois dénées et les intégreront dans la planification des cours et dans le quotidien à l'école, en portant une attention particulière aux points suivants :</p> <ul style="list-style-type: none"> • Partagez ce que vous avez • Aidez-vous les uns les autres • Respectez les Aînés et tout ce qui vous entoure • Soyez polis et ne vous disputez avec personne • Transmettez à votre tour les enseignements • Faites preuve de respect et soyez aussi heureux que possible en tout temps <p>Nous avons spécifiquement choisi ces lois, car elles correspondent aux valeurs de l'organisme scolaire et de l'école.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage des écoles participant au perfectionnement professionnel sur l'adaptation de l'enseignement et des pratiques d'apprentissage aux cultures autochtones dans l'école (spiralaire, holistique, expérientiel, relationnel)	100 %		
Points forts de la région			

Éléments à améliorer pour la région	
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	

Objectif du plan d'action pour l'éducation et les langues autochtones : adapter l'enseignement et les pratiques d'apprentissage aux cultures autochtones

École	Objectif	Progrès vers l'objectif
ÉB	Chaque mois, une des six lois dénées est à l'honneur	
ÉASC	Chaque mois, une des six lois dénées est à l'honneur	

Indicateurs de rendement propres à chaque école	École	Bonne pratique
Pour chaque école, exemple d'adaptation efficace des pratiques d'enseignement et d'apprentissage aux cultures autochtones	ÉB	
	ÉASC	

H. Adapter le contenu des programmes d'enseignement aux cultures autochtones

Adapter l'enseignement aux cultures autochtones consiste à adapter ce qui est enseigné directement sur place, en insistant sur le fait que l'éducation doit tenir compte de l'histoire, de la culture et de l'origine des premiers peuples dans la prestation du contenu des programmes aux TNO. Adapter le contenu des programmes d'enseignement aux cultures autochtones peut rendre le cheminement éducatif plus pertinent et authentique pour les élèves.

Le tableau suivant détaille le plan régional mis de l'avant pour adapter le contenu des programmes d'enseignement aux cultures autochtones; il présente également les indicateurs de rendement régionaux et scolaires, les cibles fixées pour la prochaine année scolaire, les résultats obtenus, l'explication des écarts potentiels et les résultats, ainsi que les points forts et les points à améliorer.

<p>Plan régional visant à adapter le contenu des programmes d'enseignement aux cultures autochtones et à appuyer et surveiller la mise en œuvre par les enseignants (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p> <p>Plus précisément, on confirme que les enseignants appliquent les programmes <i>Dene Kede</i> et <i>Inuuqatigiit</i> et on surveille l'adaptation, par les pédagogues, du contenu des programmes d'enseignement aux cultures autochtones.</p>	<p>Le programme <i>Dene Kede</i> fournit aux éducateurs les bases pour développer des plans de cours à long terme, des plans d'unité et, à plus longue échéance, des plans communautaires autochtones.</p> <p>Grâce aux ateliers qu'a animés le personnel attiré aux langues et cultures autochtones l'année dernière, les enseignants de la CSFTNO sont de plus en plus à l'aise avec l'intégration du programme <i>Dene Kede</i>. Il faut continuer d'offrir des occasions de perfectionnement professionnel aux enseignants pour les inciter à appliquer ce programme.</p> <p>Le programme Études nordiques 10 est aussi prévu.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles qui adaptent le contenu du programme et des cours à la culture autochtone	100 %		
Pourcentage d'écoles qui appliquent les programmes <i>Dene Kede</i> et <i>Inuuqatigiit</i>	100 %		
Points forts de la région			
Éléments à améliorer pour la région			

Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	
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Objectif du plan d'action pour l'éducation et les langues autochtones : adapter le contenu des programmes d'enseignement aux cultures autochtones		
École	Objectif	Progrès vers l'objectif
ÉB	Intégration du <i>Dene Kede</i> dans la planification annuelle – enseignement du concept suivi par une activité pédagogique connexe	
ÉASC	Intégration du <i>Dene Kede</i> dans la planification annuelle – enseignement du concept suivi par une activité pédagogique connexe	

Indicateurs de rendement propres à chaque école	École	Bonne pratique
Donnez un exemple d'intégration des programmes <i>Dene Kede</i> ou <i>Inuuqatigiit</i> dans votre école	ÉB	
	ÉASC	

I. Offrir des expériences culturelles essentielles

Les expériences culturelles essentielles constituent la pierre angulaire de l'éducation autochtone. En effet, l'élève apprend mieux par la formation pratique. Les expériences culturelles essentielles sont des activités d'apprentissage authentiques et pertinentes qui reflètent, valident et promeuvent les visions du monde, les cultures et les langues des peuples autochtones des TNO.

Le tableau suivant détaille l'approche régionale mise de l'avant pour offrir des expériences culturelles essentielles; il présente également les indicateurs de rendement régionaux et scolaires, les cibles fixées pour la prochaine année scolaire, les résultats obtenus, l'explication des écarts potentiels, ainsi que les points forts et les points à améliorer.

<p>Approche régionale privilégiée pour offrir des expériences culturelles essentielles (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Le Camp annuel de leadership est notre principale activité. En 2020-2021, cette activité se déroule dans les bulles-classes de la 7^e à la 9^e année.</p> <p>Nous avons érigé une tente de prospecteur à l'ÉASC, à Hay River; l'ÉB utilise le lieu de rassemblement déné Harry Camsell.</p> <p>D'autres camps culturels sont organisés pour les élèves de chaque niveau. On encourage les activités d'apprentissage sur les terres ancestrales.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles proposant aux élèves des expériences culturelles essentielles sur les terres ancestrales	100 %		
Points forts de la région			
Éléments à améliorer pour la région			

Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	
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Objectif du plan d'action pour l'éducation et les langues autochtones : offrir des expériences culturelles enrichissantes		
École	Objectif	Progrès vers l'objectif
ÉB	Organiser des camps culturels avec des aînés à l'intention des élèves de tous les niveaux scolaires.	
ÉASC	Organiser des camps culturels pour le primaire.	

Indicateurs de rendement propres à chaque école	École	Bonne pratique
Donnez un exemple de bonne pratique liée à une expérience culturelle enrichissante. Indiquez le lieu, le niveau des élèves ayant participé, la participation des aînés ou des membres de la collectivité, ainsi que l'intégration des langues autochtones de la communauté.	ÉB	
	ÉASC	

J. Amener la communauté à participer à la définition des programmes de langues autochtones

Amener la communauté à participer à la définition des programmes de langues autochtones est un objectif mis en valeur par les programmes *Dene Kede* et *Inuuqatigitt*, qui rappellent aux éducateurs qu'il est possible d'obtenir la participation communautaire de diverses façons. Les écoles ont tout intérêt à saisir les occasions qui se présentent dans la collectivité pour faire la promotion des langues autochtones et en favoriser l'usage et la valorisation. On offre aux élèves de participer à différentes activités où des locuteurs des langues autochtones de la collectivité peuvent venir à l'école et où les élèves peuvent aller dans la collectivité. On leur propose par exemple de participer à un camp culturel où on parle la langue, d'assister à une réunion locale gouvernementale, de travailler avec une infirmière qui soigne des Aînés, ou de parler la langue dénée en visitant brièvement un magasin.

Approche régionale pour amener la communauté à participer aux programmes de langues autochtones (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) (nouvel objectif de 2022)	Lors de chaque camp ou activité, les aînés sont invités à venir transmettre leur savoir et leur expertise. Il est aussi possible de faire des sorties dans la nature avec les élèves. L'ÉASC a érigé une tente de prospecteur qui servira davantage cette année que l'an dernier pour des rassemblements, des enseignements et des apprentissages. À l'ÉB, le personnel et les élèves profitent bien du campement de l'école Harry Camsell.
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Objectif du plan d'action pour l'éducation et les langues autochtones : amener la communauté à participer à la définition des programmes de langues autochtones		
École	Objectif	Progrès vers l'objectif
ÉB	Les aînés que nous invitons à nos activités partagent des mots et des expressions avec nous et nous nous exerçons à les prononcer.	
ÉASC	Les aînés que nous invitons à nos activités partagent des mots et des expressions avec nous et nous nous exerçons à les prononcer.	

K. Faire participer toute l'école à l'apprentissage des langues

L'approche visant à faire participer toute l'école à l'usage des langues propose des mesures pour combler un fossé creusé par la colonisation. Elle met les éducateurs sur le chemin de la réconciliation, qui commence par la reconnaissance du passé et des trésors inestimables que sont les langues et la culture.

Les tableaux suivants détaillent l'approche régionale mise de l'avant pour faire participer toute l'école à l'usage des langues; ils présentent également les indicateurs de rendement régionaux et scolaires, les cibles fixées pour la prochaine année scolaire, les résultats obtenus, l'explication des écarts potentiels, ainsi que les points forts et les points à améliorer.

Approche régionale visant à faire participer toute l'école à l'usage des langues (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	Les écoles de la CSFTNO encouragent les élèves à apprendre des mots ou des expressions dans la langue de leur communauté. À l'ÉASC, les annonces matinales sont parsemées de mots et expressions parlés, écrits et enregistrés pour les élèves et le personnel. À l'ÉB, on concevra un plan pour étendre l'approche des langues à toute l'école.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles qui contiennent des affiches en langue autochtone	100 %		
Pourcentage d'écoles qui, par leur approche, incitent tout le monde à utiliser les langues locales	100 %		
Pourcentage d'écoles organisant des activités et événements pour faire la promotion des langues autochtones et en favoriser l'usage et la valorisation	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

Objectif du plan d'action pour l'éducation et les langues autochtones : faire participer toute l'école à l'apprentissage des langues		
École	Objectif	Progrès vers l'objectif
ÉB	Création d'un livret illustré multilingue avec un(e) aîné(e) local(e). Apprendre et afficher 10 mots ou expressions au courant de l'année.	
ÉASC	Rappeler les expressions déjà apprises et apprendre 10 nouvelles expressions. Incorporer les noms des classes (animaux) dans le fonctionnement de l'école pour que tous reconnaissent les classes par les noms des animaux. Continuer à afficher les expressions et les mots dans les corridors.	

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart (le cas échéant)
Initiatives en place pour amener toute l'école à utiliser les langues locales	ÉB	Participation des élèves à la création d'une histoire avec un locuteur déné Utilisation du code QR pour la signalisation en langue Déné Zhatié		
	ÉASC	Choix d'une phrase par mois et s'exercer à la prononcer durant le message du matin. Apprendre des mots d'usage d'Alice, notre aînée, que l'on emploie tous les jours, ex., des salutations : « Je m'appelle [...] ». Transcrire les mots qui sont affichés et les chercher sur Internet pour les		

		entendre à répétition. Chaque classe recevra un nom d'animal et une affiche correspondante sera installée à l'extérieur, sur la porte de la classe. Continuer d'apprendre beaucoup de noms d'animaux du Nord.		
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L. Soutien communautaire

Plus concrètement, ce financement facilite l'embauche d'experts en ressources culturelles pour des projets à court terme, l'achat ou la location d'équipement et de fournitures pour l'apprentissage sur les terres ancestrales, et même l'offre de perfectionnement professionnel en langues et en éducation autochtones dans les collectivités.

Le tableau suivant indique le montant de financement alloué, prévu au budget et réellement consacré au soutien communautaire; il explique également les écarts potentiels.

Collectivité	Alloué (\$)	Prévu (\$)	Explication de l'écart (le cas échéant)	Réel (\$)	Projet (s) concerné (s)	Explication de l'écart (le cas échéant)
Yellowknife	15 234	15 234				
Hay River	13 096	13 096				
Total	28 330	28 330				

Annexe B : Plan de fonctionnement – Budget d’exploitation

**Department of Education, Culture & Employment
Council/District Approved 2021-2022 Budget**

**CSFTNO
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated**

	2021-2022 Budget	2020-2021 Approved Budget	2020-2021 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	4,877,806	4,791,082	5,050,422
SSI (Base Amounts - Schedule 8)	15,000	15,000	15,000
Northern Distance Learning (Schedule 8)			
Minority Language (Schedule 8)			
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions			
Sub-Total ECE	4,892,806	4,806,082	5,065,422
GNWT Other Contributions	122,900	121,425	404,486
Total GNWT	5,015,706	4,927,507	5,469,908
Federal Government Jordan's Principle (Schedule 8)	80,721	80,309	223,000
Federal Government Other	1,440,330	1,485,235	1,525,153
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	20,000	35,000	15,000
Donations			
Other			
Total Generated Funds	20,000	35,000	15,000
TOTAL REVENUES	6,556,757	6,528,051	7,233,061
<u>EXPENSES</u>			
Administration (see Schedule 2)	868,673	904,551	1,138,608
School Programs (see Schedule 2)	4,627,687	4,579,565	4,748,105
Operations and maintenance (see Schedule 2)	0	0	
Inclusive Schooling (see Schedules 2&3)	968,735	966,552	1,025,208
Indigenous Languages and Education (see Schedules 2 & 4)	134,015	167,742	159,086
Student/Staff Accomodations (see Schedule 2)			
Debt Service			
Other	80,721	80,309	223,000
Sub-Total Expenses Before Amortization	6,679,831	6,698,719	7,294,007
Amortization (see Schedule 6)			
TOTAL EXPENSES**	6,679,831	6,698,719	7,294,007
ANNUAL OPERATING SURPLUS (DEFICIT)	-123,074	-170,668	-60,946
ACCUMULATED SURPLUS (DEFICIT) OPEN *	154,077	215,023	215,023
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	31,003	44,355	154,077
*Accumulated Operating Surplus exclusive of investment in TCAs, and LED Reserve. CSFTNO excludes liability to GNWT.			
Reconciliation of Total Closing Accumulated Surplus:			
Closing Operating Surplus from above	31,003	44,355	154,077
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	0	0	0
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Total Closing Accumulated Surplus	31,003	44,355	154,077

Department of Education, Culture & Employment
 Council Approved 2021-2022 Budget

CSFTNO
 Consolidated Expenses - (Schedule 2)
 Annual Budget

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/Cultural Programs	Student/Staff Accommodation	Jordan's Principle	Total
SALARIES								
Teachers' Salaries		3,405,148						3,405,148
Regional Coordinators (RISC/RILE)				173,138	43,285			216,423
Program Support Teachers				386,665				386,665
Support Assistants				349,889			80,721	430,610
Indigenous Language Instruction								0
Cultural Resource Staff								0
Elders in Schools								0
Non Instructional Staff	478,623	772,363						1,250,986
Board/Trustee Honoraria	28,000							28,000
EMPLOYEE BENEFITS								
Employee Benefits/Allowances	70,000							70,000
Leave And Termination Benefits	55,000							55,000
STAFF DEVELOPMENT (Including Travel)								
	0			16,711				16,711
SERVICES PURCHASED/CONTRACTED								
Professional/Technical Services	120,200	28,100		0				148,300
Postage/Communication	15,072	16,128		0				31,200
Utilities	0	0		0				0
Heating	0	0		0				0
Electricity	0	0		0				0
Water/Sewage	0	0		0				0
Travel	8,000	21,000		7,410				36,410
Student Transportation (Busing)	0	74,542		0				74,542
Advertising/Printing/Publishing	47,764	0		0				47,764
Maintenance/Repair	1,520	42,935		0				44,455
Rentals/Leases	2,994	30,470		0				33,464
Other Contracted Services	14,500	52,160		0				66,660
MATERIALS/SUPPLIES/FREIGHT								
Assistive Technology				34,922				34,922
Materials	27,000	182,841			90,730			300,571
Freight	0	2,000						2,000
DEBT SERVICE								
								0
OTHER								
								0
SUB-TOTAL OF EXPENSES BEFORE AMORT								
	868,673	4,627,687	0	968,735	134,015	0	80,721	6,679,831
AMORTIZATION								
								0
TOTAL								
	868,673	4,627,687	0	968,735	134,015	0	80,721	6,679,831

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**CSFTNO
Inclusive Schooling - (Schedule 3)
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	173,138		173,138
Magnet Facility Teachers			
Program Support Teachers	386,665		386,665
Support Assistants	349,889		349,889
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances			0
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	24,121		24,121
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services			0
Student Transportation (Busing)*			0
Other Contracted Services			0
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology			0
Materials	34,922		34,922
Freight			0
TOTAL	968,735	0	968,735

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**CSFTNO
Indigenous Languages and Education - (Schedule 4)
Annual Budget**

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<u>SALARIES</u>				
Regional ILE Coordinators	43,285			43,285
Indigenous Language Instruction	62,400			62,400
Cultural Resource Staff				0
Elders in Schools				0
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances				0
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services				0
Travel				0
Student Transportation (Busing)*				0
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services				0
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials			28,330	28,330
Freight				0
TOTAL	105,685	0	28,330	134,015

Department of Education, Culture & Employment Council Approved 2021-2022 Budget

CSFTNO Approved Person Years - (Schedule 5) Annual Budget

	<u>Person Years</u>
Administration Staff	3.00
Territorial Schools:	
Teachers	26.37
Consultants	
Classroom Assistants	
Secretaries	2.00
Custodians	3.90
Other - Specify	
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	2.38
Support Assistants	4.00
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	0.25
Indigenous Languages Instruction Staff	
Other - Specify	
Total Person Years	<u><u>42.90</u></u>

CSFTNO

#	Revenue	Amount \$
1	Contributions from GNWT	
	Name of Department	
	a) ECE	4,892,806
	b) MACA	30,600
	c) ELCS	20,000
1	Contributions from Related party Entities	
	a)	
	b)	
	c)	
1	Contributions - From other sources*	1,497,630
2	Transfer payments (Government of Canada)	
3	Non - Renewable Resource Revenue**	
4	Interest Income (general)***	
5	Other income (general)	
	From Related Party Entities:	
	a)	
	b)	
	c)	
5	Other income (general) - other sources*	80,721
Taxation and general revenues		
6	Corporate and personal income taxes	
7	Other taxes	
	From Related Party Entities:	
	a)	
	b)	
	c)	
7	Other taxes - other sources*	
8	General	
	From Related Party Entities:	
	a)	
	b)	
	c)	
8	General - other sources*	
9	Income from portfolio investments****	20,000
10	Sales	
	To Related Party Entities:	
	a)	
	b)	
	c)	
10	Sales - Other sources*	
11	Recoveries	
	From Related Party Entities:	
	a)	
	b)	
	c)	
11	Recoveries - other sources*	
12	Recoveries of prior years' expenses	
		6,541,757.00
Expenses		
1	Grants	
	To Related Party Entities:	
	a)	
	b)	
	c)	
1	Grants - to others*****	
2	Contributions	
	To Related Party Entities:	
	a)	
	b)	
	c)	
2	Contributions -to others*****	
3	Compensation and benefits	
4	Change in valuation of allowances	
5	Amortization of tangible capital assets	
6	Other expenses	
	Charged to Related Party Entities:	
	a)	
	b)	
	c)	
6	Other expenses - to others*****	6,679,831
		6,679,831.00
	Annual operating surplus (deficit)	(138,074.00)

Notes

- * Revenue from other sources other than Related Parties - Refer to Related Party List
- Includes revenue from Mineral, Oil and Gas Royalties; Licences, Rental and Other fees; and Quarry fees
- ** Interest income earned from short-term liquid investments and current investments with a maturity date of less than 90 days to 1 year from acquisition
- *** Interest income from Portfolio Investments with a maturity date of over 1 year from acquisition
- ****
- ***** Expenses and charges incurred, other than with Related Party Entities

RELATED PARTIES**SCHEDULE 7a****HEALTH AUTHORITIES**

Parent	Subsidiary	Community
Northwest Territories Health and Social Services Authority		Fort Smith
		Fort Simpson
		Inuvik
		Deline
		Yellowknife
Hay River H&SSA		Hay River
Tlicho Community Services Agency (Tlicho)		Tlicho

EDUCATION AUTHORITIES

Parent	Subsidiary	Community
South Slave DEC	Hay River District Education	Hay River
	Lutsel K'e DEA	Lutsel K'e
	Fort Smith District Education Authority	Fort Smith
	Fort Resolution District Education Authority	Fort Resolution
	Hay River Reserve District Education	
DehCho DEC	Fort Providence DEA	Fort Providence
	Fort Liard District Education Authority	Fort Liard
	Wrigley District Education Authority	Wrigley
	Nahanni Butte District Education Authority	Nahanni Butte
	Trout Lake District Education Authority	Trout Lake
	Jean Marie River District Education Authority	Jean Marie River
	Kakisa District Education Authority	Kakisa
Fort Simpson District Education Authority	Fort Simpson	
Beaufort Delta DEC	Aklavik DEA	Inuvik
	Paulatuk District Education Authority	Paulatuk
	Fort McPherson DEA	Fort McPherson
	Tsiigehtchic District Education Authority	Tsiigehtchic
	Tuktoyaktuk DEA	Tuktoyaktuk
	Ulukhaktok DEA	Ulukhaktok
	Sachs Harbour District Education Authority	Sachs Harbour
	Inuvik District Education Authority	Inuvik

Sahtu DEC	Norman Wells District Education Authority Tulita District Education Authority K'asho Got'ine District Education Authority Deline District Education Authority Colville Lake District Education Authority	Sahtu Norman Wells Tulita Fort Good Hope Deline Colville Lake
Yellowknife District #1 DEC or Yellowknife District Education		Yellowknife
Yellowknife Public Denominational		Yellowknife
Yellowknife Catholic Schools (common name) Yellowknife Public Denominational District Education Authority (legal name)		Yellowknife
Commission Scolaire Francophone		Yellowknife
Dettah DEA		Dettah
Tlicho CSA	Behchoko District Education Authority Whati District Education Authority Gameti District Education Authority Wekweeti District Education Authority	Tlicho Behchoko Whati Gameti Wekweeti
Aurora College		Yellowknife
Ndilo DEA		Ndilo

OTHER ENTITIES	Subsidiary	Community
NWT Business Development & Investment	Ulukhaktok Arts Centre Fort McPherson Tent & Canvas Acho Dene Native Crafts Arctic Canada Trading Co Ltd. Dene Fur Clouds 6355 NWT Ltd	

NWT Housing Corp

Aklavik Housing Association
Behchokö Kö Gha K'òodèe
Deline Housing Association
Fort McPherson Housing Association
Fort Providence Housing Association
Fort Resolution Housing Authority
Fort Simpson Housing Authority
Fort Smith Housing Authority
Gameti Housing Association
Hay River Housing Authority
Hay River Dene Band Housing Society
Inuvik Housing Authority
Lutsel K'e Housing Authority
Norman Wells Housing Authority
Paulatuk Housing Association
Radilih Koe' Housing Association
Sachs Harbour Housing Association
Tsiigehtchic Housing Association
Tuktoyaktuk Housing Association
Tulita Housing Association
Ulukhaktok Housing Association
Yellowknife Housing Authority
Yellowknife Dene First Nation (Housing Division)

Northwest Territories Power Corporation
NT Hydro's two wholly-owned subsidiaries (NTPC)
Sahdae Energy Ltd. (SEL) (inactive)

NTPC's two wholly-owned subsidiaries:
Northwest Territories Energy Corporation Ltd.
(NWTEC)
5383 NWT Ltd. (inactive)

Northwest Territories Heritage Fund

Status of Women Council of the NWT

NWT Human Rights Commission

Arctic Energy Alliance

Inuvialuit Water Board

NWT Surface Rights Board

Note: GNWT Revolving and Special Purpose Funds to be reported separately from GNWT Departments

Marine Transportation Services (MTS) Revolving Fund

Yellowknife Airport Revolving Fund (YKARF)

Fuel Services Division (FSD) (or Petroleum Products Revolving Fund)

Fur Marketing Service Revolving Fund

Public Stores Revolving Fund

Liquor Revolving Fund

NWT Liquor and Cannabis Commission

Autorisations

Plan de fonctionnement



Président de l'organisme scolaire

30 juin 2021

Date :



Directrice générale

30 juin 2021

Date :

Rapport annuel

Président de l'organisme scolaire

Date :

Directrice générale

Date :

Education Accountability Framework

Dettah District

Education Authority

Operating Plan

For the 2021-22 School Year



Cadre de responsabilisation en éducation

Administration scolaire de district de Dettah

Plan de fonctionnement

Année scolaire 2020-2021



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Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Administration scolaire de district de Dettah pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités de l'Administration scolaire de district de Dettah pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

Objectifs globaux

Les restrictions en matière de sécurité et de programmes associées à la COVID-19 ont eu un effet considérable sur le fonctionnement de notre école de petite collectivité.

Pour le moment, nos objectifs généraux sont de travailler avec les élèves, leurs familles et les membres de la communauté pour continuer à établir des liens de confiance, ainsi que pour aider les élèves à retrouver leur capacité à apprendre durant toute une journée dans un environnement très différent, toujours avec un souci pour leur santé mentale.

Un autre objectif consiste à se préparer le mieux possible à une transition vers l'apprentissage à distance, pour permettre aux élèves de continuer à apprendre en perdant le moins de temps possible.

Harmonisation des priorités et objectifs régionaux avec les priorités et objectifs ministériels

Bien-être des élèves et des enseignants

Rétablir les liens, les relations et la confiance avec les familles et les membres de la communauté après une longue interruption de l'apprentissage en classe

Aider les familles et les enfants à développer le langage réceptif et expressif

S'assurer que le personnel a accès de l'information sur le Programme d'aide aux employés et à leur famille (PAEF) et sur la trousse en ligne sur la santé mentale et le mieux-être (Starling Minds) et lui rappeler régulièrement l'existence de ces programmes en cours d'année

Œuvrer à la réduction de la charge de travail du personnel, car elle a actuellement des répercussions sur le maintien des effectifs dans notre école

Premiers soins en santé mentale (PSSM) et Formation appliquée en techniques d'intervention

face au suicide (FATIS)

Formation sur les interventions en cas de crise et les séances de rétroaction

Continuer à offrir du soutien en santé mentale offert par l'intermédiaire de NTCS des étudiants, des familles et des employés

Réussite des élèves dans les domaines de la littératie et de la numératie

Améliorer la capacité d'apprentissage des élèves dans tous les domaines d'études après une longue interruption de l'apprentissage en classe

Bonifier le soutien aux enseignants pour l'adaptation de l'enseignement et la gestion des classes multiâges et multiniveau pendant les heures consacrées au renforcement des pratiques d'enseignement (RPE)

Continuer d'insister sur la résolution de problèmes en mathématiques arrimés dans le quotidien et usant de questions à réponses ouvertes

Poursuivre l'évaluation à l'échelle de l'école et la définition d'objectifs en matière de lecture et d'écriture chaque trimestre

Langue et culture

Revitalisation des langues autochtones

Poursuivre la production des films Frostbite, présentant le mot du jour en langue wìlìideh

Poursuivre le développement d'une approche permettant d'intégrer l'apprentissage du wìlìideh à tous les aspects de la vie de l'école

Éducation adaptée aux cultures autochtones

Continuer à adapter l'intérieur de l'école pour y ajouter des éléments naturels et culturels

Accroître l'affichage en wìlìideh dans l'école

Augmenter le nombre d'ouvrages littéraires autochtones dans les bibliothèques des classes et de l'école

Enseignement personnalisé et intégration scolaire

Services de soutien complets pour le développement global de l'enfant

Poursuivre l'initiative de « l'armoire à pharmacie » pour favoriser le bien-être et l'hygiène des élèves et des familles

Maintenir la gratuité scolaire et s'assurer d'aplanir tous les obstacles financiers

Jouer, apprendre et grandir...

Continuer de travailler avec l'orthophoniste de l'Hôpital territorial Stanton et de tenir des séances hebdomadaires d'orthophonie par visioconférence pour les élèves admissibles

Operating Plan - Executive Summary

The Dettah District Education Authority's Operating Plan for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Dettah District Education Authority's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

Regional Goals and Priorities with Alignment to Departmental Goals and Priorities

- Early Childhood Education & Family Support

- Speech Language training and intervention for JK/K/PST/RISC
- Continuation of Pregnant Family and New Baby Packages
- Continuation of advocacy to Public Health for well-baby/child catch up visits and immunization clinics to be held at the school, in conjunction with HPV immunization clinics

- Academic Achievement

- Increased support for teachers related to differentiation and the instruction of Multi Aged Grouped Classes during STIP time
- Increased opportunities for teachers to work in collaborative teams to plan and design units of study
- Renewed focus on encouraging parents and community members to read with babies and children at home
- Continued focus on problem solving in mathematics related to daily math journals and open-ended questions

Staff Wellness and Retention

- Ensure staff have access to EFAP and Starling Minds information and are reminded about access regularly throughout the year
- Encourage work-life balance through the avoidance of work email and contacts between the hours of 6pm and 6am; as well as setting aside family time during each weekend and holiday; and ensure that admin model these actions
- Ensure critical or upsetting incident debriefing as a group

Indigenous Languages and Education

- Indigenous Language Revitalization
 - Continuation of the development of “Frostbite Wiiliideh Word of the Day Films”
 - Continuation of the development of a “Whole School Approach” to learning Wiiliideh

- Indigenizing Education
 - Continuation of localizing the internal school building with natural and cultural elements
 - Increase of Wiiliideh signage throughout the building
 - Grow the Indigenous literature content in the school and classroom libraries

Inclusive Schooling

- Whole Child and Wrap Around Support Services
 - Continuation of the “Drugstore Cupboard” to support student and family wellness and hygiene
 - Continuation of supporting families before, during, and after medical appointments; including providing childcare and appointment reminders as possible
 - Continuation of a 100% cost-free educational experience; ensuring zero finance-related barriers

- Speech Language Development
 - Continue work with SLP from Stanton Territorial Hospital and weekly Tele-speech sessions for eligible students
 - Begin work with a private Speech Consultant to better support our in-school interventions
 - Begin training staff in different aspects of the Hanen speech programs (A goal from 2020-2021 that did not occur due to staffing challenges)

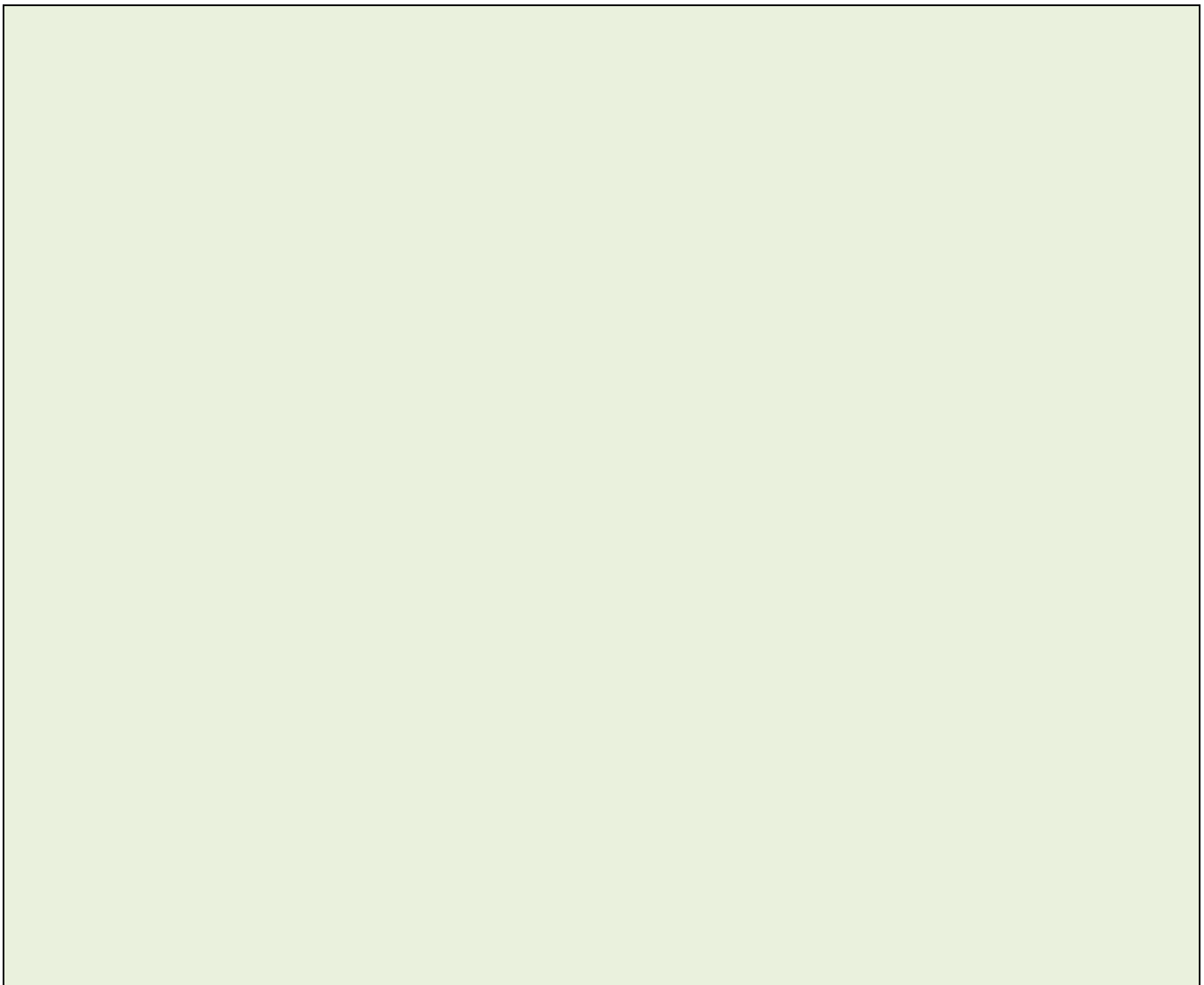
Mental Health and Healthy Relationship Focus

- ASIST /MHFA Training
- Crisis Response and Debrief Training

Annual Report - Executive Summary

The Dettah District Education Authority's Annual Report for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:



1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

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

The main objective of the DDEA 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. For the second year, the DDEA supported the school team to continue to develop a small high school program for students in grade ten to twelve, targeting students who left school early, or did not earn credits. This program focused on personal and academic goals. For the program to further develop, we will continue to explore options to support the need for further mental health and addictions support services on site.

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

Enrolment at the school varies based on families physically moving in and out of Dettah, and this can present challenges for the school budget, as it can have a large impact on the funding from year to year as the funding formula is based largely on enrolment. Additionally, challenges faced due to housing challenges and before and after school care have been identified as challenges for school enrollment.

Current DDEA Members Elected in October 2018

Jessica Deleary -	Member
(Anne) Marie Hardisty-	Member
Charlene Liske-	Vice Chairperson
Mary Liske-	Member
Rebecca Plotner –	Chairperson
James Sanderson –	Member
Beatrice Sangris –	Member

Support Members for the DDEA Include

Ed Lippert – Superintendent of Yellowknife Educational District #1

Lea Lamoureux – Principal, Regional Inclusive Schooling Coordinator (RISC) & Regional Indigenous Languages in Education Coordinator (RILE) of Kaw Tay Whee School

Neil Penney- Program Support Teacher (PST)of Kaw Tay Whee School

Sally Ann Drygeese - Wiilideh Language Teacher

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

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 her discretion.

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

The member terms are as laid out in the Local Elections Authorities Act, and the DEA employs one person. All other staff are employed by Yellowknife Education District Number One. DEA members are required to be of legal voting age, and to live in Dettah for a period of one year prior to running for a position. Members follow a three-year term, and are able to run as many times as they would like; provided that they meet the criteria mentioned above. Members are required to attend all meetings; and if not able to attend must call with regrets.

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

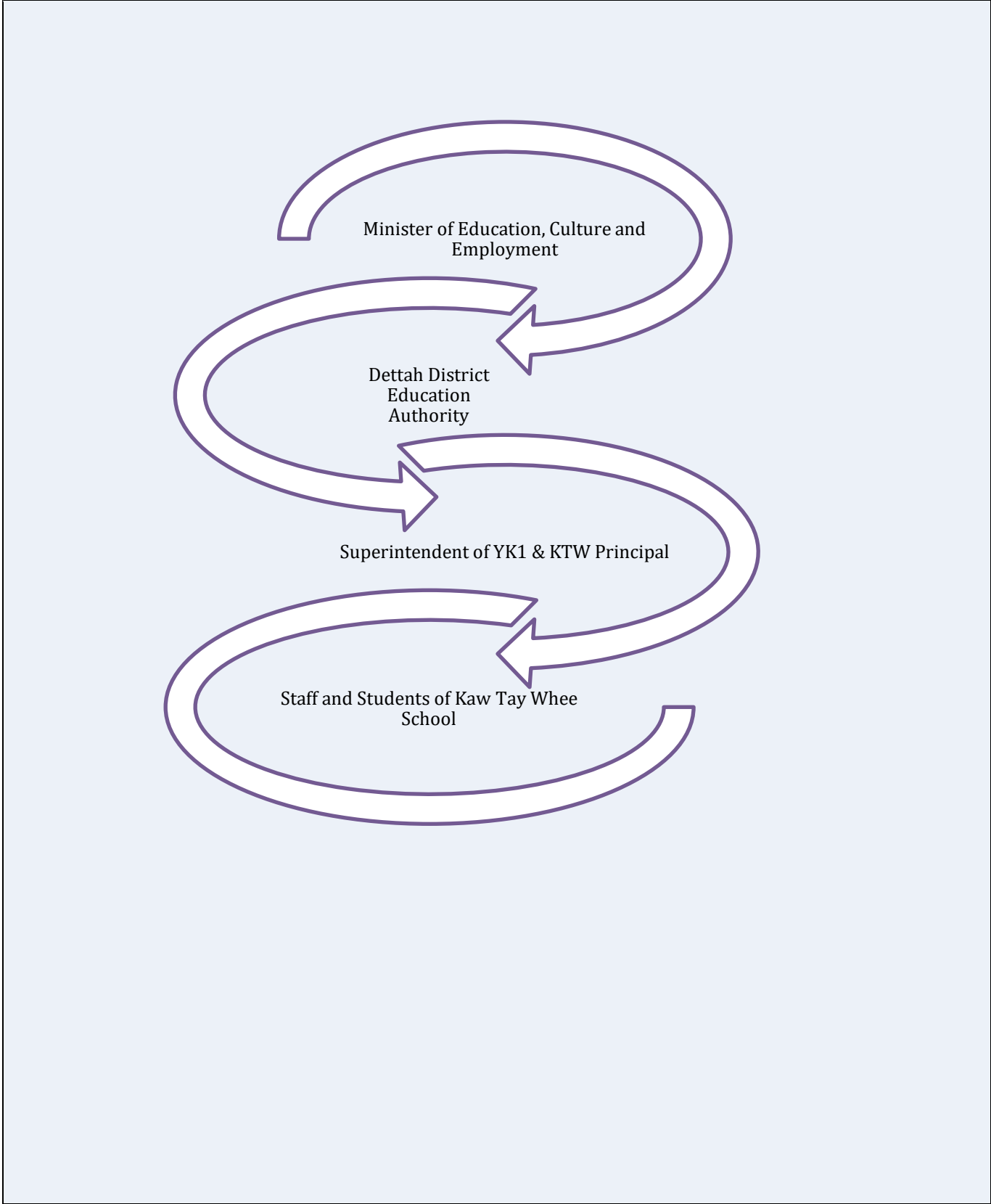
As the DEA is site-based-managed for funding, much of this day-to-day responsibility also belongs to the principal; in consultation with the DEA. The building is owned by the Government of the Northwest Territories therefore requiring frequent interactions with other levels of government, contractors, 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 DECs. Some examples of this would include The Accountability Framework/Operating Plan, the annual report, all budgets and financial reporting, the Safe Schools Plan, and is also responsible for ATIP related to the Dettah District Education Authority. 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.

B. Functional Organizational Chart

The following table details the functional organization of the Education Body:



C. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
Orientation to the roles and responsibilities of the DEA		DEA	Fall 2021		

D. Education Body Meetings

According to section 109 of the *Education Act*, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? <i>(Yes/No)</i>	If No, why not?
The second Thursday of each month (*dates subject to change to adhere to quorum requirements, school holidays, etc.)	Kaw Tay Whee School, Dettah		

E. School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori). **Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.**

Total Number of Schools in District	One	Total Anticipated Student Head Count	30
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School Name	Community	Grades Offered	Programming Highlights
Kaw Tay Whee School (KTWS)	Dettah	Jk - 12	The school operates three Multi aged grouped classes and one small alternative high school should COVID-19 limitations allow this. In most cases, students following Individualized Education Plans may choose to stay at Kaw Tay Whee School as long as their families wish.

F. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (*% of students on a Regular Education Program (REP) with a Student Support Plan (SSP) for Accommodations, % of students on a Modified Education Program (MEP) with an SSP for Modifications, and % of students on an Individualized Education Program (IEP)*), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.**

Overview

At this time, most students in our school identify as Indigenous or Inuit; most belonging to the Yellowknives Dene First Nation.

The Dettah District Education Authority consists of one school that will house approximately up to forty students in 2020-2021 school year. The DEA also contracts and funds a bus for students attending school in Yellowknife between grades 9 and 12.

Our school serves junior kindergarten to grade twelve students; and also offers a Wiiliideh language program and limited CTS credits. Most grade nine students leave the school to attend high school in Yellowknife. At times, parents of grades 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 when appropriate the school tries to accommodate such requests, whilst ensuring that a plan to move forward with transitioning to high school also occurs if and when possible.

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

Due to COVID-19; we are unsure if we will be able to offer our Alternative High School Program this year. It did not operate during the 2020-2021 school year.

Additionally, we are expecting a sizable drop in enrollment due to few junior kindergarten registrants and many students leaving to attend high school.

G. Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention. **Please include any specific information related to the COVID-19 pandemic.**

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

One teacher was born in the NWT, an additional teacher grew up in the NWT, the remaining three teachers are from Eastern Canada. Our school custodian is also from the NWT.

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

Typically, the school recruits teachers within their first or second year in the teaching profession. This presents unique challenges and rewards. Coaching and supporting a teacher to learn how to plan for and effectively teach and manage a classroom with multiple grade levels is an extensive process.

We have recently been challenged to retain newer teachers as there are many extra duties and responsibilities associated with a small community school. During the past school year, two teachers resigned while school was still in session, causing immeasurable challenges as retained staff covered these responsibilities for the duration of the school year, in addition to their regular roles and responsibilities.

The school is small and mighty. The workload is very high and challenges related to work-life balance, and teacher wellness have been noticed. Teachers are challenged to “leave work at work” as related to working with and supporting children and families through difficult challenges and experiences. COVID 19 restrictions have caused some challenges this year in keeping connections with our families.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p>Vision Statement:</p> <p>“To create a safe learning environment where students can develop both academic and traditional skills as they become community leaders.”</p> <p>Mission Statement:</p> <p>“We believe in working together to create a thriving community through education, culture and pride.”</p> <p>Regional Goals and Priorities with Alignment to Departmental Goals and Priorities</p> <p style="text-align: center;">Student and Educator Wellness</p> <ul style="list-style-type: none"> • Assist families, children and community members to feel safe sending their children to school during the COVID-19 Global Pandemic • Work to carefully communicate with families regarding the safety protocols in use and the mental health supports that are available • Ensure staff have access to EFAP, NTCS, and Starling Minds information and are reminded about access regularly throughout the year
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	<ul style="list-style-type: none"> • Work with staff to identify and rectify (as much as possible) concerns related to COVID-19 and their own personal safety and the safety of their students • Encourage new staff to complete ASIST /MHFA Training • Continue to ensure family and student access to counselling services through NTCS or other service as arranged by GNWT <p>Student Achievement in Numeracy and Literacy and Key Competencies</p> <ul style="list-style-type: none"> • Support students to re-build stamina after being away from in-person schooling for a period of six months • Increase student digital literacy skills so we are as prepared as possible if we must switch to distance learning • Continue with school-wide term reading and writing assessments • Reimagine ways to deliver dynamic guided reading programs with very strict current COVID 19 restrictions • Continue to promote creative problem solving and visual thinking with the school-wide use of math journals <p style="text-align: center;">Language and Culture</p> <ul style="list-style-type: none"> • <u>Indigenous Language Revitalization</u> • Continuation of the development of “Frostbite Wiiliideh Word of the Day Films” • Continuation of the development of a “Whole School Approach” to learning Wiiliideh • Striving to maintain 150 minutes of Wiiliideh instruction per week as in-person instruction occurs • If distance education becomes required; ensure access to language classes, videos and experiences in online formats and provide paper materials as well • <u>Indigenizing Education</u> • Continuation of localizing the internal school building with natural and cultural elements • Increase of Wiiliideh signage throughout the building • Grow the Indigenous literature content in the school and classroom libraries
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	<ul style="list-style-type: none"> • Move forward with a permanent outdoor space (smokehouse) so that we are able to offer more key cultural experiences in close proximity to our school <p>Personalized and Inclusive Schooling</p> <ul style="list-style-type: none"> • <u>Whole Child and Wrap Around Support Services</u> • Continuation of the “Drugstore Cupboard” to support student and family wellness and hygiene • Continuation of a 100% cost-free educational experience; ensuring zero finance-related barriers • <u>Speech Language Development</u> • Continue work with SLP from Stanton Territorial Hospital and weekly Tele-speech sessions for eligible students • Advocacy for an increase in services as related to Occupational Therapy and other medical and rehabilitation services at the school site
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with the 5 Shared Priorities.	100		
Increase teacher ability to provide early intervention related to expressive and receptive language	JK-1, PST, RISC		
Increase teacher wellness and support to work with children and families impacted by trauma	100% of school team members		
Engage and employ a whole-school model of Indigenous language use	100% of school team members		
Increase opportunities for teachers to plan in collaboration	100% of school team members		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measureable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Regional Goals and Priorities with Alignment to Departmental Goals and Priorities</p> <p>Student and Educator Wellness</p> <ul style="list-style-type: none"> • Assist families, children and community members to feel safe sending their children to school during the COVID-19 Global Pandemic • Work to carefully communicate with families regarding the safety protocols in use and the mental health supports that are available • Ensure staff have access to EFAP, NTCS, and Starling Minds information and are reminded about access regularly throughout the year • Work with staff to identify and rectify (as much as possible) concerns related to COVID-19 and their own personal safety and the safety of their students • Encourage new staff to complete ASIST /MHFA Training and families and students to make use of NTCS services
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	<p>Student Achievement in Numeracy and Literacy and Key Competencies</p> <ul style="list-style-type: none"> • Support students to re-build stamina after being away from in-person schooling for a period of six months • Increase student digital literacy skills so we are as prepared as possible if we must switch to distance learning • Continue with school-wide term reading and writing assessments • Reimagine ways to deliver dynamic guided reading programs with very strict current COVID 19 restrictions • Continue to promote creative problem solving and visual thinking with the school-wide use of math journals <p style="text-align: center;">Language and Culture</p> <ul style="list-style-type: none"> • <u>Indigenous Language Revitalization</u> • Continuation of the development of “Frostbite Wiiliideh Word of the Day Films” • Continuation of the development of a “Whole School Approach” to learning Wiiliideh • Striving to maintain 150 minutes of Wiiliideh instruction per week as in-person instruction occurs • If distance education becomes required; ensure access to language classes, videos and experiences in online formats and provide paper materials as well • <u>Indigenizing Education</u> • Continuation of localizing the internal school building with natural and cultural elements • Increase of Wiiliideh signage throughout the building
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	<ul style="list-style-type: none"> • Grow the Indigenous literature content in the school and classroom libraries <p>Personalized and Inclusive Schooling</p> <ul style="list-style-type: none"> • <u>Whole Child and Wrap Around Support Services</u> • Continuation of the “Drugstore Cupboard” to support student and family wellness and hygiene • Continuation of a 100% cost-free educational experience; ensuring zero finance-related barriers • <u>Speech Language Development</u> • Continue work with SLP from Stanton Territorial Hospital and weekly Tele-speech sessions for those students in need
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100		
% of schools in the region for which School Improvement Plans are submitted.	100		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100* At a DEA meeting		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region’s approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

For the 2021-22 school year each region is able to determine how best proceed with annual school reviews.

<p>Regional approach to the completion of Annual School Reviews, including any specific information related to the COVID-19 pandemic.</p>	<p>Due to the continued complications of COVID-19 measures and the unknown, as well as the staffing challenges faced in the last school year, we do not anticipate having the time or resources to complete a school review this year. Our focus will be elsewhere.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
<p>% of schools in the region for which Annual Reviews are completed.</p>	<p>100%</p>		
<p>% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.</p>	<p>100%</p>		
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			

D. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following tables detail the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations, including any specific information related to the COVID-19 pandemic.</p>	<p>The principal is responsible for staff evaluations and adheres to the requirements set forth by the department of Education, Culture and Employment. As such, two teachers will be evaluated this year if time and circumstances permit.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	1		
Number of principals and assistant principals formally evaluated in the school year.	0		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	N/A		
Number of Superintendents formally evaluated in the school year.	N/A		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region’s training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>The training and in-service plan for Kaw Tay Whee School is required to be flexible and responsive to the potential to quickly switch to remote learning, staffing changes or shortages due to potential quarantine, as well as other factors.</p> <p>School team members will also engage in personal professional development and coursework related to leadership, early childhood education, inclusive schooling, teaching and learning, action research, and indigenizing education.</p> <p>At this time, our plan is as follows:</p> <table border="1" data-bbox="727 1121 1463 1875"> <thead> <tr> <th>Date</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td>August 25</td> <td>COVID-19 Guidelines, Safety and Protocols</td> </tr> <tr> <td>August 26</td> <td>Wìlìhìdeh Language OLC, Dene Kede, Residential School Learning</td> </tr> <tr> <td>August 27</td> <td>Differentiated Instruction and Culturally Responsive Pedagogy</td> </tr> <tr> <td>October 22</td> <td>Assessment Strategies and Universal Design for Learning</td> </tr> <tr> <td>January 21</td> <td>Mental Health Support Strategies</td> </tr> <tr> <td>February 24</td> <td>Inclusive Schooling <ul style="list-style-type: none"> • Competency-Based IEP Writing • Assistive Technology </td> </tr> </tbody> </table>	Date	Topic	August 25	COVID-19 Guidelines, Safety and Protocols	August 26	Wìlìhìdeh Language OLC, Dene Kede, Residential School Learning	August 27	Differentiated Instruction and Culturally Responsive Pedagogy	October 22	Assessment Strategies and Universal Design for Learning	January 21	Mental Health Support Strategies	February 24	Inclusive Schooling <ul style="list-style-type: none"> • Competency-Based IEP Writing • Assistive Technology
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February 24	Inclusive Schooling <ul style="list-style-type: none"> • Competency-Based IEP Writing • Assistive Technology 														

	April 1	Indigenous Language and Culture OTL Experience
	June 23	Class Review Preparation

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100		
% of Regional training and in-service focused on shared priorities			
Number of administration days dedicated to training and in-service.	100		
% of collaborative STIP time dedicated to regional priorities	100		
Number of schools which implemented STIP as per the Ministerial Directive			
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

F. Literacy Coordinators

Literacy coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.25	.25	0.50			

* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body, otherwise not allocated.

The following tables detail the region’s role of their Literacy Coordinator, and the relevance of the position to regional and shared priorities, including regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.	If successfully recruited, the .50 Literacy Coordinator would undertake responsibility for working with teachers to continue to build strategies and practices related to the teaching and learning of reading and writing. A specialized skillset related to working with teachers to best support students with speech concerns as related to learning how to read would be required.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. (Yes or No)	Yes		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Targets	
<p>Relevance of the Healthy Foods for Learning program to regional priorities, including any specific information related to the COVID-19 pandemic.</p>	<p>Our daily breakfast and hot lunch program is supported by teachers on their own time; including shopping for items, and often preparing food at home.</p> <p>Ensuring universal cost-free reliable access to fresh, nutritious and balanced food is critical to student wellness and learning.</p> <p>Covid 19 has impacted some components of our program resulting in less student involvement with preparation as well as our ability to eat food together as a school community, but rather in classrooms instead and this has impacted some of the offerings as all classrooms are carpeted.</p>

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100		
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	100		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Frequency of program <i>(Monday - Friday)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
KTWS	Breakfast, Lunch, Weekend food packs (as needed) Emergency food fund for families/community members who take children in	Every school day during the school year; with food available during on-site SIP, STIP, and PD days, with stops in at the school throughout various school breaks	100%	Universal, cost-free access		

** Please complete one row for each program offered in a school. Ex:) complete two rows if a school offers both breakfast and snack programs.*

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development. Under the proposal summary, indicate whether this is a continuation of previous year's SSI project.

SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.	The Dettah District Education Authority has allocated their Student Success Initiative funding for a period of three years toward the school's on-going cross-curricular film program. This program is inclusive, based on a variety of skills across each curricular grade-level, and also encompasses support for the revitalization of the Wiliideh language.
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region who participate in SSI PD activities.	N/A		
% of support staff from across the region who participate in SSI PD activities.	N/A		
Areas of Strength			
Areas for Development			
Additional Comments, including any specific information related to the COVID-19 pandemic.			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? (Yes/No)	If No, why not?
KTWS Cross Curricular Film Project	Ongoing		

I. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2021-2022	2022-2023	2023-2024
CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA	BDEC SSDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. This refers to programming that is offered to all students, rather than targeted programs for individual students.

Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.	We use Second-Step, WITS and LEADS, and the Mind Up Curriculum. We supplement these programs with teachings from the Dene Laws. We typically offer supplemental workshop-style sessions in collaboration with our public health nurse, though this has not been possible since the beginning of the COVID-19 pandemic.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	100		
% of schools with grade 4-6 students offering LEADS.	100		
% of schools with grade 7-9 students offering the Fourth R.	Unsure- depends on training availability		
% of schools with grade 10-11 students offering HRPP.	Unsure- depends on training availability		
Were there any difficulties accessing training for the above programs?			

Are there any recommendations for making training for the above programs more accessible?	
Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	KTWS	100%		

K. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

School Name	Language of SL (<i>Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ</i>)	Type of SL program (<i>core, immersion, intensive</i>)	Grades of SL program (<i>per program type</i>)	% of students enrolled (<i>per program type</i>)	Frequency of SL Program (<i>min/week</i>)	Actual Frequency of SL Program (<i>min/week</i>)	Explanation for difference (<i>if applicable</i>)
KTWS	Wiliideh	core	Jk-9	100%	120 + hours Wiliideh special project time blocks (about 60min/month)		

**Please include a row per school /per language /per type of instruction*

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	0.50	N/A		

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of RISCs allocated as less than a 1.0 FTE	See above		

B. Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
KTWS	1.00	1.0	N/A			

C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Please ensure that Support Assistants funded through Jordan’s Principle and Children’s First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
KTWS	0.81	1.0	To create a full time position		

D. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$7,752	\$7,752			

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Mental Health First Aid Training	100% of school staff		As available		
ASIST Training	100% of school staff		As available		
Differentiation Strategies	100% of school staff		As available		
Competency Based IEP Development			As available		
Universal Design for Learning	100% of school staff		As available		

The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	this time, our plan is as follows:	
	Date	Topic
	August 27	Differentiated Instruction and Culturally Responsive Pedagogy
	October 22	Assessment Strategies and Universal Design for Learning
	January 21	Mental Health Support Strategies
	February 24	Inclusive Schooling <ul style="list-style-type: none"> • Competency-Based IEP Writing • Assistive Technology
	June 23	Class Review Preparation

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference <i>(if applicable)</i>
% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?	100		
% of staff trained, in the past two years, in the SBST process?	100		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.	

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	Reason for using a contractor rather than a GNWT-provided service <i>(GNWT service unavailable, etc.)</i>	School(s) impacted by Service	Length of Contract	Total (\$)
To be determined	Occupational Therapy	Unavailable via Stanton	Kaw Tay Whee School	To be determined	To be determined
To be determined	Educational Psychologist	Service required	Kaw Tay Whee School	To be determined	To be determined

** This table refers to contractors procured using Inclusive Schooling funding, and does not include others such as those procured by Jordan's Principle / Child First Initiative Funding.*

E. Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student/ etc.)	Total Over / Under Allocation (\$)
\$15,528				

F. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
KTWS	\$13,382	\$13,382				

G. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.	BST Meetings RISC/PST Planning Meetings Collaboration with other RISCs Class Reviews Teacher Supervision and Evaluation
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100		
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100* if parental involvement is possible		
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	100* if parental involvement is possible		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
Number of students not able to participate in the Common Learning Environment in their home community.	0		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100		
% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100		

Number of students in temporary residency situations or homebound for whom education programs are provided.	N/A		
Number of times per month that the RISC meets with PSTs via video/phone conference?	0		
Number of times per year that the RISC meet with the PSTs in person	Daily		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

H. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.</p>	<p>Teachers will spend STIP time and SBST time throughout the school year working to collaborate to build their skillset in the area of flexible instructional strategies.</p>
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<p>Regional Performance Indicators</p>	<p>Regional Targets</p>	<p>Achieved Results</p>	<p>Explanation for variance <i>(if applicable)</i></p>
<p>% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.</p>	<p>100</p>		
<p>% of support assistants who receive support through adequate scheduled time with PST.</p>	<p>100</p>		
<p>% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.</p>	<p>100</p>		
<p>% of schools that have a fair process for equitable access to extra-curricular activities?</p>	<p>100</p>		
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			

I. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.	The School-based Support Team will meet several times on an as-needed basis each term, and will include attendance from the PST, classroom teacher, RISC/Principal. Many additional meetings are informal brainstorming sessions as makes sense in a very small school environment.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have an established an operational SBST by the end of the first month of school.	100		
% of teachers accessing the SBST	100		
% of schools that are using referral forms to notify SBST about specific student needs.	100		
% of schools that keep written records of SBST meetings.	100		
% of schools that include CYCCs in SBST meetings.	N/A		
% of SBST meetings that focus on developing strategies to support classroom teachers.	Varied, depending on need		
% of SBST meetings that focus on solving specific problems.	Varied, depending on need		

% of SBST meetings that address systemic issues in the school.	Varied, depending on need		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	KTWS	3 meetings each term + as needed		

J. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.</p>	<p>IEPs and SSPs are reviewed and updated (as needed) once each term; or more frequently as needed.</p> <p>COVID-19 restrictions have made true family collaboration very challenging. These meetings are the most effective when completed in-person.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
<p>% of teachers who are developing SSPs for which they are responsible.</p>	<p>100 (in collaboration with PST/RISC) and as parents and or <u>guardians</u> are able and available and it is possible.</p>		
<p>% of teachers who are developing IEPs for which they are responsible</p>	<p>100 (in collaboration with PST/RISC) and as parents and or <u>guardians</u> are able and available and it is possible.</p>		

% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	As possible		
% of parents participating in developing IEPs for those students requiring them <i>(more than signing)</i> .	As possible		
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	As possible		
% of students participating in developing their own SSPs, when required and appropriate.	As possible		
% of students participating in developing their own IEP, when required and appropriate.	As possible		
% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	As possible		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to **teacher support activities**
- no more than 25% of the PST’s time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.</p>	<p>The directive is used as a guide; the team strives to ensure that our school follows the 60:25:15 ration required from ECE.</p> <p>We are anticipating that the impact of COVID-19 will require flexibility in that our PST may potentially spend more time working directly supporting students and directly supporting teachers than mandated.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%		
% of PSTs allocated as less than a 1.0 FTE	0		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
0.50	0.50			

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school’s ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation of the was not in place or active during the year.

Indigenous Language and Education Team			
School	ILE Team Composition <i>(Principal, PST, etc.)</i>	Meeting Frequency	Explanation if ILE Team was not in place or active <i>(if applicable)</i>
KTWS	Entire school team	At every staff meeting	

C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual ILI (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
KTWS	0.75	0.75			

Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.

Some Regions have indicated difficulty in filling ILI positions. The following table details the planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

Accommodations made to maintain Indigenous language instruction in the region, if any?	Ensure PST and teacher support for Indigenous Language Instructor and ensure that ILI has another person present with them at all online learning PD and training	
Plans to recruit and retain language teachers, if any?	Ensure that indigenous students who graduate from high school are recognized and are encouraged to explore all career options available to them, including those related to careers in Indigenous language instruction.	
Challenges and/or barriers faced in the region?		
What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?	Not Applicable	

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) & Source (If applicable)
KTWS	\$25,500	25,500				

The following table details whether schools choose to allocate funding for an Elder and/or Cultural Support Worker that works at the school daily.

School	Elder in Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
KTWS	N This will be re-examined after we better understand COVID-19 restrictions will impact the school during the next school year	N			

E. Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>The COVID-19 safety rules relating to extremely limiting school access and interactions with parents, guardians and community members will have a direct impact on how we try to re-build relationships and trust this year. The school staff will spend morning drop off and afternoon pick up times on the playground and follow physical distancing requirements to meet parents, guardians and community members in person daily during the month of September.</p> <p>If restrictions are lifted, we hope to engage in person with our community again, including hosting some of our events that have become traditions.</p> <p>The staff of Kaw Tay Whee School is committed to being creative to ensure that we can keep and further build relationships and trust with our families and community. The importance of this is a core value of our team, now more than ever before.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Elders hired for regular school programming,	100 *dependent on COVID-19 restrictions and guidelines		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal
KTWS	All school team members will meet families outside at drop off and pick up during the entire month of September	

Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences
KTWS		

F. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.	The training and in-service plan for Kaw Tay Whee School is required to be flexible and responsive to the potential to quickly switch to remote learning, staffing changes or shortages due to potential quarantine, as well as other factors. At this time our plan is as follows:	
	Date	Topic
	August 26	Wìlìdeh Language OLC, Dene Kede, Residential School Learning
	August 27	Differentiated Instruction and Culturally Responsive Pedagogy
	April 1	Indigenous Language and Culture OTL Experience
	June 23	Class Review Preparation

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools offering Indigenous language training and support to all staff members.	100		
% of schools holding local Teacher Cultural Orientation Days.	100		

Type of Residential School Awareness Training provided and # of teachers/staff participating.	Professional reading and interaction with survivors from the community, with a view to more formal, in-person learning when the OCPHO restrictions are relaxed		
% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	Goal	Explanation on status of goal
KTWS	Regardless of COVID-19 restrictions, ensure that all school team members have opportunities to learn about YKDFN history and continue to work together to ensure that the Dene Kede is the cornerstone of our planning, teaching and learning.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
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Type of activities local Cultural Orientation Days.	KTWS	The school team will engage with the land of our community in a way that meets the current COVID-19 restrictions at that time.		
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G. Fostering Student Wellbeing

Fostering Student Wellbeing requires educators to support the development of each student as an NWT **capable person** in a holistic manner. Elders in the NWT have explained that each child is born with inherent gifts. In order to nurture those gifts as a **capable person**, students must be well in body, mind, heart and spirit.

NWT schools need to cultivate healthy environments that nurture student gifts through the development of physical, intellectual, emotional and spiritual self. In collaboration, schools and communities can guide students to strengthen their wellbeing and foster development of their identity, through opportunities to connect to the land, the language and the teachings of their Elders

<p>Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)</p>	<p>Students are encouraged to learn and practice their language in all settings and to seek traditional knowledge from their families and wider community. Students are offered opportunities to write, produce and publish films in their language, therefore promoting a positive Indigenous identity in the world. Our outdoor education program encourages students to engage with the land during all seasons, regardless of COVID-19 restrictions.</p>
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<p>ILE Action Plan Goal for Fostering Student Wellbeing</p>		
<p>School</p>	<p>Goal</p>	<p>Explanation on status of goal</p>
<p>KTWS</p>	<p>Continue planning and development of our outdoor learning space culture camp area so that we can increase key cultural experience opportunities for students</p>	

<p>School</p>	<p>What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?</p>	<p>How did the Indigenous community play a role in these supports?</p>
<p>KTWS</p>	<p>Our school provides a holistic learning environment and engages in monthly Dene Law teachings and learning is rooted in Dene Kede</p>	

H. Indigenizing Teaching and Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<ul style="list-style-type: none"> • Ensure school team members have access to opportunities to learn and practice Wiiliideh in all aspects of the school and school day • Ensure school team members understand and use culturally responsive, non-colonial pedagogical practices • Provide school team members with access to professional reading to learn more about topics related to Indigenizing education, reconciliation, and culturally responsive pedagogy • Provide school team members with time to brainstorm and collaborate to promote and actively engage in Indigenizing educational practices (<i>ie: holistic, relational, spiral and experiential</i>) • When safe to do so, ensure that school team members have time and access to engage with Community members to learn more about their views on culturally responsive practices and the Dene ways
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
<p>100% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)</p>	<p>Increase school team member knowledge of and use of the Williideh language</p> <p>Increase team understanding of how to better support the language teacher with her planning and implementation of units and learning experiences</p> <p>Support new team members in their learning about our community and language</p> <p>Review the TRC Calls to Action</p> <p>Create more classroom and school signage related to Williideh and YKDFN history</p>		
<p>Areas of Strength for the region</p>			

Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal
KTWS	Support new team members in their learning about our community and language Review the TRC Calls to Action	

School Specific Performance Indicators	School	Wise Practice
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	KTWS	

I. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<ul style="list-style-type: none"> • Continue to ensure school team member familiarization with and meaningful use of Dene Kede and inclusion and implementation on year plans, integration through unit plans and in assessments • Provide school team members with opportunities to learn about the history of the YKDFN and ensure inclusion of teaching about the YKDFN as an integrated part of the learning • Ensure teacher access to opportunities to learn and practice Wiiliideh and monitor for and celebrate use of the language outside of the “core model” language program and recognize students for doing the same • Provide school team members with access to professional reading to learn more about topics related to Indigenizing education, reconciliation, and culturally responsive pedagogy; and ensure that classroom libraries for students include many books with Indigenous content • Ensure that Wiiliideh and student work connected to Dene Kede is published around the school • Ensure that school team members understand the importance of culturally responsive displays around the school including: Elder’s wall, Wiiliideh word wall, and Dene Kede monthly theme boards • Continue to build films in the Wiiliideh language and to publish them widely • Continue to build sturdy resources to share with families so that the language has supported practice in the home
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100		
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
KTWS	Continue to create resources in the Williideh language that can be used in each classroom	

School Specific Performance Indicators	School	Wise Practice
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	KTWS	

J. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic</p>	<p>Key cultural experiences are typically offered seasonally; and usually include a two-week Birch tapping harvest line and a week-long Spring day Camp. Additionally, students participate in a variety of Indigenized arts and technology-related experiences. Key cultural experiences are based on a number of availability factors.</p> <p>At this time, due to the many restrictions required from the OCHPO due to COVID 19, it is not yet clear what we will be able to offer our students during the 2021-2022 school year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal
KTWS	We continue to look forward to realizing our dream of a permanent outdoor learning space, including a smokehouse so that we can offer more frequent and fluid key cultural experiences to our students in an environment that is welcoming to our wider community.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (If applicable)
Highlight one promising practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	KTWS	Spring Bird Watching is an ongoing, popular and exciting experience out and about in our community for all ages at our school and students work to identify the birds, bugs, and plants in Wiiliideh		

School Specific Performance Indicators	School	Wise Practice
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	KTWS	

K. Strengthening Core and Immersion Indigenous Language Instruction

In most NWT schools, Indigenous language programming is offered as a core language program with instructional time averaging 90 hours a year. A few schools in the NWT have implemented Indigenous language immersion programs, and others have recently begun the immersion implementation process.

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic..	The school team works collaboratively to support the instruction of the Indigenous language in our school, including pedagogical practices, assessment and curricular alignment. We are committed continue to work in a holistic manner to grow our program.
---	--

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
# of new ILIs in the region	N/A		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	Goal	Explanation on status of goal
KTWS	Continue to focus on increasing opportunities for students to read and write in Wiiliideh	

L. Engaging Community in Indigenous Language Programs

Engaging Community in Indigenous Language Programming is emphasized in the *Dene Kede* and *Inuuqatigiit* curricula and reminds educators that community involvement can take many forms. Schools should look for opportunities to engage with the community to promote, use and celebrate Indigenous languages. Students can be offered many activities where language speakers from the community may come into the school or the students may go out into the community. Some examples are participating in a culture camp with language use, attending a local government meeting, working with a health care nurse attending to Elders, or talking in the language while visiting at a store.

<p>Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)</p>	<p>Unfortunately, very strict COVID-19 restrictions have continued to make it difficult to engage with Community members, unless via distance.</p> <p>The school chose to create language resources to share with families to support learning the language at home using books, themed word cards, and animal-related yoga cards, all in the language. We hope to continue to build these resources for use both at home and at school.</p>
---	--

<p>ILE Action Plan Goal for Engaging Community in Indigenous Language Programs</p>		
<p>School</p>	<p>Goal</p>	<p>Explanation on status of goal</p>
<p>KTWS</p>	<p>If restrictions are lifted, we hope to engage in more frequent key cultural experiences where we can practice using the language with the wider community.</p>	

M. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.</p>	<p>Employing a whole school approach at KTW allows students and staff to celebrate the Wiiliideh language not only in the language classroom, but in the halls, school office and other classrooms.</p> <p>Through the whole school approach, steps are taken to move away from the former Eurocentric values and approaches that once dominated schools in relegating language and culture into only one classroom.</p> <p>At KTW, Wiiliideh is incorporated into all aspects of the curriculum through signage, announcements, assemblies, community gatherings, and during on the land experiences (prior to COVID-19).</p> <p>The school houses, a Wiiliideh word wall, Wiiliideh phrases posted around the school and in the classroom, the Wiiliideh word tree, mystery word of the week, creation of Frostbite word of the day films, button program.</p>
---	--

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%		

% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
KTWS	Increase the amount of Wiiliideh spoken during recess, Physical Education classes and outdoor education experiences	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	KTWS	<ul style="list-style-type: none"> School Wiiliideh word wall, Wiiliideh phrases posted around the school and in the classroom, the Wiiliideh word tree, mystery word of the week, Creation of Frostbite word of the day films and other films 		

		<p>entirely in Wiiliideh</p> <ul style="list-style-type: none">• Button program• Teachers speaking to children, youth, and to each other in Wiiliideh• Greeting families and answering the phone using Wiiliideh greetings and phrases		
--	--	--	--	--

N. Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Dettah	\$11,791	\$11,791				

Appendix B: Operating Plan - Operating Budget

**Department of Education, Culture & Employment
District Approved 2021-2022 Budget**

**Dettah District Education Authority
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated**

	2021-2022 Budget	2020-2021 Approved Budget	2020-2021 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	1,820,700	1,846,000	1,727,000
SSI (Schedule 8)			
Northern Distance Learning (Schedule 8)			
Minority Language (Schedule 8)			
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions	1,200		63,200
Sub-Total ECE	1,821,900	1,846,000	1,790,200
GNWT Other Contributions	700	15,600	700
Total GNWT	1,822,600	1,861,600	1,790,900
Federal Government Jordan's Principle (Schedule 8)			
Federal Government Other			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	2,000	4,000	2,500
Donations	0	30,000	1,600
Other	13,800	6,000	20,800
Total Generated Funds	15,800	40,000	24,900
TOTAL REVENUES	1,838,400	1,901,600	1,815,800
<u>EXPENSES</u>			
Administration (see Schedule 2)	136,000	170,000	135,000
School Programs (see Schedule 2)	1,363,500	1,468,800	819,000
Operations and maintenance (see Schedule 2)	0	0	
Inclusive Schooling (see Schedules 2&3)	361,100	358,600	363,000
Indigenous Languages and Education (see Schedules 2 & 4)	186,900	212,000	258,000
Student/Staff Accomodations (see Schedule 2)	0	0	
Debt Service			
Other			
Sub-Total Expenses Before Amortization	2,047,500	2,209,400	1,575,000
Amortization (see Schedule 6)			
TOTAL EXPENSES	2,047,500	2,209,400	1,575,000
ANNUAL OPERATING SURPLUS (DEFICIT)	-209,100	-307,800	240,800
ACCUMULATED SURPLUS (DEFICIT) OPEN *	778,800	464,100	538,000
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	569,700	156,300	778,800

c *Accumulated Operating Surplus exclusive of investment in TCAs, and LED Reserve. CSFTNO excludes liability to GNWT.

Reconciliation of Total Closing Accumulated Surplus:

Closing Operating Surplus from above	569,700	156,300	778,800
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	0	0	0
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Total Closing Accumulated Surplus	569,700	156,300	778,800

**Department of Education, Culture & Employment
District Approved 2021-2022 Budget**

**Dettah District Education Authority
Annual Budget**

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/Cultural Programs	Student/Staff Accommodation	Total
SALARIES							
Teachers' Salaries		510,300					510,300
Regional Coordinators (RISC/RILE)				89,100	89,100		178,200
Program Support Teachers				162,000			162,000
Support Assistants				74,000			74,000
Indigenous Language Instruction					76,800		76,800
Cultural Resource Staff							0
Elders in Schools					3,000		3,000
Non Instructional Staff	29,200	38,000					67,200
Board/Trustee Honoraria	20,000						20,000
EMPLOYEE BENEFITS							
Employee Benefits/Allowances							0
Leave And Termination Benefits							0
STAFF DEVELOPMENT (Including Travel)							
							0
SERVICES PURCHASED/CONTRACTED							
Professional/Technical Services	62,000			1,000	0		63,000
Postage/Communication							0
Utilities							0
Heating							0
Electricity	0						0
Water/Sewage							0
Travel	0			0			0
Student Transportation (Busing)		80,000					80,000
Advertising/Printing/Publishing							0
Maintenance/Repair		0					0
Rentals/Leases		0					0
Other Contracted Services							0
MATERIALS/SUPPLIES/FREIGHT							
Assistive Technology							0
Materials	24,800	735,200		35,000	18,000		813,000
Freight							0
DEBT SERVICE							
							0
OTHER							
							0
SUB-TOTAL OF EXPENSES BEFORE AMORT	136,000	1,363,500	0	361,100	186,900	0	2,047,500
AMORTIZATION							
							0
TOTAL	136,000	1,363,500	0	361,100	186,900	0	2,047,500

**Department of Education, Culture & Employment
District Approved 2021-2022 Budget**

**Dettah District Education Authority
Inclusive Schooling - (Schedule 3)
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	89,100		89,100
Program Support Teachers	162,000		162,000
Support Assistants	74,000		74,000
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances			0
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	0		0
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services	1,000		1,000
Student Transportation (Busing)*			
Other Contracted Services			0
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	35,000		35,000
Materials			0
Freight			0
TOTAL	361,100	0	361,100

**Department of Education, Culture & Employment
District Approved 2021-2022 Budget**

**Detah District Education Authority
Indigenous Languages and Education - (Schedule 4)
Annual Budget**

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<u>SALARIES</u>				
Regional ILE Coordinators	89,100			89,100
Indigenous Language Instruction	76,800			76,800
Cultural Resource Staff			0	0
Elders in Schools			3,000	3,000
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances				0
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services	0			0
Travel				0
Student Transportation (Busing)*				0
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services				0
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	18,000	0	0	18,000
Freight				0
TOTAL	183,900	0	3,000	186,900

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**Dettah District Education Authority
Approved Person Years - (Schedule 5)
Annual Budget**

	<u>Person Years</u>
Administration Staff	0.25
Territorial Schools:	
Teachers	3.00
Consultants	
Classroom Assistants	
Secretaries	
Custodians	0.00
Other: Cook	0.00
Bus Driver	0.00
Inclusive Schooling:	
Regional Coordinator	0.50
Program Support Teachers	1.00
Support Assistants	0.00
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	0.50
Indigenous Languages Instruction Staff	1.00
Other - Specify	
Total Person Years	<u><u>6.25</u></u>

BUDGET 2021-22

School year July 2021 to June 2022

Schedule 7

Dettah District Education Authority

#	Revenue	Amount \$
1	Contributions from GNWT	
	Name of Department	
	a) ECE	1,820,700
	b) ECE - Self Regulation	1,200
	c) HSS - Drop the Pop	700
1	Contributions from Related party Entities	
	a)	
1	Contributions - From other sources*	0
2	Transfer payments (Government of Canada)	
3	Non - Renewable Resource Revenue**	
4	Interest Income (general)***	
5	Other income (general)	15,800
	From Related Party Entities:	
	a)	
5	Other income (general) - other sources*	
	Taxation and general revenues	
6	Corporate and personal income taxes	
7	Other taxes	
	From Related Party Entities:	
	a)	
7	Other taxes - other sources*	
8	General	
	From Related Party Entities:	
	a)	
	b)	
	c)	
8	General - other sources*	
9	Income from portfolio investments****	
10	Sales	
	To Related Party Entities:	
	a)	
10	Sales - Other sources*	
11	Recoveries	
	From Related Party Entities:	
	a)	
	b)	
	c)	
11	Recoveries - other sources*	
12	Recoveries of prior years' expenses	
		1,838,400
	Expenses	
1	Grants	
	To Related Party Entities:	
	a)	
	b)	
	c)	
1	Grants - to others*****	
2	Contributions	
	To Related Party Entities:	
	a)	
2	Contributions -to others*****	
3	Compensation and benefits	1,091,500
4	Change in valuation of allowances	
5	Amortization of tangible capital assets	
6	Other expenses	
	Charged to Related Party Entities:	
	a) YK1 - Superintendent Contract	30,000
	b) YK1 - Dettah Students	
	c) YCS - Dettah Students	
6	Other expenses - to others*****	926,000
		2,047,500
	Annual operating surplus (deficit)	(209,100)

RELATED PARTIES**SCHEDULE 7a****HEALTH AUTHORITIES**

Parent	Subsidiary	Community
Northwest Territories Health and Social Services Authority		Fort Smith
		Fort Simpson
		Inuvik
		Deline
		Yellowknife
Hay River H&SSA		Hay River
Tlicho Community Services Agency (Tlicho)		Tlicho

EDUCATION AUTHORITIES

Parent	Subsidiary	Community
South Slave DEC	Hay River District Education	Hay River
	Lutsel K'e DEA	Lutsel K'e
	Fort Smith District Education Authority	Fort Smith
	Fort Resolution District Education Authority	Fort Resolution
	Hay River Reserve District Education	
DehCho DEC	Fort Providence DEA	Fort Providence
	Fort Liard District Education Authority	Fort Liard
	Wrigley District Education Authority	Wrigley
	Nahanni Butte District Education Authority	Nahanni Butte
	Trout Lake District Education Authority	Trout Lake
	Jean Marie River District Education Authority	Jean Marie River
	Kakisa District Education Authority	Kakisa
Fort Simpson District Education Authority	Fort Simpson	
Beaufort Delta DEC	Aklavik DEA	Inuvik
	Paulatuk District Education Authority	Paulatuk
	Fort McPherson DEA	Fort McPherson
	Tsiigehtchic District Education Authority	Tsiigehtchic
	Tuktoyaktuk DEA	Tuktoyaktuk
	Ulukhaktok DEA	Ulukhaktok
	Sachs Harbour District Education Authority	Sachs Harbour
	Inuvik District Education Authority	Inuvik

Sahtu DEC	Norman Wells District Education Authority Tulita District Education Authority K'asho Got'ine District Education Authority Deline District Education Authority Colville Lake District Education Authority	Sahtu Norman Wells Tulita Fort Good Hope Deline Colville Lake
Yellowknife District #1 DEC or Yellowknife District Education		Yellowknife
Yellowknife Public Denominational		Yellowknife
Yellowknife Catholic Schools (common name) Yellowknife Public Denominational District Education Authority (legal name)		Yellowknife
Commission Scolaire Francophone		Yellowknife
Dettah DEA		Dettah
Tlicho CSA	Behchoko District Education Authority Whati District Education Authority Gameti District Education Authority Wekweeti District Education Authority	Tlicho Behchoko Whati Gameti Wekweeti
Aurora College		Yellowknife
Dettah DEA		Dettah

OTHER ENTITIES

Subsidiary

Community

NWT Business Development & Investment

Ulukhaktok Arts Centre
Fort McPherson Tent & Canvas
Acho Dene Native Crafts
Arctic Canada Trading Co Ltd.
Dene Fur Clouds
6355 NWT Ltd

NWT Housing Corp

Aklavik Housing Association
Behchokö Kö Gha K'òodèe
Deline Housing Association
Fort McPherson Housing Association
Fort Providence Housing Association
Fort Resolution Housing Authority
Fort Simpson Housing Authority
Fort Smith Housing Authority
Gameti Housing Association
Hay River Housing Authority
Hay River Dene Band Housing Society
Inuvik Housing Authority
Lutsel K'e Housing Authority
Norman Wells Housing Authority
Paulatuk Housing Association
Radilih Koe' Housing Association
Sachs Harbour Housing Association
Tsiigehtchic Housing Association
Tuktoyaktuk Housing Association
Tulita Housing Association
Ulukhaktok Housing Association
Yellowknife Housing Authority
Yellowknife Dene First Nation (Housing
Division)

Northwest Territories Power Corporation
NT Hydro's two wholly-owned subsidiaries (NTPC)
Sahdae Energy Ltd. (SEL) (inactive)

NTPC's two wholly-owned subsidiaries:
Northwest Territories Energy Corporation Ltd.
(NWTEC)
5383 NWT Ltd. (inactive)

Northwest Territories Heritage Fund

Status of Women Council of the NWT

NWT Human Rights Commission

Arctic Energy Alliance

Inuvialuit Water Board

NWT Surface Rights Board

Note: GNWT Revolving and Special Purpose Funds to be reported separately from GNWT Departments

Marine Transportation Services (MTS) Revolving Fund

Yellowknife Airport Revolving Fund (YKARF)

Fuel Services Division (FSD) (or Petroleum Products Revolving Fund)

Fur Marketing Service Revolving Fund

Public Stores Revolving Fund

Liquor Revolving Fund

NWT Liquor and Cannabis Commission

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

Schedule 8

**Dettah District Education Authority
Contributions - Dedicated Funding Summary
Annual Budget**

	Northern Distance Learning	Minority Language Education and Second Language Instruction -	Education Renewal Initiative	Jordan's Principle	Total
CONTRIBUTION REVENUES (See Schedule 1)					0
EXPENSES					
Salaries					0
Operating & Maintenance					0
Project Based (Minority Language)					0
Other					0
TOTAL EXPENSES	0	0	0	0	0
SURPLUS (DEFICIT)	0	0	0	0	0

Approvals

Operating Plan



Education Body Chair

Superintendent

7 July 2021

Date

Date

Annual Report



Education Body Chair

Superintendent

September 30, 2021

Date

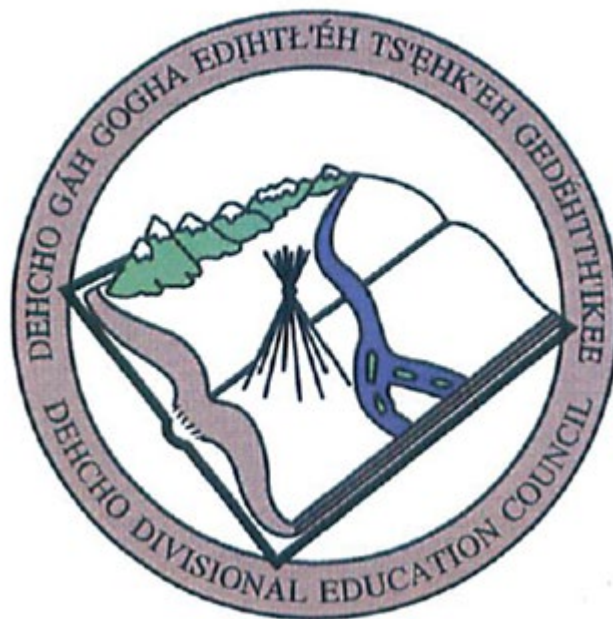
Date

Education Accountability Framework

Dehcho Divisional Educational Council

Operating Plan

For the 2021-22 School Year



Cadre de responsabilisation en éducation

Conseil scolaire de division du Dehcho

Plan de fonctionnement

Année scolaire 2020-2021

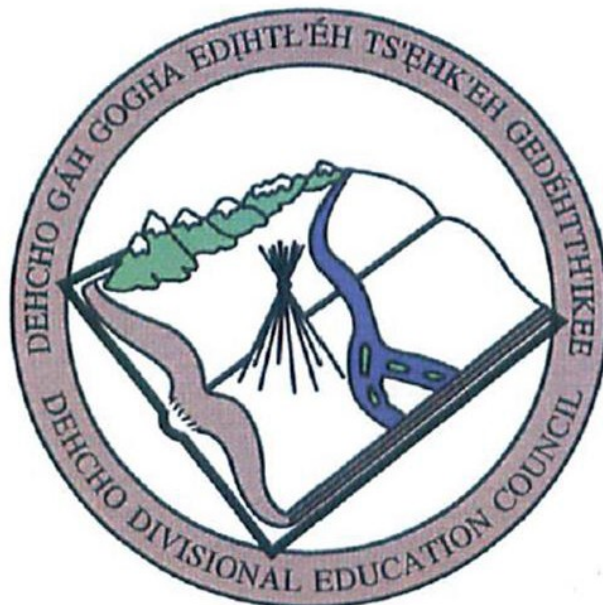


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Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division du Dehcho pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités du Conseil scolaire de division du Dehcho pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire (**incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19**) :

Le Conseil scolaire de division du Dehcho maintient ses objectifs pour quatre grands axes : littératie, écriture, éducation autochtone et intégration scolaire. Ce faisant, la notion de bien-être mental revêt une importance nouvelle. Cet ajout résulte de la conviction que nos méthodes d'enseignement doivent intégrer une approche globale de l'enfant. Beaucoup de nos élèves sont soumis à des réalités complexes et à des situations personnelles, familiales ou sociales difficiles. Il leur est difficile de prendre en main leur éducation, car ils ont parfois faim ou sont en détresse à leur arrivée à l'école. Les crises familiales pourraient expliquer, dans une certaine mesure, les problèmes de fréquentation scolaire auxquels nous sommes confrontés. Nous pensons qu'il est essentiel de leur donner de l'espoir. Nos écoles doivent être des havres de paix, où les élèves se sentent valorisés et aimés. Ils devraient tous se sentir bienvenus et avoir confiance en la sincérité de notre engagement.

Les relations de confiance sont la première étape de la reconstruction de l'estime de soi et de la confiance des élèves. C'est une condition préalable à l'investissement de nos enfants dans leur propre éducation.

Bien-être mental : Pour la première fois depuis sa création, le Conseil scolaire de division du Dehcho (CSDD) adoptera des initiatives fortes qui structureront une perspective globale d'éducation de l'enfant. Au cours de l'année scolaire 2020-2021, le CSDD proposera des programmes de sports, de musique et de chorale à l'échelle du district. Nous lancerons également une ambitieuse campagne de lutte contre le harcèlement, formerons notre personnel, organiserons des ateliers communautaires, tout en consultant les détenteurs du savoir et les Aînés afin d'intégrer les méthodes traditionnelles de résolution de conflits. Parallèlement, nous déploierons un programme d'apprentissage socioaffectif pour enseigner les valeurs d'empathie et d'attention. Le CSDD recherche des partenariats avec la Première Nation Dehcho, Industrie, Tourisme et Investissement, les conseils de bande locaux et divers autres partenaires pour lancer un projet de serre dans nos communautés. L'objectif est d'offrir à nos élèves ayant des besoins complexes la possibilité de participer à un programme spécial en horticulture, tout en s'attaquant aux enjeux de sécurité alimentaire. Nous élaborerons des cours d'études professionnelles et technologiques (ÉPT) axés sur l'agriculture et tenterons de créer un partenariat avec le Collège Aurora pour mettre au point des cours destinés à l'ensemble de la communauté. Cette initiative s'inscrit dans une perspective élargie de la communauté, où tous les membres se réunissent pour l'éducation de nos jeunes. La loi dénommée « Partagez ce que vous avez » en sera le moteur. Le CSDD consulte actuellement tous ses partenaires : le grand chef, les chefs, le conseil de bande, les administrations scolaires de district (ASD) et autres partenaires ayant une vision commune. Nous espérons rallier les communautés à notre cause : nos écoles et nos enfants.

Plan de fonctionnement

Littératie : Nous avons récemment obtenu des fonds en vertu du principe de Jordan et avons investi dans le programme d'intervention (Fountas et Pinnel). La plupart des enseignants ont été formés au cours de l'année scolaire 2019-2020, les ressources se trouvent dans les écoles. Un conseiller en alphabétisation sera engagé en 2020-2021 pour offrir du soutien à l'échelle du district. Nous avons pour objectif que 46 % de nos élèves de la 1^{re} à la 9^e année obtiennent des résultats correspondant à leur niveau.

Écriture : Nous voulons que 68 % des élèves de la 1^{re} à la 9^e année obtiennent des résultats correspondant à leur niveau.

Éducation autochtone : Nous continuerons à surveiller la mise en œuvre du programme *Nos langues* et proposerons un atelier sur le *Dene Kede* à l'ensemble de notre personnel. Cette ressource est unique et précieuse, nous nous devons de la revisiter. Nous espérons également introduire de nouvelles pratiques qui valoriseront le caractère ludique de l'apprentissage de la langue locale, le déné zhatié. Ces pratiques peuvent être acquises en dehors des classes.

Pour y parvenir, des chorales seront organisées - nous espérons voir nos élèves apprendre à chanter en déné zhatié. Nous sommes conscients qu'il y a un protocole à suivre et des autorisations à obtenir. Nous veillerons à ce que cette initiative soit approuvée avant d'aller de l'avant. Nous renforcerons également les lois dénées chaque fois que le programme d'apprentissage socioaffectif sera enseigné. Par exemple, la compétence appelée « conscience de soi » consiste en la capacité à comprendre, à éprouver de l'empathie et de la compassion pour les personnes de cultures et de milieux différents. Elle comprend également la connaissance des normes sociales relatives au comportement et la reconnaissance des ressources et du soutien de la famille, de l'école et de la communauté. On peut facilement y voir les liens avec les lois dénées « **Aimez-vous de tout cœur les uns les autres** »; « **S'entraider mutuellement** »; « **Partagez ce que vous avez** » et « **Soyez polis et ne vous disputez avec personne** ». Notre plus grand défi réside dans le recrutement d'enseignants de langues dénées ainsi que dans la présence d'Aînés et de détenteurs du savoir traditionnel autochtone pour parler les langues dénées pendant les activités scolaires.

Intégration scolaire Nous voulons faire en sorte que toutes nos écoles bénéficient régulièrement des conseils et de l'aide des enseignants responsables du programme de soutien et que toutes nos écoles sans exception offrent des activités de programme appropriées et appliquent des stratégies pédagogiques flexibles, axées sur les besoins des élèves. Les écoles tiendront des réunions régulières de l'équipe de soutien scolaire pour établir la meilleure façon de soutenir les élèves.

On s'attend à ce que les enseignants responsables du programme de soutien (ERPS) et les enseignants se réunissent toutes les semaines, chaque année et qu'ils mettent à l'essai le modèle d'enseignement centré sur l'élève au cours de ces occasions de co-enseignement.

Nos ERPS continueront à enrichir leur boîte à outils de stratégies d'intervention. De plus, des pratiques d'inclusion plus solides seront instaurées dans les écoles secondaires du Dehcho.

Operating Plan - Executive Summary

The Dehcho Divisional Education Council’s Operating Plan for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education’s direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the DDEC’s priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

Over the past two years, the DDEC embraced a comprehensive vision of Education that focused on Literacy, writing, Indigenous education, and inclusive schooling. We also added a new dimension, mental wellness, because a lot of our students are facing difficult family and/or social issues that make it challenging to attend school regularly or to fully participate in activities.

Some initiatives like our district-wide music and sports program were initiated and implemented with great success. Others, like the new Literacy program were stalled, to some extent, due to the Covid 19 pandemic. For example, we were able to buy hundreds of thousands of dollars of resources and send them to school, and we managed to train the teachers but we could not organize big training sessions for all the staff. Online participation does not allow us to go from table to table to probe the level of understanding. That said, school year 2021 -2022 will strengthen the same areas that were highlighted last year.

Mental Wellness: We will be able to make huge strides forward considering the DDEC will have added a new position, a mental wellness coordinator, for school opening in September. This is an itinerant position. The person will travel to all the Dehcho communities on a regular basis, to develop a relationship of trust with our students and to organize activities such as dance and/or drama (pending covid restrictions being lifted). The idea being to gradually engage the students in discussions on the topics of conflict resolutions, and healthy relationships outside the confines of a counsellor’s office.

Meanwhile, our Anti-bullying campaign will continue and we are planning for more community and staff training/informative sessions. Another initiative that was in the works is moving forward, but with a different twist. The DDEC is still focusing on initiating a greenhouse project with different objectives: a) Introduce the world of horticulture to our student; b) provide a place for students with complex needs who need a flexible work environment.

For school year 2021-2022, the DDEC will be partnering with the Dehcho First Nations (DFN) who will be the agency purchasing the greenhouses. We will work together to see the construction of the greenhouse(s) in the course of the school year. It is a big, commercial size one. We will also work with DFN’s executive director for the planning of these courses and activities.

Literacy: For the school year 2021-22, the Assistant Superintendent has applied for a sizable Jordan Principle grant that will allow for a continuation of the role of District Literacy Coordinator as well as the addition of two District Literacy Support workers. We will continue our work in Fountas & Pinnell balanced literacy for grades one to six. This support will include demonstrating lessons, observing teachers perform elements of Guided Reading and other lessons in literacy while providing feedback and coaching, diagnostic assessments of individuals with specific challenges, providing teachers with effective lessons frameworks tailored to address the needs of struggling readers, review pertinent and current research with teachers, provide additional professional learning for teachers,

Support Assistants, and principals with respect to reading comprehension, the writing process, shared writing, guided reading, writing assessments; provide bi-monthly Professional Learning Communities to train staff on Levelled Literacy Intervention (LLI), review school data with principals with respect to school goals and review/address specific needs, continue to guide staff with the organization of levelled literacy materials and direct them to access online resources from Fountas & Pinnell, and order resources that reflect life in the north.

Indigenous Education: School year 2021-2022 will be one where the focus will be to stabilize our program. Our RILE is retiring and finding a strong replacement is quite a challenge. We haven't hired someone yet, as we are writing this report.

We expect that it will take a few months for the person to familiarize himself/herself with the communities, the teachers and the programming. School year 2021-2022 will not be different in that we still need to monitor the delivery of the Our Language curriculum and find ways to support and strengthen our language teachers' practice. We will also need to anticipate what is coming within the next 2 to 3 years and prepare for it. We are expecting to lose a few of our language teachers to retirement and it will be very problematic to find substitute teachers who are native speakers. We will have to work closely with ECE and be open to all options, including the possibility of having itinerant language teachers.

Inclusive schooling: In the 2021-2022 school year collaboration with Program Support Teachers will be an expectation for all schools. This collaboration will allow for increased student support, training in areas of need, as well as in-depth planning for support assistants. Program Support Teachers will be increasing their coaching role with teachers as well. We expect that teachers will use flexible teaching strategies. Furthermore, we expect that 100 % of our schools will regularly review all IEPs and SSPs to ensure the recommendations are being implemented and for better supervision of the students' progress. The Dehcho Divisional Education Council has a new Regional Inclusive Schooling Coordinator (RISC), and the 2021-2022 school year will be one of transition. Transition planning in the 2020-2021 school year provided the incumbent with the training and tools to continue to all strive towards being more inclusive in Dehcho schools.

Annual Report - Executive Summary

The DDEC's Annual Report for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:

1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

The Dehcho Divisional Education Council, (DDEC) (formerly known as the Dehcho Divisional Board of Education) was established by regulation on *July 4, 1996*. The Dehcho Division encompasses an area which includes the communities of Fort Liard (Echo Dene School), Fort Providence (Deh Gah Elementary and Secondary School), Fort Simpson (Liidlii Kue Elementary and Liidlii Kue Regional High School), Jean Marie River (Louie Norwegian School), Kakisa Lake (Kakisa Lake School), Nahanni Butte (Charles Yohin School), Sambaa K’e (formerly Trout Lake) (Charles Tetcho School), and Wrigley (Chief Julian Yendo School).

The Education Body’s purpose is to administer and manage the educational affairs of the Division in accordance with the Education Act and the Financial Administration Act of the Northwest Territories and the regulations of the Order establishing the Education Division. As such the DDEC prepares audited financial statements for the year ending June 30.

The DDEC is made up of seven trustees and a chairperson. Each District Education Authority (DEA) in the Dehcho region appoints one member to represent their community. The term for trustees is three years. Trustees may be reappointed for consecutive terms. From among those eight trustees, one is elected as Chairperson each year. The DDEC meets quarterly through the year. Terms for the most of the current trustees end October 2020 and 2021.

Dehcho Divisional Education Council

Community	Member	Position
Fort Liard	Sylvia Sassie	Trustee
Fort Providence	Albertine Canadian	Trustee
Fort Simpson	Renalyn Pascua-Matte	Chairperson
Jean Marie River	Yvonne Norwegian	Trustee
Kakisa	Anita Simba-Chicot	Trustee
Nahanni Butte	Jayne Konisenta	Trustee
Sambaa K’e	Carielyn Jumbo	Vice-Chairperson
Wrigley	Lisa Moses	Trustee

The Chairperson for the DDEC reports to the Minister of Education. The DDEC employs a Superintendent, Philippe Brulot who fulfills the role of the Deputy Head for the Public Service

The last DEA elections were held:

- Fort Liard DEA in December 2019 for a two-year term. Term ends in December 2021. The next elections will be in December of 2021
- Fort Providence DEA in December 2019 for a two-year term. Term ends in 2021. The next elections will be in December of 2021
- Fort Simpson DEA in October 2018 for a three-year term. Term ends in 2021. The next elections will be in October 2021
- Jean-Marie DEA in August 2019 for a three-year term. Term ends in 2022. The next elections will be in August 2022.
- Kakisa DEA in June 2019 for a three-year term. Terms ends in 2022. The next elections will be in June 2022.
- Nahanni Bute DEA in December 2019 for a three-year term. Next elections will be in December 2022
- Sambaa K'e DEA in December of 2019 for a two-year term. Next elections will be in December 2021
- Wrigley DEA in December 2019 for a two- year term. The next elections will be in December 2021.

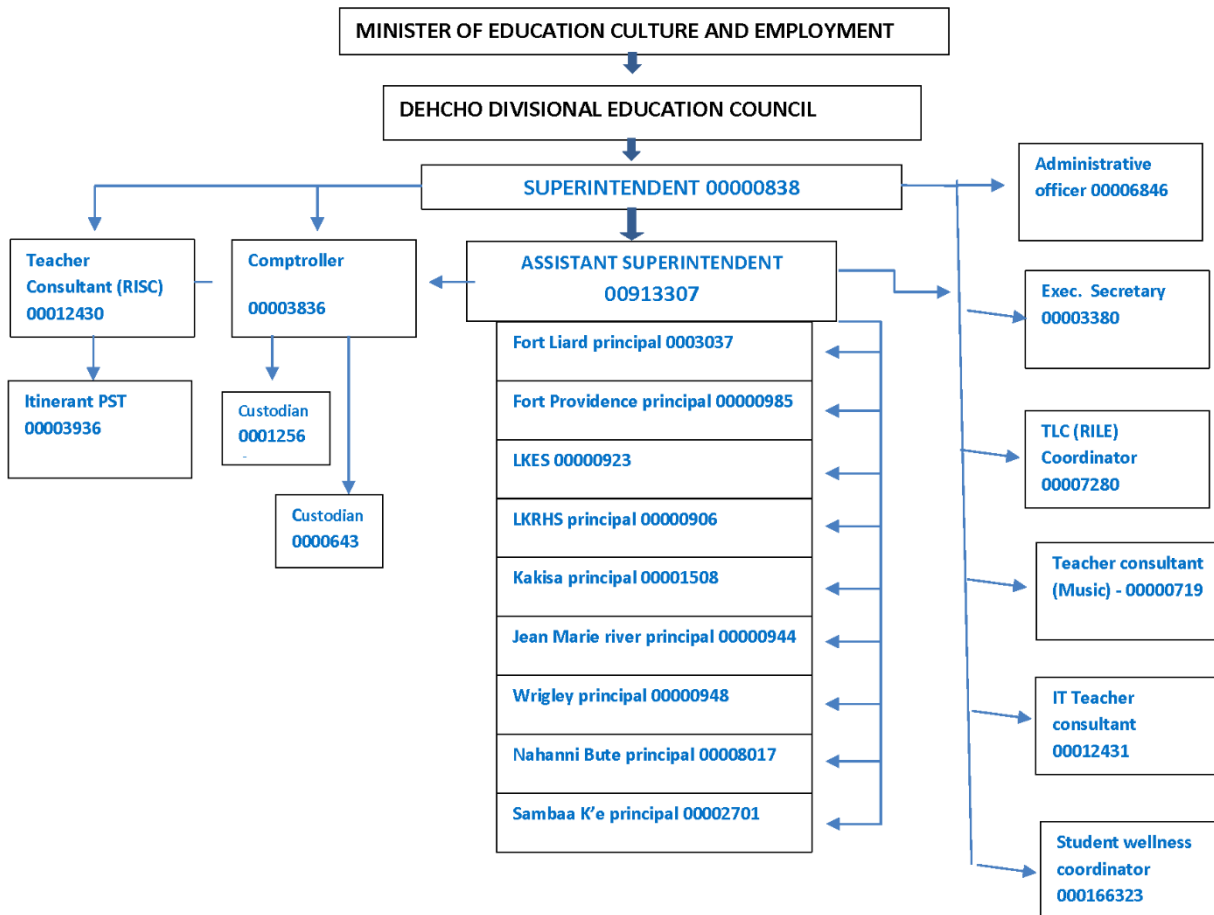
Functional Organizational Chart

The following table details the functional organization of the Education Body:



Dehcho Divisional Education Council

ORGANIZATIONAL CHART



Date: May 30th, 2021

Signature: *D. Brülöt*
 Superintendent, DDEC

A. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
Trustee Orientation Roles and Responsibilities	ECE	DEA	To be announced (Pending on Covid 19- possibly video or telephone sessions)		
	ECE	Fort Simpson, Sambaa K'e, and Wrigley	DEA training will occur in January of 2022 since elections occur two months prior		

B. Education Body Meetings

According to section 109 of the *Education Act*, "Divisional Education Council shall meet at least three times a year and at any other times that it may decide". The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? <i>(Yes/No)</i>	If No, why not?
September 10 & 11 2021	Yellowknife		
December 4 & 5, 2021	Fort Simpson		
March 2022- To be announced	Fort Providence		
June 2022 - To be announced	Fort Simpson		

C. School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori). **Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.**

Total Number of Schools in District	9	Total Anticipated Student Head Count	463
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School Name	Community	Grades Offered	Programming Highlights
Echo Dene School (EDS)	Fort Liard	JK-12	Northern Distance Learning/music/sports/carpentry
Deh Gáh Elementary & Secondary School (DGESS)	Fort Providence	JK-12	Part-time Immersion Programming JK-3 Northern Distance Learning
Łíídlı́ Kúé Elementary School (LKES)	Fort Simpson	JK-6	Split and Single Grade Classes/ Judo/Music
Łíídlı́ Kúé Regional High School (LKRHS)	Fort Simpson	7-12	Northern Distance Learning/Regional school/music/sports programs
Louie Norwegian School (LNS)	Jean Marie River	JK-9	Multi-Grade Classes/Trapping project/music/sports
Kakisa Lake School (KLS)	Kakisa Lake	JK-9	Multi-Grade Classes/After school programs/music/sports
Charles Yohin School (CYS)	Nahanni Butte	JK-10	Multi-Grade Classes/Literacy/Outdoor/music/sports
Charles Tetcho School (CTS)	Sambaa K'e	JK-9	Multi-Grade Classes/Music/Judo/Outdoor
Chief Julian Yendo School (CJYS)	Wrigley	JK-9	Multi-Grade Classes/Cultural program/Nutrition/Athletics

D. Student Profiles

The following table details general characteristics of the region’s student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (*% of students on a Regular Education Program (REP) with a Student Support Plan (SSP) for Accommodations, % of students on a Modified Education Program (MEP) with an SSP for Modifications, and % of students on an Individualized Education Program (IEP)*), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.**

Table 2: Student enrolment (FTE) by school and by grade as of September 30, 2020																
		Grades														FTE Totals
		JK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Fort Liard	EDS	7	6	8.0	6	5	6	4	12	8	7	5.5	19.5	11	4.5	109.50
Fort Providence	Deh Gáh	1	5	6	4	6	8	10	7	4	5	13	8	6	16.25	99.25
Fort Simpson	LKES	3.5	9	15	15	7	10	13	14	0	0	0	0	0	0	86.50
Fort Simpson	LKRHS	0	0	0	0	0	0	0	0	18	10.5	7	11.5	11	12.5	70.50
Wrigley	CJY	0.5	1	2	1	2	4	1	1	2	2	1	3	3	2	25.50
Jean Marie River	LNS	1	0	0	1	2	0	1	0	2	2	0	0	0	2	11.00
Kakisa Lake	Kakisa Lake	0	0	0	0	1	1	1	1	0	1	0	1	0	2	8.00
Nahanni Butte	CYS	0	0	1	0	1	1	1	1	0	0	1	0	0	2	8.00
Sambaa K'e	CTS	1.5	0	1	1	3	3	0	0	1	3	3	3	2	1	22.50
DEC Total		14.5	21	33	28	27	33	31	36	35	30.5	30.5	46	33	42.25	440.75
<u>Ethnic Backgrounds</u>																

Ethnicity	% of Student Population
Dene	89.42
Inuit	1.94
Metis	2.16
Non-Aboriginal + Southern Aboriginal	6.26 + 0.22 = 6.48

STUDENT PROGRAMMING JK-9

	Regular Program	Regular program with Accommodations for difficulty	Regular Programming with accommodations for Enrichment	Modified Education Plan (Working below Age/Grade level)	Modified Education Plan (Working Above Age/Grade Level)
Number of students - Math	24%	10%	.01%	23%	
Number of students – ELA	20%	11%	.01%	38%	

High School Programming

	Regular Program	Regular program with Accommodations for difficulty	Regular Programming with accommodations for Enrichment
Number of students	9%	22%	0

Individual Education Plan

	K-9	10-12
# of students	1	2

E. Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention. **Please include any specific information related to the COVID-19 pandemic.**

The current teacher population for the Dehcho Divisional Education Council is 46 PYs. Due to the uncertainty of enrolment and to maximize efficiency, the plan is to try to maintain the same number of teachers for the 2021- 2022 school year. The average length of employment within the region for current staff is 7.9 years. In the past school year (2020-2021) the Council hired fourteen (14) new teachers once again into the region’s schools. Of those fourteen new teachers, three (3) were first year teachers in the profession. Staffing is currently under way for the 2021-22 school year. Of the total teaching staff in the region, there are currently eleven (11) teachers who are originally from the region or the Northwest Territories. The effects of the COVID-19 pandemic had originally resulted in less anticipated turnover due to uncertainty over hiring and school openings across the country and NWT. However, as the pandemic continued into the second year, there are indication that there will be more turnover coming.

Teacher recruitment and retention continues to be an area of concern for the Dehcho Divisional Education Council. The high rate of staff turnover has a substantial impact on relocation costs and that impacts the overall budget. Furthermore, our students need stability and continuity, but the high rate of teacher turnover makes it difficult to build a relationship. This is an ongoing area of concern.

Some of the issues that currently impact recruitment and retention are outlined below.

- Lack of available or suitable housing in some small communities
- The lack of adequate connectivity makes the job more demanding as daily tasks may require a lot more time to be completed.
- Hiring teachers who may be older and/or retired and do not intend to stay for a long period of time
- Isolation in some of our communities may be difficult for some teachers to manage for long periods of time, especially as Covid restrictions continue
- Other provinces are currently hiring and thus the quality and quantity of applications for positions with the DDEC has declined significantly
- Hiring and retaining specialty positions such as PSTs can be a challenge. Once PSTs are trained they tend to prefer roles in larger centers in the NWT.

The student population has not shown signs of growth and in some cases continues to decline resulting in more multi-graded classrooms that can be a challenge for many teachers.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p>Priorities: Mental Wellness, Literacy, Writing, Indigenous Education, and Inclusive Schooling</p> <p>The priorities set in school year 20/21 will continue in the upcoming school year 21/22 in part due to COVID-19. We are adding a new dimension related to Information Technology (IT). We have recently hired a teaching IT specialist. This person will build capacity in the areas of G Suite, moodle, and other teaching software packages.</p> <p>The DDEC implemented an ambitious district-wide Literacy program for grades 1 to 6 (Fountas & Pinnell) followed by a reading apprenticeship program extending from grades 7 to 12. We trained our staff in school year 2019-2020. Unfortunately, we could not fully implement the programs in our schools, as we received the resources in November, and the pandemic struck just when our teachers were getting familiar with the resource.</p> <p>Our targets are still valid, but with a slight delay:</p> <ul style="list-style-type: none"> - DDEC wants to set the Literacy target for 2021-22 at 50% reading at grade level (K to Gr 3) and to bring all those same grades students to 65% grade level in reading by the end of school year 2022/2023. There will be benchmark progress reports every year. - Measurable performance targets in reading will be set for each grade from grade 4 to grade 12 after students are assessed. - The target is to reach 46% of Grades 4 to 9 students reading at level in 2021-22 - The target is to reach 68% of Grades 1 to 9 students writing at level in 2021-22. - Promotion and support of Cultural programming - Every school in the Dehcho will benefit from our Choir and be given an opportunity to learn songs in Dene Zhatie (Assuming protocol has been respected and approval granted). Choir is on hold due to COVID-19 restrictions. - The Dene Laws will be taught at all grade levels through the implementation of the Social Emotional Learning curriculum. - Elders and knowledge keepers will be encouraged to share traditional and historical information across subject areas keeping in line with COVID-19 restrictions. Some STIP time will be scheduled for facilitate collaboration with Indigenous Language teachers to ensure that key cultural experiences are integrated in the school environment. <p>Our focus for Inclusive Schooling in school year 2021-2022 is multi-faceted:</p> <ul style="list-style-type: none"> - DDEC wants to keep accurate records of all our school-based team meetings. - DDEC wants to ensure that all IEP meetings are attended by principals. - DDEC wants to use the Erase-bullying campaign as a tool to bridge the gap between students and make school a more inclusive place. - DDEC will implement an Anti-Bullying campaign based on the ERASE bullying program and anchored in Dene laws to nurture empathy among students. We will build capacity with all
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	staff to develop a deeper understanding of the interconnectedness of the bully, the target, and would by-standers.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of regional priorities and goals that align with the 5 Shared Priorities.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measureable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Reading (Fountas & Pinnell benchmarks) Writing (Dehcho School Wide Writes) Mental Wellness (various school strategies for building connectedness and targeted interventions from counselors and mental wellness coordinator) RILE- alignment with ILE goals Inclusive- alignment with Regional Inclusive Schooling goals. All School Improvement Plans align with district goals.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region’s approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

For the 2021-22 school year each region is able to determine how best proceed with annual school reviews.

<p>Regional approach to the completion of Annual School Reviews, including any specific information related to the COVID-19 pandemic.</p>	<p>All 9 schools in the DDEC submit a School Improvement plan in October based on district and territorial goals. Targets and strategies are generated through teacher input and the input of other community stakeholders.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>% of schools in the region for which Annual Reviews are completed.</p>	<p>100%</p>		
<p>% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.</p>	<p>100%</p>		
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			

D. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following tables detail the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations, including any specific information related to the COVID-19 pandemic.</p>	<p>Dehcho Staff are evaluated as per the specific mandates and responsibilities of the position they hold and with regards to their capacity to implement, assess and supervise the goals and directives as mandated by ECE and DDEC. The Superintendent and Assistant Superintendent assess the principals who, in turn, are responsible for teacher and support staff evaluations.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
Number of teachers and PSTs formally evaluated in the school year.	33		
Number of principals and assistant principals formally evaluated in the school year.	9		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	3		
Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region’s training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Regional Training and In-Service will target Literacy, Indigenous Education and Inclusive Schooling. We will add Mental wellness and Information technology as well Schools will use their STIP collaborative time to organize into Professional Learning Communities with a focus on Literacy, Inclusive Schooling, Indigenous language and culture, Mental Wellness and IT. Another critical dimension of training will be training in various aspects of Human Resources (e.g, hiring practices, conducting meaningful, interviews, etc.). We will offer a variety of workshops at our annual orientation in the aforementioned areas and will continue the training throughout the school year, in these same areas.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on shared priorities	100%		
Number of administration days dedicated to training and in-service.	100%		
% of collaborative STIP time dedicated to regional priorities	100%		
Number of schools which implemented STIP as per the Ministerial Directive	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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F. Literacy Coordinators

Literacy coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	.5	1.0	N/A		

** As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body, otherwise not allocated.*

The following tables detail the region’s role of their Literacy Coordinator, and the relevance of the position to regional and shared priorities, including regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>The Dehcho Educational Division Council (DDEC) is determined to improve its literacy performance. Covid 19 has not facilitated the implementation of our programming however this is not stopping our drive forward. In school year 2021-2022, the DDEC requested the equivalent of 2.4 FTE from the Jordan Principle funding, to continue our Literacy campaign. We now have the resources and teachers have been trained, but we need to monitor what is going on the classroom and ensure that our resources are well used. The 2.4 FTE is broken down as such: 2 itinerant Literacy teachers that will travel throughout the Dehcho communities and a 0.4 Literacy coordinator whose responsibility will be to support the planning and report to the central office. Academic achievement is not where it should be. A significant number of students are not reading at age/grade level. The DDEC is embracing an ambitious vision to bring students to age/grade level in Literacy.</p>
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	<p>The literacy program will center around Balanced literacy in grades K-6 and Reading Apprenticeship in grades 7-12. Students in grades K-6 will be assessed using Fountas & Pinnell benchmark assessments. The Leveled Literacy Intervention (LLI) will provide additional support designed to rapidly bring students to grade level. Students in grades 7-12 will be assessed using the Jerry Johns Basic Reading Inventory.</p> <p>Instructional reading support will be provided accordingly. In addition, a 0.4 literacy coordinator will be hired to support literacy programming for grades JK-12 and one High School teacher will be granted 0.2 release time to assist district literacy initiatives. Principals and central office members will work to ensure that programs will be implemented with fidelity.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Targets	
<p>Relevance of the Healthy Foods for Learning program to regional priorities, including any specific information related to the COVID-19 pandemic.</p>	<p>The DDEC has many remote communities where the cost of food is prohibitive, and consequently hunger is a sad reality. This is also the case in our three regional centers. This highlights the importance of food programs in supporting an adequate level of fruit and vegetables intake.</p> <p>HFLP ties to DDEC's goal to: <i>Support the wellness and healthy lifestyle of students, all educational staff, and trustees.</i></p> <p>Furthermore, the Healthy Food for Learning (HFL) programs tie to the territorial goal of: <i>Increase learner outcomes by meeting the needs of all parts of the student- social, emotional, spiritual, intellectual, and physical.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Promote student engagement in choosing healthier beverages • Promote research skills on various topics around nutrition and food.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, if applicable.	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

School Name	Type of food program (s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Frequency of program <i>(Monday - Friday)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
CJYS Wrigley	Breakfast, (a.m., p.m. snacks)	Monday to Friday	18	Open to everyone		
CYS NahanniButte	Snack program	Twice/day Monday to Friday	10	Open to everyone		
CTS Samba K'e	Snack program	Monday to Friday	15-18	Open to everyone		
EDS Fort Liard	Snack program	Twice/day Monday to Friday	80	Open to everyone		
LKES Fort Simpson	Band run breakfast, snacks	Monday to Friday	15-20	Open to everyone		
LKRHS Fort Simpson	Snack program	Monday to Friday	60-100	Open to everyone		
LNS Jean Mariee	Snack program	Monday to Friday	7	Open to everyone		
KLS Kakisa	breakfast, snacks	Twice/day Monday to Friday	5	Open to everyone		
Deh Gah Fort Providence	Youth Center offers hot breakfasts and lunch	Monday to Friday	65	Open to everyone		
TOTAL			fluctuates			

* Please complete one row for each program offered in a school. Ex:) complete two rows if a school offers both breakfast and snack programs.

Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers’ Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development. Under the proposal summary, indicate whether this is a continuation of previous year’s SSI project.

SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.	The Fountas & Pinnell Leveled Literacy Intervention (LLI) is an ambitious program that aims to assess where the students are at and bring them to reading levels. In school year 2020-2021 the DDEC invested more than \$ 800 000 to acquire the resources, hire a literacy coordinator, select school leads and train all the staff. We are now confident that we can go to the next level. We will also add an additional \$325 000 that was recently secured. As mentioned, 2 literacy teachers and 0.4 of a Literacy Coordinator will be allocated to help us progress our literacy plans. We expect to see the results of the past two years in the benchmark assessments of spring 2022. Considering that a lot was put on hold this past year due to COVID-19.
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region who participate in SSI PD activities.	100%		
% of support staff from across the region who participate in SSI PD activities.	100%		
Areas of Strength			
Areas for Development			
Additional Comments, including any specific information related to the COVID-19 pandemic.			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? <i>(Yes/No)</i>	If No, why not?
Literacy Initiative- Fountas & Pinnell JK-6, Reading Apprenticeship 7-12	2021/22		

H. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2021-2022	2022-2023	2023-2024
CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA	BDEC SSDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

I. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. This refers to programming that is offered to all students, rather than targeted programs for individual students.

Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.</p>	<p>The Dehcho Divisional Education Council is committed to improving student wellness. In school year 2021 -2022, the itinerant mental wellness coordinator will work with the central office for the successful implementation of our Social emotional Learning program (SEL) and Healthy relationship programming.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	100%		
% of schools with grade 4-6 students offering LEADS.	100%		
% of schools with grade 7-9 students offering the Fourth R.	100%		
% of schools with grade 10-11 students offering HRPP.	100%		
Were there any difficulties accessing training for the above programs?			
Are there any recommendations for making training for the above programs more accessible?			

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	Echo Dene	Implement WITS, Leads, 4 th R, and HRPP		
	Chief Julian Yendo	Implement WITS, Leads, 4 th R		
	Charles Yohin	Implement WITS, Leads, 4 th R, and HRPP		
	LKES	Implement WITS, Leads,		
	LKRHS	Implement WITS, Leads, 4 th R, and HRPP		
	LNS	Implement WITS, Leads, 4 th R		
	Charles Tetcho	Implement WITS, Leads, 4 th R,		
	Deh Gah	Implement WITS, Leads, 4 th R, and HRPP		
	Kakisa	Implement WITS, Leads, 4 th R		

J. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

School Name	Language of SL <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)</i>	Type of SL program <i>(core, immersion, intensive)</i>	Grade s of SL progr am <i>(per progra m type)</i>	% of students enrolled <i>(per program type)</i>	Frequency of SL Program <i>(min/week)</i>	Actual Frequency of SL Program <i>(min/week)</i>	Explanati on for difference <i>(if applicable)</i>
Liidlii Kue Regional Secondary School	French	Core	Grade 10-12	TBD at time of registration	Every other day		
Echo Dene	French	Core	Grade 10-12	TBD at time of registration	Daily		
DGESS	South Slavey	Core	Grade K-12	TBD	Daily 40 min		
LKES	South Slavey	Core	Grade K-6	TBD	Daily 40 min		
LNS	South Slavey	Core	Grade K-9	TBD	Daily 40 min		
KL	N/A						
CYS	N/A						
CTS	South Slavey	Core	Grade K-9	TBD	Daily 40 Min		
CJYS	South Slavey	Core	Grade K-9	TBD	Daily 40 Min		
LKRHS	South Slavey	Core	Grade 7-12	TBD	Daily 40 MIn		
Echo Dene	South Slavey	Core	Grade K-12	TBD	Daily 40 Min		

**Please include a row per school /per language /per type of instruction*

Northern Distance Learning

Northern Distance Learning (NDL) provides opportunities for small community high school students to have equitable access to higher-level academic courses. Schools participating in NDL are responsible for ensuring that an In-Class Support Person (ISP) is retained to support students during their NDL classes, all classroom supplies are purchased and to ensure a classroom with access to a long distance telephone and document camera is provided. All other equipment and supplies for the NDL program are provided.

The following tables detail the number of allocated, budgeted and actual (ISPs) in place to provide support to Northern Distance Learning program, and the explanation for any variance between each.

School Name	Allocated (\$)	Education Body Contribution (\$)	Total Budgeted (\$)	Actual (\$)	Explanation for Difference (if applicable)
EDS	\$ 55,000	\$ 6,000	\$ 61,000		
DGESS	\$ 0	\$ 0	\$ 0		
LKRHS	\$ 59,000	\$ 10,000	\$ 69,000		
TOTAL	\$114,000	\$ 16,000	\$130,000		

School	Number of ISPs in place	Number of years at the school per ISP	Source of each ISP (CUSO volunteer, local hire, etc.)	Successes and challenges related to ISPs
EDS				
DGESS				
LKRHS				

The following tables detail the region’s to regions approach, and includes regional and school specific performance indicators and targets set for the upcoming school year related to Northern Distance Learning, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to Northern Distance Learning, including any specific information related to the COVID-19 pandemic.	We have two end points in two of our high schools and will continue to offer expanded course offerings as they are made available by NDL.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of eligible high schools offering NDL programming. <i>(NDL schools / Eligible high schools x 100)</i>	100%		
% of NDL courses completed with credits acquired within the school year, based on total # of enrolment. <i>(# of courses passed / # of course enrolments x 100)</i>	100%		
% of NDL students passing diploma exams (for NDL courses) written within the school year. <i>(# of exams passed / # of exams written x 100)</i>	100%		
% of diploma exam marks (for NDL courses) with a <15% difference from the school awarded mark. <i>(# of exams with <15% difference / # of exams written x 100)</i>	100%		
Areas of Strength or promising practices for the region, including examples of positive impacts that NDL may have had on students.			
Areas for Development for the region			
Additional Comments for the region including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Number of students participating in at least one NDL course, per school, per year.	Liidlii Kue Regional Secondary School	6		
	Deh Gah	0		
	Echo Dene	7		
Number of NDL courses offered by school. <i>(8 available per year for schools with one end point / 16 available per year for schools with two end points)</i>	Liidlii Kue Regional Secondary School	16		
	Deh Gah	0		
	Echo Dene	16		
Number of NDL endpoints actively in use, per school, per year. <i>(one endpoint or two endpoints)</i>	Liidlii Kue Regional Secondary School	2		
	Deh Gah	0		
	Echo Dene	2		

School Specific Reporting	School	School level Reporting
Top one or two challenges experienced with the implementation of NDL at each participating school.	LKRHS	
	DGESS	
	EDS	

Top one or two supports that would help schools better implement NDL next year at each participating school.	LKRHS	
	DGESS	
	EDS	

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1	1			

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of RISCs allocated as less than a 1.0 FTE	0%		

B. Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
EDS	1.0	1.0				
DGESS	1.0	1.0				
LKES	1.0	1.0				
LKRHS	1.0	1.0				
LNS	.5	.5	Itinerant PST			
KLS	.5	.5	Itinerant PST			
CYS	.5	.5	Itinerant PST			
CTS	.5	.5				
CJYS	.5	.5				
TOTAL	6.5	6.5				

C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Please ensure that Support Assistants funded through Jordan’s Principle and Children’s First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
EDS	1.51	3.8	3 PYs funded through Jordan Principal		
DGESS	1.64	5.6	4 PYs funded through Jordan Principal		
LKES	1.33	5.6	4 PYs funded through Jordan Principal		
LKRHS	1.33	2.6	1 PY funded through Jordan Principal		
LNS	.08	1.8	1 PY funded through Jordan Principal		
KLS	.06	.8	Extra support due to only 1Teacher/Princ		
CYS	.11	2.8	2 PYs funded through Jordan Principal		
CTS	.31	.5			
CJYS	.3	1.0	Full time incumbent in position		
TOTAL	6.67	24.5	Note: 15 add'l SA applied for under Jord Principal		

D. Magnet Facilities

Magnet Facilities provide services to students with very challenging needs. This Dehcho Divisional Education Council currently does not have any facility is deemed a ‘magnet facilities’ and has been identified as requiring additional supports.

The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

Positions	Allocated (PY)	Budgeted (PY)	Explanation for variance (if applicable)	Actual (PY)	Explanation for variance (if applicable)
Teachers	0	0	N/A		
Support Assistants	0	0	N/A		
TOTAL	0	0			

The following table details the total amount of allocated, budgeted and actual funding spent on O&M for Magnet Facilities, and the explanation for any variance between each.

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
0	0	No Magnet Facility		

E. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
67,653	\$ 85,000	Priority in Staff Development		

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
In person	(Max- 15) PSTs, educators, principals	Mental Health First Aid	TBA: Dependent upon available trainers from Health		
In person	PSTs, RISC, Educators, Support Staff	Orientation Inclusive Schooling Overview for Dehcho Schools	August 23 rd , 2021 Orientation: Fort Simpson		
In person	PST's/Principals	Implementing the Inclusive Schooling Directive in schools (topics will vary)	a. September 2021 b. January 2022 c. May 2022		
Conference WEBCAST	PST, RISC, Some School Staff,	Best practices in Autism	January 2021		

In person	PSTs, Administrators, key community agencies	VTRA Violent Threat Risk Assessment	To be determined		
TBD	PSTs, teachers, support assistants	Downs Syndrome Best Practices Training	TBD		
In person	PSTs and Principals	Review of SBST processes with expectation to review with school staffs	TBD		
In person	PSTs and principals, classroom teachers	Universal Design for Learning Training and Review	TBD		

The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>The Specific focus for PSTs this year is in the area of Co-teaching. We will be looking at building classroom teacher capacity through co-planning, co-instructing and modelling of best practices.</p> <p>High School Inclusion continues to be an area of need throughout the Dehcho. High School students are performing significantly below level in reading and writing and completing high school courses is challenging. A Professional Learning Community consisting of interested high school teachers, PSTs and Administrators will examine and use data to experiment with best practices for High School Inclusion Support will be established and run during the 2021-2022 school year. This Inclusion support will include looking at explicit strategies around how to accommodate for students in the senior high and effectively use a student support plan in a senior high classroom.</p> <p>Assistive Technology is an area requiring professional development. However, due to connectivity issues in many of our schools this has been difficult. Next year the DDEC will attempt to train 25% of staff in assistive technology (in areas that have more stable internet access) with hopes to increase this training when connectivity improves in all communities</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?	100%		
% of staff trained, in the past two years, in the SBST process?	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.	

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	Reason for using a contractor rather than a GNWT-provided service <i>(GNWT service unavailable, etc.)</i>	School(s) impacted by Service	Length of Contract	Total (\$)

** This table refers to contractors procured using Inclusive Schooling funding, and does not include others such as those procured by Jordan’s Principle / Child First Initiative Funding.*

F. Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student/ etc.)	Total Over / Under Allocation (\$)
62,239				

G. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
ALL SCHOOLS	127,038	130,000	Regional Wellness Coordinator, travel and O&M			
TOTAL	\$127,038	\$ 130,000				

H. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<p>Excellence in student performance is one of the strategic goals of the Dehcho Divisional Education Council. In order to meet the needs of all students in a common learning environment and ensure excellence, SSPs and IEPs become critical elements in the Inclusive School Plan. The process for the development of SSPs and IEPs in the Dehcho has been firmly established over the last three years. An area of focus this year will be in improving the quality and implementation of the SSPs and IEPs in JK-12 classrooms. PSTs will improve their instructional strategy toolbox. Principals will be expected to monitor classroom instruction and ensure that these plans are in place, reflected in year, unit and daily plans, and are identifiable in lesson observations.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
Number of students not able to participate in the Common Learning Environment in their home community.	3-5		

% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%		
% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	2-3		
Number of times per month that the RISC meets with PSTs via video/phone conference?	1 per month		
Number of times per year that the RISC meet with the PSTs in person	5 times		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

I. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.</p>	<p>Flexible instructional strategies support student achievement and promote student wellness. School staffs require time for in-depth learning and practice in order to become effective in such practices. In the Dehcho all teachers are allocated weekly or biweekly collaboration time with the PST where these strategies can be explored. The principals promote flexibility in scheduling so that the PST can work directly in classrooms with teachers in co-teaching or coaching cycles. Schools also have STIP time where additional collaboration is planned and support assistants are included.</p> <p>Each school will be required to identify 2-3 flexible instructional strategies that teachers will focus on for the school year. These will be implemented with fidelity including, professional development during STIP, modelling by PSTs, as well as support from the RISC when requested.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities?	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

J. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.</p>	<p>It is a regional expectation that all schools will schedule a minimum of one SBST meeting per week. This time slot is prioritized above all other school activities. Program Support Teachers submit a SBST checklist (signed by the principal) to the Regional Inclusive Schooling Consultant (RISC) by the end of September, indicating that the SBST is in place and the processed have been reviewed with staff. Monthly PST reports, submitted to the RISC indicate the number of SBSTs held as well as the focus of these team meetings. The RISC will follow-up with the Principals and PSTs to support SBST development where necessary throughout the school year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have an established an operational SBST by the end of the first month of school.	100%		
% of teachers accessing the SBST	100%		
% of schools that are using referral forms to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		

% of schools that include CYCCs in SBST meetings.	50%		
% of SBST meetings that focus on developing strategies to support classroom teachers.	35%		
% of SBST meetings that focus on solving specific problems.	60%		
% of SBST meetings that address systemic issues in the school.	5%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	Echo Dene School	Three/month 60min/meeting		
	Liidlii Kue Elementary	Three/month 60min/meeting		
	Liidlii Kue Regional High School	Three/month 60min/meeting		
	Dehgah Elementary and Secondary School	Three/month 60min/meeting		
	Chief Julien Yendo	one/month 60min/meeting		
	Charles Tetcho	one/month 60min/meeting		
	Louie Norwegian	one/month 60min/meeting		
	Kakisa Lake	one/month 60min/meeting		

	Charles Yohin School	one/month 60min/meeting	Charles Yohin School	
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K. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the NWT *Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.</p>	<p>SSPs and IEPs are reviewed and updated at reporting times. The deadlines for these updates are provided at the beginning of the school year in a PST calendar of important dates . The Regional Inclusive Schooling Consultant reviews all SSPs and IEPs in the first term to ensure that plans are completed correctly, providing support where necessary. The RISC completes random checks on plans in the subsequent terms.</p> <p>In addition, PSTs review the process for SSPs and IEPs at the beginning of the school year with staff. There is a checklist for both PSTs and Teachers for SSPs and IEPs that clarifies the process and can be used with all teachers but is most useful for new teachers.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who are developing SSPs for which they are responsible.	100%		
% of teachers who are developing IEPs for which they are responsible	100%		
% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	100%		
% of parents participating in developing IEPs for those students requiring them <i>(more than signing)</i> .	100%		

% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

L. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to **teacher support activities**
- no more than 25% of the PST’s time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.</p>	<p>PSTs in the Dehcho are expected to align their time use with the allocated targets set out in the Inclusive Schooling Directive. This is also reviewed with the principals each year. PSTs submit a monthly report and schedule to the Regional Inclusive Schooling Consultant (RISC), outlining their activities for the month in each area of time use. This is reviewed by the RISC and feedback/support provided if the time use recommendation has some differences.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%		
% of PSTs allocated as less than a 1.0 FTE	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
1.0	1.0	N/A		

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school’s ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation of the was not in place or active during the year.

Indigenous Language and Education Team			
School	ILE Team Composition <i>(Principal, PST, etc.)</i>	Meeting Frequency	Explanation if ILE Team was not in place or active <i>(if applicable)</i>
EDS	Principal,Indigeous Teachers, Classroom Teachers	Approximately every 6 weeks	
DGESS	Principal,Indigeous Teachers, Classroom Teachers	Monthly	
LKES	Principal,Indigeous Teachers, Classroom Teachers	Approximately every 6 weeks	
LKRHS	Principal,Indigeous Teachers, Classroom Teachers	Approximately Every 6 weeks	
LNS	Principal, Student Support Assistant	Quarterly	
KLS	Principal,Student support Assistant	Quarterly	
CYS	Principal, Student Support Assistant, Indigenous Langauge Teacher	Quarterly	
CTS	Principal, Student Support Assistant	Quarterly	
CJYS	Principal, teacher and Student Support Assistant	Quarterly	

C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual ILI (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
EDS	1.17	1			
DGESS	1.24	1			
LKES	1.61	1	Allocated between LKHS		
LKRHS	.5	1	Allocated between LKES		
LNS	.5	.5			
KLS	.5	.0	Hiring search in progress		
CYS	.5	.5			
CTS	.5	.5			
CJYS	.5	1			
TOTAL	6.52	6.5			

Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.

Some Regions have indicated difficulty in filling ILI positions. The following table details the planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

Accommodations made to maintain Indigenous language instruction in the region, if any?	None	
Plans to recruit and retain language teachers, if any?	None	
Challenges and/or barriers faced in the region?	Limited Dene Zhatie speakers May want to be involved but reluctant due to no teaching experiences in classroom	

	<p>Culture and language programs not relevant enough to encourage Dene Elders/knowledge keepers to participate.</p> <p>Schools not promoting consistent cultural protocols during assemblies, meetings, and on land camps.</p>	
<p>What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?</p>	<p>NONE</p>	

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) & Source (If applicable)
EDS	33,000	\$ 35,000	Alloc equally between similar schools			
DGESS	34,200	\$ 35,000				
LKES	35,400	\$ 35,000				
LKRHS	35,400	\$ 35,000				
LNS	30,500	\$ 32,000	Alloc equally between small schools			
KLS	28,500	\$ 32,000				
CYS	30,500	\$ 32,000				
CTS	34,750	\$ 32,000				
JCYS	32,750	\$ 32,000				
TOTAL	295,000	\$ 300,000	Extra allocation to larger schools			

The following table details whether schools choose to allocate funding for an Elder and/or Cultural Support Worker that works at the school daily.

School	Elder in Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
EDS	No	No			
DGESS	No	No			
LKES	No	No			
LKRHS	No	No			
LNS	No	No			
KLS	No	No			
CYS	No	No			
CTS	No	No			
CJYS	No	No			

E. Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>Dehcho Education Council believes that building school-community relationships is one of the most important aspects of Indigenizing education. Throughout the year various strategies and activities will be implemented that will endorse this. Each grade will participate in authentic cultural camps that will use activities from Dene Kede, Dene Laws, and Our Languages Curriculum. These camps will bring together community business, Elders and other knowledge keepers who want to share traditional stories, skills and knowledge with our students and staff. Schools will continue to receive funding for any activities/programs that will involve Elders and knowledge keepers in activities such as feasts, assemblies, seasonal camps and classroom activities.</p> <p>Due to COVID-19 restrictions Elders may be restricted to interactions that could involve virtual interactions but will vary on network and technology accessibility and technical support in all Dehcho communities. Interactions with elders will be encouraged to take place during on the land opportunities for learning within COVID guidelines.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Elders hired for regular school programming,	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal
EDS	1.Create a safe and welcoming environment by creating an Indigenous space where Elders/ community members are displayed (pictures) and celebrated/ honoured. 2.At least three opportunities to connect with community groups to collaborate on cultural experiences.These can include: feasts, drum dances, Dene Yatie language literacy events, storytelling nights, meet and greet	

	<p>events, concerts, tea and bannock sharing.</p> <p>3.Elder Appreciation Days/ Community Volunteering</p> <p>-Shoveling snow for Elders and those at need</p> <p>-Chopping wood for Elders/ those at need.</p> <p>Volunteering with the Band Office to put together and deliver food hampers throughout the year</p>	
<p>DGESS</p>	<p>1.To invite Elders and Knowledge Keepers into the school for monthly feasts, to teach classes, and to mentor the children in traditional ways on the land.</p>	
<p>LKES</p>	<p>1.Weekly letters using Dene Zhatie language component or Dene Law recognition of one student/class.</p> <p>2. Ask of kindness to community members aligned with Dene Laws.</p> <p>3.Partner with community members to create a camp within walking distance from the school.</p> <p>4.Dedicate an area within the school grounds that would provide opportunities for Elders and knowledge keepers to share traditional skills such as preparing and cooking meats, making bannock, and telling stories /sharing legends.</p>	
<p>LKRHS</p>	<p>1. The ILE Team will work with local leaders, Elders, and knowledge keepers to brainstorm ways to make the curriculum</p>	

	<p>more culturally and locally relevant. This project will be called "Curriculum Revitalization Committee</p> <p>2.Elder Appreciation Day(s) - Day to shovel snow for elders - Day to appreciate elders in our community</p> <p>3.Reel Youth Elder Film Project - Work with local elders and film crews to produce a film highlighting and showcasing Dene Language and Culture</p> <p>4.Creating Cultural Space in the school. - Create a safe and welcoming environment by creating an Indigenous Space within the school.</p>	
<p>LNS</p>	<p>1.Winter – Christmas planning activities celebration, gathering wood, & Elder baskets.</p> <p>2.Spring/Summer - Garden boxes sharing and then what is planted for fall harvest.</p> <p>3.Work with the Band Office to implement school/community initiatives.</p> <p>4.Schedule Cultural events throughout the school year using Elders and knowledge keepers (i.e., fire-making skills, hunting camp preparation, beading, drum making, meat harvesting, etc.)</p>	
<p>KLS</p>	<p>1.Continue the school community connection by having students help make and deliver healthy food to Elders.</p>	

<p>CYS</p>	<p>1.Hire Elders for school Programming</p> <p>2.Three opportunities to connect with community groups to collaborate on cultural opportunities (feast, drum dances, storytelling nights, concerts, feed the fire ceremonies)</p>	
<p>CTS</p>	<p>1.Monthly newsletters home, letters to Elders, bannock and muffins as gifts.</p> <p>2.Community members invited to teach cooking and students are spoken to in Dene Yatie</p> <p>3.Learn a greeting, introduce yourself (My name is), weather, etc.</p> <p>4.Traditional artifacts such as dolls, spruce root baskets etc displayed in school entrance.</p>	
<p>CJYS</p>	<p>1.Identify and invite community resource people including elders, youth and young leaders to help provide key cultural experiences.</p> <p>2.Select a monthly Dene Zhatie phrase to be learned school wide.</p> <p>3.Send home Dene words and phrases that students are learning to parents, DEA, and community members for further language reinforcement.</p>	

Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences
EDS		
DGESS		
LKES		
LKRHS		
LNS		
KLS		
CYS		
CTS		
CJYS		

F. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>Cultural orientation days are mandated by ECE to provide time for the teachers to learn about the culture and histories of their communities. In the Dehcho, these days are held alternatively at the regional and local levels: two years are regional Cultural Orientation and the third year is local Cultural Orientation. This year will be local. When held locally, the DEA is encouraged to collaborate with the school staff to plan and deliver the activities based on Dene Kede. Support Assistants are included. Local Cultural Orientation days are held at individually determined dates.</p> <p>Due to the COVID-19 restrictions this year regional orientation will be hosted virtually for all Dehcho staff.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools offering Indigenous language training and support to all staff members.	100 %		
% of schools holding local Teacher Cultural Orientation Days.	100 %		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	Schools will discuss with DEA 100 % participation		

% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100 %		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	Goal	Explanation on status of goal
EDS	1.Dene Kede Training for all staff during STIP. New staff will partner with experienced staff. 2.STIP days will be used to create lesson plans incorporating Dene Kede in subject areas. 3.Elders, Knowledge Keepers, community leaders will help train staff on the history of the community, Dene ways of Knowing and Learning during Cultural Orientation days.	
DGESS	1. For every staff member to participate in Cultural Orientation Days and sensitivity training in the north.	
LKES	1. Prepare and hold two Cultural Orientation Days before start of school year. Planning would include local DEA.	
LKRHS	Dene Kede Training 1. Training during STIP (with ILE Team from Yellowknife) 2. Using STIP days to break down and create Lesson Plans with Dene Kede. The goal is to plan, create, and implement these lesson plans throughout the subject areas. 3.Local knowledge keepers, elders, and local leaders to help train staff on the History of the Dene Peoples, The History of Fort Simpson, and the Dene	

	<p>Ways of Knowing and learning during the Staff Cultural Orientation.</p> <p>4. Strengthening partnerships between DFN, LKFN, Metis and the school by learning together.</p>	
<p>LNS</p>	<p>1.Partnership with community programs to share local knowledge and community protocols with staff.</p> <p>2.Practice command , greetings and prayer with Elders and knowledge keepers.</p>	
<p>KLS</p>	<p>1.With support from community members, teachers and students will learn Dene Zhatie words and phrases.</p> <p>2.Explore traditional territories around the Territorial Park and Lady Evelyn Falls that will include fishing and exploring traditional trails used by the Elders.</p> <p>3.Berry picking and sharing the harvest with the Elders.</p>	
<p>CYS</p>	<p>1.To provide at least one STIP time a month to collaborate with Indigenous staff who speak the language on ways to incorporate Indigenous teaching methods into the classroom activities.</p> <p>2.To explore traditional fishing areas and sharing the history of the local camp and trapping areas of Netla and Swan Point with Elders and staff.</p>	

CTS	<p>1. Professional Development - Cultural Immersion and using Dene Kede</p> <p>2. Increased collaboration with Indigenous Language Teacher in order to make connection using Dene Kede into core subjects.</p> <p>3. Culture awareness planning during STIP with Indigenous Language Teacher in order to develop better understanding of community protocols.</p>	
CJYS	<p>1. Dene Zhatie teacher will attend regional DDEC ILE workshops and all staff will participate in regional DDEC orientation and workshops as offered throughout the school year.</p>	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Type of activities local Cultural Orientation Days.	EDS	<p>1. On the land cultural experience: staff will travel to Muskeg River or Hay Lake to learn from Elders/ Knowledge Keepers about how to live off the land, the history, culture and tradition for each task, landmarks, etc. and learn and speak Dene Yatie phrases.</p>		
	DGESS	<p>1. Continue to go on the land and collect indigenous herbs for traditional medicine and teas.</p> <p>2. Provide more opportunities to learn and play traditional games.</p> <p>3. Continue to learn how to make traditional foot ware, clothes, hunting tools etc.</p>		

	<p>LKES</p>	<p>Activities will be based on seasonal traditional opportunities within the community.</p>		
	<p>LKRHS</p>	<p>1.Hunting - Understanding ways of hunting - Understanding traditional hunting territories - being taught when and how to hunt for specific animals such as Moose and Caribou. 2. On The Land Cultural Experience - Travel to traditional territory on the Mackenzie River (6-mile, Harris creek, two islands) where staff will engage with elders. The Elders will teach the staff how to live off the land as well as the history and culture that goes with each specific task. Elders and staff will be encouraged to speak in the Dene Language as much as possible during these excursions. Experience with Elders about Fort Fort Simpson (history, culture etc) 3. Elders and local knowledge keepers will explain the Dene history and culture as well as explain each significant landmark</p>		

		in Fort Simpson and surrounding area.		
	LNS	1.Organize with Elders and knowledge keepers for on the land experiences that can be transferred to in class learning curriculum. 2.Familiarize/review ILE goals with community members and staff.		
	KLS	Work with DEA to plan cultural days.		
	CYS	1.Developing unit plans during STIP using Dene Kede, Our Languages Curriculum, and Elders Resources, and traditional Indigenous practices.		
	CTS	1.Two cultural days where the activities will be planned with DEA and Indigenous language teacher focusing on Dene Laws and Dene Kede themes.These activities will incorporate hands - on/ experiential learning opportunities.		
	CJYS	1.Staff will participate in and help during the annual Wrigley hand games tournament to encourage interaction with Elders.		

G. Fostering Student Wellbeing

Fostering Student Wellbeing requires educators to support the development of each student as an NWT **capable person** in a holistic manner. Elders in the NWT have explained that each child is born with inherent gifts. In order to nurture those gifts as a **capable person**, students must be well in body, mind, heart and spirit.

NWT schools need to cultivate healthy environments that nurture student gifts through the development of physical, intellectual, emotional and spiritual self. In collaboration, schools and communities can guide students to strengthen their wellbeing and foster development of their identity, through opportunities to connect to the land, the language and the teachings of their Elders

Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)	
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ILE Action Plan Goal for Fostering Student Wellbeing		
School	Goal	Explanation on status of goal

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School	What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?

H. Indigenizing Teaching and Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<p>The focus will continue to be on strengthening our approaches to Indigenizing teaching and learning practices in all schools. This involves bringing Indigenous concepts to all aspects of education. Dene Kede and understanding the Dene Laws must be actively used in planning and teaching Indigenous world views, ways of knowing, doing and being within school programming. Adopting learning and teaching practices that are holistic, relational, spiral and experiential will provide authentic key cultural experiences.</p> <p>Staff will participate in cultural orientations, cultural camps, in-service workshops from ECE, and work closely with Elders and other knowledge keepers. From this, staff and the ILE Committee will collaborate to build on and generate new ideas that will include Indigenous Languages and cultural activities in their daily interactions and classroom plans.</p> <p>Due to COVID 19 restrictions Elders and knowledge keeper’s participation in cultural programming may be limited to virtual interactions until this restriction is re-assessed. All school guidelines regarding COVID 19 restrictions will be followed, including the use of non-medical face masks, physical distancing, hand washing, sanitizing surfaces between uses, and limiting participants to ensure a healthy, safe environment.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g., holistic, relational, spiral pre-agesential practices)	100 %		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal
EDS	1. Staff will use 3 STIP collaboration days to collaborate and co-create Dene Kede lesson plans in subject areas. Staff will implement the Dene Kede lesson plans, lesson plans will be reviewed by the supervisor. 2. All staff will learn 1 new Dene Yatie phrase at	

	<p>monthly staff meetings to use in conversation with students, parents/ guardians and community members.</p> <p>3.Morning announcements will be presented in Dene Yatie, and the Dene version of O Canada will be played every morning.</p> <p>4.Incorporate local legends and traditional stories in subject areas; invite Elders/ Knowledge Keepers to share stories.</p> <p>5.Incorporate traditional sewing, beading, fish scale art, basket making, drum making, in classes with Elders/ Knowledge Keepers.</p>	
<p>DGESS</p>	<p>1.Teachers continue to use the Dene Kede curriculum, Dene Laws and incorporate these units into core subjects. This will reinforce Dene teachings and the Dene Laws within their classroom.</p> <p>2.Lessons will show evidence in utilizing strategies such as holistic,</p>	

	<p>relational, spiral and experiential within their classrooms. 3.They will also emphasize seasonal teachings within their classrooms.</p>	
<p>LKES</p>	<p>To use Dene Kede to create a whole school thematic unit.</p>	
<p>LKRHS</p>	<p>1.Use STIP Days to collaborate and co-create Dene Kede lesson plans for all subject areas 2.All staff to learn 2-3 common phrases in Dene Zhatie. 3.Implementation of the Dene Kede created lessons will be revisited twice yearly. 4.Incorporate story-telling and local legends and other subject specific learning outside in set up canvas McPherson tent 5.When possible incorporate outdoor learning environments that would allow elders to participate in story-telling and any other activities such as sewing/beading/skinning etc. 6.Students and staff will do morning announcements together (staff and students) will also play O Canada in Dene Zhatie over the PA System</p>	
<p>LNS</p>	<p>1.Incorporating Dene ways of learning such circle setting in circles, passing items to the left, dancing to the left and</p>	

	<p>adhering to specific traditions when setting up camps.</p> <p>2. Incorporate GWNT “Living Well Together” where appropriate in core subjects.</p> <p>3. Include local history and stories in core subjects.</p> <p>4. Use Dene Kede and Dene Laws in planning lessons, units and activities.</p>	
<p>KLS</p>	<p>1. Continue developing students’ understanding of reciprocity through activities where students can give back to the community for example preparing and delivering food to the Elders or helping Elders shovel snow.</p>	
<p>CYS</p>	<p>-</p> <p>1. Will engage in PD related to Indigenizing teaching and learning practices.</p> <p>2. Will implement specific teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)</p> <p>3. At least two STIP times per month will be used to collaborate with Elders and Knowledge Keepers on how to incorporate Indigenous teaching.</p>	

	<p>4. Staff will participate with their class while Elders share stories or demonstrate activities.</p> <p>5. Staff will provide opportunities for students to participate in community events (e.g., community and regional meetings)</p>	
<p>CTS</p>	<p>1. Using Dene Kede, plan units that have more experiential learning.</p> <p>2. Dene Laws building into school plans (daily routine)</p> <p>3. Plan to incorporate key cultural experiences by seasons.</p>	
<p>CJYS</p>	<p>1. CJYS will participate in and help out during the annual Wrigley hand games tournament. This will allow for better connection between students and elders.</p>	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
<p>Example of the most effective Indigenizing teaching and learning practices implemented in each school.</p>	<p>EDS</p>	<p>Elders/ Knowledge Keepers in the school</p>		
	<p>DGESS</p>	<p>1.All classroom norms are based on the Dene Laws. The school discipline policies are also based on Dene traditions. 2.Teachers use Spiral teaching to reinforce previous knowledge. 3.They use Relational Teaching when they relate topics to the background of the students. They take the students on the land to teach experientially. 4.Holistically, teachers seek to address the emotional, social, ethical, and academic needs of every child.</p>		
	<p>LKES</p>	<p>1.Incorpoating Dene Kede units into school calendar. 2.School collaboration in core subject areas and language learning that will demonstrate holistic, spiral, experiential and relational forms of learning.</p>		
	<p>LKRHS</p>	<p>1.When possible access videos/history/about community, Elders from outside sources</p>		

		<p>such as museums, internet.</p> <p>2.Inviting elder/Knowledge keepers/ ENR into the school to share their experiences, stories and traditional skills.</p>		
	LNS	<p>1.Purchase Indigenous resources such as reading materials, cook books, videos, etc.</p> <p>2.Incorpate Dene Kede into all planning of core subjects.</p>		
	KLS	<p>1.Share opportunities and planning with students and Elders around food harvesting and preparation.</p>		
	CYS	<p>1.Incorporating Dene Kede, Elder Resource and Knowledge Keeper wisdom through relational and spiral learning activities which emphasize Dene ways of knowing.</p>		
	CTS	<p>1.Bring in Elders and knowledge keepers to share experiences about traditional ways of learning and</p>		

		<p>knowing. With permission video and then create a book by students.</p> <p>2. Use activities from OLC to support culture and language learning within the school.</p>		
	<p>CJYS</p>	<p>1.Purchase books with indigenous content.</p> <p>2.Integrate Dene Kede and local examples into school wide programming</p> <p>3.Incorporate drumming, hand games, singing, beading, and sewing into school programming.</p>		

I. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>Much of the curricular content and programming planning will come from Dene Kede, Our Languages Curriculum, OLC resource guide, Indigenous Languages and Education Handbook, and Our Languages website.</p> <p>Ample resources of Indigenous authors and Indigenous reading materials are available in all schools, as is the Our Languages website. Schools will incorporate the values and ways of living based on Dene Laws in all school activities, assemblies, on the land camps and daily classroom routines.</p> <p>ILE committees will investigate and bring recommendations to staff regarding new Indigenous supports, materials and units that can be added to the Indigenous content in their schools.</p> <p>Incorporating simple Dene language instruction and signage in the whole school relevant to COVID 19 health precautions will continue to updated and encouraged (e.g., “wash your hands”, directional arrows, etc.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100 %		
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100 %		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
EDS	<ol style="list-style-type: none"> Using Dene Kede curriculum, and Northern Studies, learning experiences will be authentic and culturally relevant. Traditional knowledge will be integrated by inviting Elders, Knowledge Keepers, Environment and Natural Resource officers, ADKFN, and community members. 	
DGESS	<ol style="list-style-type: none"> Teachers will take turns showcasing lessons to colleagues in which they have indigenized content. 	
LKES	<ol style="list-style-type: none"> Focus and learn community protocols when engaging Elders and knowledge keepers in the school environments. Listening to Elders and knowledge keepers and then building relationships to incorporate their ideas and knowledge in to school activities such as assemblies, feeding the fire etc. 	
LKRHS	<ol style="list-style-type: none"> Curriculum Revitalization Committee Using Northern Studies, Dene Kede, OLC and other resources we will incorporate more relevant and authentic learning experiences 	

	<p>into all of the classrooms.</p> <p>3. Integrate traditional knowledge from: Local knowledge keepers, elders, DFN, LKFN, and the community.</p> <p>4. Brainstorm ways to make the curriculum more relevant and appropriate for our students.</p>	
<p>LNS</p>	<p>1. Use STIP, and PD days to review, revise and respond to added Indigenous programs and initiatives.</p> <p>2. Use technology to define, explore and share information about local Indigenous history, legends, current affairs and Dene people of the Dehcho.</p> <p>3. Select books and related literature to aspects of Dene life such as "Trapping is my Life"; "When the World was New".</p>	
<p>KLS</p>	<p>1. Teachers will continue to link core subjects to Dene Kede. Dene Kede will guide the instruction whenever possible.</p>	
<p>CYS</p>	<p>1. Staff involved in planning for Indigenous content of curriculum during STIP days for two Monday mornings/month.</p> <p>2. 100% of staff will actively plan for and infuse Indigenous content into subject area disciplines by including Dene Kede and other resources in their unit plans.</p> <p>3. Visible Indigenous content in school: signage, artifacts, Dene Laws wall, pictures of active Indigenous role models and traditional art/cultural items.</p>	

CTS	<ol style="list-style-type: none"> 1.Using Dene Yatie in core classes with support from Yvonne and dictionaries 2.Newsletter to parents and community explaining in the Core Language programming. 3.Experiential learning put in mainstream classes (supporting the Dene Kede) 	
CJYS	<ol style="list-style-type: none"> 1.Dene Zhatie teacher will try to stay in the language during language classes. 2.Involve family with language learning through newsletters and language phrases sent home. 3.Incorporate Dene laws and Dene Kede in all classes and grades. 4.ILE Committee to meet during staff meetings and STIP days at least once per month. 	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	EDS	1.All teachers are expected to incorporate Dene Kede in at least 1 lesson plan per subject.		
	DGESS	1.We utilize Holistic, Spiral, Experiential and		

		<p>Relational Learning.</p> <p>2. On the land camps are the best example of all of these strategies. Children use their senses, communicate their thoughts and emotions, explore their environment, and connect what they already know with new knowledge and skills and attitudes.</p>		
	<p>LKES</p>	<p>Upon creating a school wide thematic unit from Dene Kede, students and staff will celebrate what they learned by welcoming the community to a feast, drum dance, dramatic play, or individual classroom demonstrations.</p>		
	<p>LKRHS</p>	<p>1. All teachers are expected to create at least 1 lesson plan per subject taught incorporating Dene Kede</p> <p>2. All teachers are expected to create lessons that engage their students based on the Dene</p>		

		<p>Ways of Learning and Knowing Examples include: * Fishing unit - Explanation of traditional fish, where to fish, how to skin fish, how to cook fish etc. * Biology - Water sampling measure fish, anatomy of fish, populations of Bison, Moose anatomy of Bison and Moose, habitat loss, species extinction, invasive species.</p>		
	LNS	<p>Use Elders and knowledge keepers as resources when teaching specific subject such as Science, Social Studies and Arts.</p>		
	KLS	<p>Connect with community.</p>		
	CYS	<p>1.All staff will actively plan for and infuse Indigenous content into subject area disciplines by including Dene Kede and other resources in their unit plans.</p>		
	CTS	<p>Staff will plan and organize whole school unit from Dene Kede to be</p>		

		<p>used in the school. Planning will involve Elders and knowledge keepers and DEA.</p>		
	<p>CJYS</p>	<p>Students will participate in drumming daily and learn about the significance of the drum in Dene culture as well as learning about cultural protocols regarding the drum.</p>		

J. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>Authentic land based and other traditional activities support and provide opportunities to engage in various Dene culture experiences. These experiences generate respect and understanding of Dene worldviews and beliefs. Key cultural experiences will be guided and directly connected to the Our Languages Curriculum and resource guide, the Indigenous Languages and Education Handbook, Dene Laws and to Dene Kede.</p> <p>Key cultural experiences provided to the students may be similar in each community because of shared family connections and shared traditional territories. The percentage of Indigenous Language included in the experiences being delivered below in the classroom, or on the land, will vary depending on the availability of fluent Dene Zhatie speakers.</p> <p>Due to COVID 19 restrictions Elders and knowledge keeper’s participation in cultural programming may be limited to virtual interactions until this restriction is re-assessed. All school guidelines regarding COVID 19 restrictions will be followed, including the use of non-medical face masks, physical distancing, hand washing, sanitizing surfaces between uses, and limiting participants to ensure a healthy, safe environment.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100 %		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal
EDS	1.Culture Camp in the fall and spring 2.Take a Kid Trapping (March); dog-sledding and have Knowledge Keepers/ Elders and ENR teach students about trapping 3.Art (sewing/ beading/ fish scale art/ basket making) with Elders/ Knowledge Keepers in the school. 4.Drum making and working with a moose hide with Elders/ Knowledge Keepers 5.ASCNWT to teach students about traditional and northern games.	
DGESS	To continue more on the land camps. Activities to be determined during the year.	
LKES	1.Reinstate or fall and spring on the land camps.	

	<p>2. Invite and share ILE committee goals with community members during ILE meetings.</p>	
LKRHS	<p>1. Indigenous Sports incorporated into gym, at least 4 times throughout the year.</p> <p>2. Teaching inside of cultural spaces - Dene Zhatie will be taught inside of a McPherson tent outside (weather permitting).</p> <p>3. Students will live off the land in conjunction with elders and hunters during the following camps: * Spring Camp (Once per year) * Fall Camp (Once per year) * Take a Kid Trapping Camp (Potentially March)</p> <p>4. Use Dene Kede and Dene Laws as planning tools to ensure key cultural experiences are evident in all subject areas.</p>	
LNS	<p>1. Use Dene Kede to Indigenize the curricula content and offer a key cultural experience (hands-on opportunities)</p> <p>2. Use on-land camping experiences to focus on Dene heritage.</p> <p>3. Include Elders and knowledge keepers in organizing and planning school cultural activities.</p>	
KLS	<p>One seasonal on the land camp will be offered for all staff and students and will include learning traditional skills from Elders and knowledge keepers.</p>	
CYS	<p>1. Provide authentic, relevant activities, and learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.</p> <p>2. Offer two fall and spring seasonal camps to teach traditional skills (e.g. hide tanning, food prep, survival skills, medicinal plants, traditional games)</p>	

	3. Involve community members in the planning and implementation of key experiences.	
CTS	1. In collaboration with the Dene Band, school staff and DEA offer two seasonal camps.	
CJYS	1. Provide opportunity for students to participate in hand games tournaments and cultural camps.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
Highlight one promising practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	EDS	Take a Kid Trapping: students travelled by dog-sled to Hay Lake, where they were met by local Knowledge Keepers and ENR to learn about the different types of traps, how to set the traps, and which animals can be caught. Older students gathered and chopped wood and maintained the fire.		
	DGESS	1. The Grade JK-3 immersion classes will continue on the land learning throughout the		

		<p>year, following the seasons. 2. Local Knowledge Keepers will introduce skills such as how to trap hares, clean them and prepare harvested foods and prepare meals using their catch. 3. All instructions will be given in Dene Zhatie.</p>		
	<p>LKES</p>	<p>1. Invite Elders and knowledge keepers to plan and implement whole school thematic unit from Dene Kede. This will ensure that learning objectives will be relevant, authentic and attainable.</p>		
	<p>LKRHS</p>	<p>Take a Kid Trapping Camp: - 1 week - Marten River - Gr. 7/8/9 - Elders and hunters involved</p>		

		<p>in preparing the camp, showing the students how to maintain a camp, telling the students stories.</p> <p>- Stories shared in Dene Zhatie and then translated into English.</p>		
	LNS	<p>1. With the assistance of Elders and knowledge keepers organize a fall/spring camp that will engage students and staff in learning hunting, preparing and harvest the meat.</p>		
	KLS	<p>1. Students working with Elders or knowledge keepers, learning to harvest and prepare traditional foods.</p>		
	CYS	<p>1. Students will listen to recorded session of an Elder answering question about a local legend. Students will prepare and ask questions. Answers and all other shared</p>		

		<p>information will be incorporated into core subject learning such as ELA, Science and Social Studies. Students will create newsletters, posters and books related to what was learned and shared by the Elder.</p>		
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K. Strengthening Core and Immersion Indigenous Language Instruction

In most NWT schools, Indigenous language programming is offered as a core language program with instructional time averaging 90 hours a year. A few schools in the NWT have implemented Indigenous language immersion programs, and others have recently begun the immersion implementation process.

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency-based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum and materials development and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.</p>	<p>Support for the delivery and implementation of the Our Languages Curriculum will be a joint effort from the Dehcho Education Council (DDEC), Regional Indigenous Language Educator (RILE), Indigenous Language Instructors (ILI) and all other school staff. The RILE Coordinator will work collaboratively with other partners to ensure OLC delivery happens within a timely matter. RILE Coordinator will work closely with ILE Committees and the ILI during school visits and provide materials, funding, training as requested.</p> <p>Due to COVID 19 restrictions Elders and Knowledge Keeper’s participation in cultural programming will be limited to virtual interactions until this restriction is re-assessed. All school guidelines regarding COVID 19 restrictions will be followed, including the use of non-medical face masks, physical distancing, hand washing, sanitizing surfaces between uses, and limiting participants to ensure a healthy, safe environment.</p>	
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
# of new ILIs in the region	2		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	Goal	Explanation on status of goal
EDS	1.Students will create Indigenous Language resources (signs and posters) with Elders/ Knowledge Keepers to post around the school. 2.Students will learn conversational phrases and use Dene Yatie when communicating with guests/ family and community members.	
DGESS	1.Dene Zhatie will continue to be shared daily with all staff and students Indigenous language speakers will teach staff Dene Zhatie at weekly PLC.	
LKES	1.Increase visibility and signage of language vocabulary in the school	
LKRHS	1.Newsletter will go home on a regular basis informing parents about of what traditional activities are happening at the school. 2.Use local radio to share important news and other school announcements. 3. Students create and make Indigenous Language Resources with the assistance of elders and	

	<p>knowledge keepers. 4.Students will greet visitors and others using Dene Zhatie phrases 5. Students make signs and post signs around school.</p>	
LNS	<p>1.There is no Dene Zhatie instructor in the school. 2.Exposure to Dene Zhatie comes when Elders and knowledge keepers come to the school to share traditional skills and participate in school activities. 3.Dene Zhatie signage , Indigenous reading materials, videos, etc are available throughout the school. 4.Greetings and common phrases continue to be practiced and new one introduced throughout the year.</p>	
KLS	<p>1.There is no Indigenous language teacher available. Students and staff learn some Dene language phrases and words when visiting Elders or participating in cultural activities.</p>	
CYS	<p>Currently no Dene Zhatie core language learning available.</p>	
CTS	<p>1.Use the resources available from OLC website and Dene Language teacher throughout the school. 2.Invite Elders and knowledge keepers to Dene Yatie class to share stories, and traditional activities such a sewing and drumming..</p>	
CJYS	<p>1.Dene Zhatie Language teacher to stay in the language during class. 2.Dene Zhatie Language teacher will participate in ILE ECE and regional DDEC workshops</p>	

L. Engaging Community in Indigenous Language Programs

Engaging Community in Indigenous Language Programming is emphasized in the *Dene Kede* and *Inuuqatigiit* curricula and reminds educators that community involvement can take many forms. Schools should look for opportunities to engage with the community to promote, use and celebrate Indigenous languages. Students can be offered many activities where language speakers from the community may come into the school or the students may go out into the community. Some examples are participating in a culture camp with language use, attending a local government meeting, working with a health care nurse attending to Elders, or talking in the language while visiting at a store.

<p>Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)</p>	<p>Schools in the Dehcho will continue to build stronger working relationships with their communities by providing opportunities to explore, share and learn about the Dene Language. Although learning Dene Zhatie/Yatie is more effective during on land camp, language learning opportunities will also take place within the classroom setting, and community events. Planning with Elders, knowledge keepers, students, school staff and parents will be necessary in order to ensure that the focus remains on engaging and learning Dene Zhatie/Yatie with the community.</p>
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<p>ILE Action Plan Goal for Engaging Community in Indigenous Language Programs</p>		
<p>School</p>	<p>Goal</p>	<p>Explanation on status of goal</p>
<p>EDS</p>	<p>1.Bannock and Tea with Elders held bi-monthly. 2.Regular communication with community members and parents/guardians regarding school Indigenous language programming via newsletters, social media. 3.Inviting drummers, Elders, community members to assemblies and special events.</p>	
<p>DGESS</p>	<p>1.To celebrate monthly with the community in feasts wherein Dene Zhatie will be spoken and the Dene culture will be celebrated.</p>	
<p>LKES</p>	<p>1.Reinstate moose feast, feed the fire ceremonies, Christmas and Spring concerts, literacy evenings.</p>	

	2. Hire an Elder to be present all day.	
LKRHS	<p>1.Literacy Evenings celebrating end of Dene Unit themes with feasts.</p> <p>2.Inviting drummers and elders to open assemblies and other special events at the school.</p> <p>3.Newsletters will go home on a regular basis informing parents of what cultural/ language activities are happening in the school.</p> <p>4.Offer Language classes to staff and community: Pending Language Teacher availability.</p> <p>5.Dene Zhatie Day will be held quarterly in the afternoon, which will bring families into the school to learn, practice, and play games in Dene Zhatie .</p>	
LNS	1.All visitors to the school, especially community Elders and knowledge keepers are encouraged to speak Dene Zhatie while participating in classroom activities.	
KLS	Increase signage and morning announcements at school	
CYS	<p>1.All staff will create an Elder-Youth connection through phone or iPad media to discuss Indigenous worldview, language, and culture of the community of Nahanni Butte.</p> <p>2.To engage with the community to promote, use and celebrate Indigenous languages.</p>	
CTS	<p>1.Put article in regional newspaper about student successes.</p> <p>2.Provide opportunities such as storytelling, students prepare local newsletters with Dene Yati phrases of</p>	

	the monthly, literacy evenings with language games used in OLC.	
CJYS	<p>1.Encourage community resource people to help facilitate cultural programming such as sewing, beading, drumming, singing, and hand games and conduct feed the fire ceremonies.</p> <p>2.Send home Dene words and phrases monthly for further community reinforcement of Dene language teachings.</p>	

M. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.</p>	<p>Using the whole school approach allows all staff and students to use and learn Dene Zhatie in all areas of the school. The Dene language will be incorporated throughout the schools using signage, announcements, community gatherings, and on-land camp experiences. Each school will learn conversational phrases that will be used during the school day. School Principal and ILE committees will meet on a regular basis to plan, implement, assess and celebrate the whole school approach. Our RILE and Indigenous Language Instructors will also help and support the ILE Committee.</p> <p>All staff will be following the guidelines and practices for COVID requirements outlined by each school while implementing these objectives. This will include the use of face masks, physical distancing, and limiting the number of participants to ensure a safe environment for all.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100 %		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100 %		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100 %		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
EDS	1.Inviting drummers, Elders, community members to assemblies and special events Dene Laws posters in every classroom, and in the hallways.	

	<p>2.Morning announcements and O Canada will be done in Dene Yatie. 3.Dene Law of the Week; Dene Student of the Month (celebrating students displaying strong Dene language use and values in and outside the school. 4.Update display to incorporate Elders.</p>	
DGESS	<p>1.To celebrate monthly with the community in feasts wherein Dene Zhatie will be spoken and the Dene culture will be celebrated.</p>	
LKES	<p>1.Use PA system for morning announcements done with both staff and students. 2. Increase dene Zhatie school signage. 3.Displays of traditional artifacts collected from community members. 4. Staff and students use greetings in Dene Zhatie consistently throughout the school.</p>	
LKRHS	<p>1.Incorporate Dene Law signage, and other signage identifying places, classroom, and school items such as doors, lights, windows, washrooms etc. throughout the school. 2.Encourage all staff and students to use the common phrases when interacting with one another. 3.Staff and students will do announcements together in Dene Zhatie. 4.Incorporating and reminding all staff and students of the concepts of Dene Laws during assemblies, class activities, on land camps, greeting community members etc. 5.Displays of Elders photos, community events/Flags, and historical artifacts around the school.</p>	
LNS	<p>1.Whenever possible , invite and encourage Elders and knowledge keepers to share greetings, phrases etc to staff and students when coming to the school.</p>	

KLS	<p>1.Our school has no language teacher however our school has Dene Zhatie signage throughout the school.</p>	
CYS	<p>1.To engage with the community to promote, use and celebrate Indigenous languages.</p> <p>2.Host activities and events that promote, use and celebrate Indigenous languages</p> <p>3.Staff will learn greetings and 5 other statements in Dene Zhatie in morning announcements, weather, and special events.</p> <p>4.Staff will learn snacking phrases, and two other request phrases each term relating to the school environment.</p>	
CTS	<ol style="list-style-type: none"> 1. Staff will continue to add Dene Yaite phrase to last year's list. 2. Signage will be updated and broaden. 3. To encourage community members to the school to speak Dene Yatie when in the school. 	
CJYS	<ol style="list-style-type: none"> 1.All students and staff learn a new Dene Zhatie phrase each month. 2.Display Dene words and phrases, and signage throughout the school and in all classes. 	
	.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
<p>Initiatives in place to promote a Whole School Approach to Language Use.</p>	<p>EDS</p>	<p>1.Students and staff read the morning announcements and O Canada in Dene Yatie. 2.Staff and students will use common phrases to greet each other and guests . 3.Collaborate with ILE teacher, staff, and community (Chief, ADKFN, ENR) to organize traditional activities and events. Posters and signage in Dene Yatie throughout the school; Dene Laws posters, phrases.</p>		
	<p>DGESS</p>	<p>1.To celebrate monthly with the community in feasts wherein Dene Zhatie will be spoken and the Dene culture will be celebrated. 2.We learn phrases each week to use to greet one another. This initiative has continued to build momentum</p>		

		<p>throughout the year. We are going to give recognition to staff and students using Dene Zhatie in the halls. Each Friday those names will be in a draw to win a gift certificate like the 100% attenders, staff and student RAK winners.</p>		
	<p>LKES</p>	<p>1. ILE committee meet monthly to develop, and activities implement goals that will celebrate Indigenous culture, Dene Laws and Dene language usage.</p>		
	<p>LKRHS</p>	<p>1. Staff and students will work together to do come announcements and O Canada in the Dene Language. 2. Newsletters will be sent home regularly sharing Dene Zhatie phrases being used in school. 3. Collaborating with Dene Zhatie teacher to provide celebrating Dene</p>		

		language use within the school by staff and students.		
	LNS	1.Offer use of the school to have basic Dene Zhatie language lessons by local speakers. 2.Dene Zhatie signage posted throughout the school.		
	KLS	N/A		
	CYS	1.Staff will ensure that these activities will be used to encourage the use of Dene Yatie: daily prayer, greetings, signage in community. 2.Use a socially distance connection to Elders; 3.Use NWT language app, giant recordable buttons, iPads, picture cards and games to explore and improve Dene Zhatie.		

	CTS	<p>1.All student will have access to NWT language APP and use in core subjects.</p> <p>2.Continue morning greetings and announcement in Dene Yatie.</p>		
	CJYS	<p>1.ILE committee will decide on phrases and words to be learned as a whole school approach.</p>		

N. Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Fort Liard	14,201	\$ 17,258				
Fort Providence	15,008	23,747	More programs in community			
Fort Simpson	17,853	33,222	Two schools and more programs			
Jean Marie River	12,383	8,720	Less active programming			
Kakisa Lake	11,537	5,449	Less programs in community			
Nahanni Butte	12,456	5,872	Sufficient for the community capacity			
Sambaa k'e	14,734	7,276	Other funding sources avail			
Wrigley	13,847	10,870	Active programs funded			
TOTAL	112,019	\$112,414				

O. Resource Development for OLC and ILE

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and *the Indigenous Language and Education (ILE) Handbook*.

This funding is to be used only for:

- a) Developing resources for the implementation of OLC and ILE Handbook in schools.
- b) Training and workshops for Indigenous Language Instruction (ILI) staff to further their professional development in OLC and ILE implementation; and
- c) Technology needs that support OLC and ILE implementation.

Note: Ensure a copy of any resources produced are submitted to ECE-ILES.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
\$158,683	.5	Resources budgeted for program		

Resources in the region	Type and amount of Indigenous language resources being developed or purchased to support OLC.	Type and amount of Indigenous language resources being developed or purchased to support ILE.
OLC/ILE Professional Development in the region	Number of ILI’s attending and type of professional development opportunity	Number of school staff attending professional development to support OLC and/or ILE implementation.

Appendix B: Operating Plan - Operating Budget

**Department of Education, Culture & Employment
Council/District Approved 2021-2022 Budget**

**Dehcho Divisional Education Council/District Education Authority
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated**

	2021-2022 Budget	2020-2021 Approved Budget	2020-2021 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	13,033,545	12,766,337	13,356,847
SSI (Base Amounts - Schedule 8)	55,000		55,000
Northern Distance Learning (Schedule 8)	135,750		
Minority Language (Schedule 8)	110,000	55,000	50,000
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions	80,000	135,000	80,000
Sub-Total ECE	13,414,295	12,956,337	13,541,847
GNWT Other Contributions	400,000	400,000	520,000
Total GNWT	13,814,295	13,356,337	14,061,847
Federal Government Jordan's Principle (Schedule 8)	1,774,514	814,400	1,104,713
Federal Government Other			174,156
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals	36,000	36,000	40,000
School Fees			
Investment Income	30,000	30,000	30,000
Donations			
Other	82,000	82,000	82,000
Total Generated Funds	148,000	148,000	152,000
TOTAL REVENUES	15,736,809	14,318,737	15,492,716
EXPENSES			
Administration (see Schedule 2)	1,036,564	1,075,842	1,156,000
School Programs (see Schedule 2)	8,749,810	8,718,088	9,318,412
Operations and maintenance (see Schedule 2)	892,635		490,000
Inclusive Schooling (see Schedules 2&3)	2,547,121	2,558,341	2,140,000
Indigenous Languages and Education (see Schedules 2 & 4)	1,718,872	1,698,266	1,204,289
Student/Staff Accommodations (see Schedule 2)	190,950	230,950	280,000
Jordan Principal	1,774,514	814,400	1,204,713
Other			
Sub-Total Expenses Before Amortization	16,910,466	15,095,887	15,793,414
Amortization (see Schedule 6)			
TOTAL EXPENSES**	16,910,466	15,095,887	15,793,414
ANNUAL OPERATING SURPLUS (DEFICIT)	-1,173,657	-777,150	-300,698
ACCUMULATED SURPLUS (DEFICIT) OPEN *	1,574,879	0	1,875,577
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	401,222	-777,150	1,574,879

*Accumulated Operating Surplus exclusive of investment in TCAs, and LED Reserve. CSFTNO excludes liability to GNWT.

Reconciliation of Total Closing Accumulated Surplus:

Closing Operating Surplus from above	401,222	-777,150	1,574,879
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	0	0	0
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Total Closing Accumulated Surplus	401,222	-777,150	1,574,879

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**Dehcho Divisional Education Council/District Education Authority
Consolidated Expenses - (Schedule 2)
Annual Budget**

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/Cultural Programs	Student/Staff Accommodation	Jordan's Principle	Total
<u>SALARIES</u>								
Teachers' Salaries		5,747,717						5,747,717
Regional Coordinators (RISC/RILE)				167,767	117,875			285,642
Program Support Teachers				842,868			132,380	975,248
Support Assistants		162,750		1,173,986			1,489,694	2,826,430
Indigenous Language Instruction					1,021,230			1,021,230
Cultural Resource Staff					45,000			45,000
Elders in Schools					65,000			65,000
Non Instructional Staff	582,764	854,343	829,435					2,266,542
Board/Trustee Honoraria	82,800							82,800
<u>EMPLOYEE BENEFITS</u>								
Employee Benefits/Allowances	20,000	180,000	20,000	60,000	70,000			350,000
Leave And Termination Benefits		80,000		10,000				90,000
<u>STAFF DEVELOPMENT (Including Travel)</u>								
		55,000		36,000	30,000			121,000
<u>SERVICES PURCHASED/CONTRACTED</u>								
Professional/Technical Services	35,000	5,000						40,000
Postage/Communication	40,000	50,000						90,000
Utilities								0
Heating								0
Electricity		40,000						40,000
Water/Sewage								0
Travel	100,000	453,000		49,000		30,000		632,000
Student Transportation (Busing)		102,000						102,000
Advertising/Printing/Publishing		20,000			97,353			117,353
Maintenance/Repair	85,000		30,000					115,000
Rentals/Leases	75,000	25,000	13,200					113,200
Other Contracted Services	16,000	25,000		70,000	10,000	160,950		281,950
<u>MATERIALS/SUPPLIES/FREIGHT</u>								
Assistive Technology				22,500				22,500
Materials		900,000		115,000	256,266		152,440	1,423,706
Freight		50,000			6,148			56,148
<u>DEBT EERVICE</u>								
								0
<u>OTHER</u>								
								0
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,036,564	8,749,810	892,635	2,547,121	1,718,872	190,950	1,774,514	16,910,466
<u>AMORTIZATION</u>								
								0
TOTAL	1,036,564	8,749,810	892,635	2,547,121	1,718,872	190,950	1,774,514	16,910,466

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**Dehcho Divisional Education Council/District Education Authority
Inclusive Schooling - (Schedule 3)
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	167,767		167,767
Magnet Facility Teachers			
Program Support Teachers	842,868		842,868
Support Assistants	1,173,986		1,173,986
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances	70,000		70,000
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	85,000		85,000
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services			0
Student Transportation (Busing)*			0
Other Contracted Services	70,000		70,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	22,500		22,500
Materials	115,000		115,000
Freight			0
TOTAL	2,547,121	0	2,547,121

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**Dehcho Divisional Education Council/District Education Authority
Indigenous Languages and Education - (Schedule 4)
Annual Budget**

	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
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SALARIES

Regional ILE Coordinators		117,875	117,875
Indigenous Language Instruction		1,021,230	1,021,230
Cultural Resource Staff	45,000		45,000
Elders in Schools	65,000		65,000

EMPLOYEE BENEFITS

Employee Benefits/Allowances		70,000	70,000
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SERVICES PURCHASED/CONTRACTED

Professional/Technical Services			0
Travel	30,000		30,000
Student Transportation (Busing)*			0
Advertising/Printing/Publishing	85,000	12,353	97,353
Rentals/Leases			0
Other Contracted Services		10,000	10,000

MATERIALS/SUPPLIES/FREIGHT

Materials	143,852		256,266
Freight	6,148		6,148

TOTAL

300,000	97,353	1,321,519	1,718,872
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**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**Dehcho Divisional Education Council/District Education Authority
Approved Person Years - (Schedule 5)
Annual Budget**

	<u>Person Years</u>
Administration Staff	4
Territorial Schools:	
Teachers	36.5
Consultants	2.5
Classroom Assistants	0
Secretaries	4
Custodians	9
Other - Specify	
Inclusive Schooling:	
Regional Coordinator	1
Program Support Teachers	6.5
Support Assistants	24.5
Other - Wellness Coord/Interv Coord	2
Indigenous Languages and Education:	
Regional Coordinator	1
Indigenous Languages Instruction Staff	6.5
Other - Specify	
Total Person Years	<u><u>97.5</u></u>

BUDGET 2021-22

School year July 2021 to June 2022

Schedule 7

DEHCHO

#	Revenue	Amount \$
1	Contributions from GNWT	
	Name of Department	
	a) ECE	13,414,295
	b) MACA	360,000
	c) HSS	40,000
1	Contributions from Related party Entities	
	a) Aurora College	82,000
	b)	
	c)	
1	Contributions - From other sources Govt of Canada	1,774,514
2	Transfer payments (Government of Canada)	
3	Non - Renewable Resource Revenue**	
4	Interest Income (general)***	30,000
5	Other income (general)	
	From Related Party Entities:	
	a)	
	b)	
	c)	
5	Other income (general) - other sources*	
	<i>Taxation and general revenues</i>	
6	Corporate and personal income taxes	
7	Other taxes	
	From Related Party Entities:	
	a)	
	b)	
	c)	
7	Other taxes - other sources*	
8	General	
	From Related Party Entities:	
	a)	
	b)	
	c)	
8	General - other sources* staff rental income	36,000
9	Income from portfolio investments****	
10	Sales	

RELATED PARTIES

SCHEDULE 7a

HEALTH AUTHORITIES

Parent	Subsidiary	Community
Northwest Territories Health and Social Services Authority		Fort Smith Fort Simpson Inuvik Deline Yellowknife
Hay River H85SA		Hay River
Tiicho Community Services Agency (Tiicho)		Tiicho

EDUCATION AUTHORITIES

Parent	Subsidiary	Community
South Slave DEC	Hay River District Education Lutsel K'e DEA Fort Smith District Education Authority Fort Resolution District Education Authority Hay River Reserve District Education	Hay River Lutsel K'e Fort Smith Fort Resolution
DehCho DEC	Fort Providence DEA Fort Liard District Education Authority Wrigley District Education Authority Nahanni Butte District Education Authority Trout Lake District Education Authority Jean Marie River District Education Authority Kakisa District Education Authority Fort Simpson District Education Authority	Fort Providence Fort Liard Wrigley Nahanni Butte Trout Lake Jean Marie River Kakisa Fort Simpson
Beaufort Delta DEC	Alavik DEA Paulatuk District Education Authority Fort McPherson DEA Tsiligehtich District Education Authority Tuktoyaktuk DEA Ulukhaktok DEA Sachs Harbour District Education Authority Inuvik District Education Authority	Inuvik Paulatuk Fort McPherson Tsiligehtich Tuktoyaktuk Ulukhaktok Sachs Harbour Inuvik
Sahtu DEC	Norman Wells District Education Authority Tulita District Education Authority K'as'ho Goe'ne District Education Authority Deline District Education Authority Colville Lake District Education Authority	Sahtu Norman Wells Tulita Fort Good Hope Deline Colville Lake
Yellowknife District #1 DEC or Yellowknife District Education		Yellowknife
Yellowknife Public Denominational		Yellowknife
Yellowknife Catholic Schools (common name) Yellowknife Public Denominational District Education Authority (legal name)		Yellowknife
Commission Scolaire Francophone		Yellowknife
Dettah DEA		Dettah
Tiicho CSA	Behchoko District Education Authority Whati District Education Authority Gameti District Education Authority Wekweeti District Education Authority	Tiicho Behchoko Whati Gameti Wekweeti
Aurora College		Yellowknife
Ndilo DEA		Ndilo

OTHER ENTITIES

Parent	Subsidiary	Community
NWT Business Development & Investment	Ulukhaktok Arts Centre Fort McPherson Tent & Canvas Acho Dene Native Crafts Arctic Canada Trading Co Ltd. Dene Far Clouds 6355 NWT Ltd	
NWT Housing Corp	Alavik Housing Association Behchoko K0 Gha K'aoobe Deline Housing Association Fort McPherson Housing Association Fort Providence Housing Association Fort Resolution Housing Authority Fort Simpson Housing Authority Fort Smith Housing Authority Gameti Housing Association Hay River Housing Authority Hay River Dene Band Housing Society Inuvik Housing Authority Lutsel K'e Housing Authority Norman Wells Housing Authority Paulatuk Housing Association Radlilh Koe' Housing Association Sachs Harbour Housing Association Tsiligehtich Housing Association Tuktoyaktuk Housing Association Tulita Housing Association Ulukhaktok Housing Association Yellowknife Housing Authority Yellowknife Dene First Nation (Housing Division)	
NT Hydro's two wholly-owned subsidiaries (NTPC)	Northwest Territories Power Corporation Sahdax Energy Ltd. (S&L) (inactive) NTPC's two wholly-owned subsidiaries: Northwest Territories Energy Corporation Ltd. (NWTPEC) 5383 NWT Ltd. (inactive)	
Northwest Territories Heritage Fund		
Status of Women Council of the NWT		
NWT Human Rights Commission		
Arctic Energy Alliance		
Inuvialuit Water Board		
NWT Surface Rights Board		
Note: GNWT Revolving and Special Purpose Funds to be reported separately from GNWT Departments		
Marine Transportation Services (MTS) Revolving Fund		
Yellowknife Airport Revolving Fund (YKARF)		
Fuel Services Division (FSD) (or Petroleum Products Revolving Fund)		
Fur Marketing Service Revolving Fund		
Public Stores Revolving Fund		
Liquor Revolving Fund		
NWT Liquor and Cannabis Commission		

To Related Party Entities:

- a)
- b)
- c)

10 Sales - Other sources*

11 Recoveries

From Related Party Entities:

- a)
- b)
- c)

11 Recoveries - other sources*

12 Recoveries of prior years' expenses

15,736,809.00

Expenses

1 Grants

To Related Party Entities:

- a)
- b)
- c)

1 Grants - to others*****

2 Contributions

To Related Party Entities:

- a)
- b)
- c)

2 Contributions -to others*****

3 Compensation and benefits

13,755,609

4 Change in valuation of allowances

5 Amortization of tangible capital assets

6 Other expenses

3,154,857

Charged to Related Party Entities:

- a)
- b)
- c)

6 Other expenses - to others*****

16,910,466.00

Annual operating surplus (deficit)

(1,173,657.00)

Notes

- * Revenue from other sources other than Related Parties - Refer to Related Party List
Includes revenue from Mineral, Oil and Gas Royalties; Licences, Rental and Other
- ** fees; and Quarry fees
- *** Interest income earned from short-term liquid investments and current investments
with a maturity date of less than 90 days to 1 year from acquisition
- **** Interest income from Portfolio Investments with a maturity date of over 1 year from
acquisition
- ***** Expenses and charges incurred, other than with Related Party Entities

Dehcho Divisional Education Council
 Contribution Agreement and Other Dedicated Funding Summary
 Annual Budget

<i>Revenues and Expenses Included In Schedule 1</i>						
Northern Distance Learning	Minority Language Education and Second Language Instruction - French	Education Renewal Initiative	SSI (Base Amounts)	Jordan's Principle	Total	
CONTRIBUTION REVENUES (See Schedule 1)	135,750	110,000	0	55,000	1,774,514	2,020,264
EXPENSES						
<u>Salaries</u>	162,750	110,000		45,000	1,622,074	1,894,824
<u>Operating & Maintenance</u>				10,000		0
<u>Project Based (Minority Language)</u>						0
<u>Other</u>						0
TOTAL EXPENSES	162,750	110,000	0	55,000	1,622,074	1,894,824
SURPLUS (DEFICIT)	-27,000	0	0	0	152,440	125,440

Approvals

Operating Plan



Education Body Chair

June 11, 2021

Date



Superintendent

June 11, 2021

Date

Annual Report

Education Body Chair

Date

Superintendent

Date

Education Accountability Framework

Ndilq District

Education Authority

Operating Plan

For the 2021-22 School Year



Cadre de responsabilisation en éducation

Administration scolaire de district de Ndilo

Plan de fonctionnement

Année scolaire 2020-2021



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Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Administration scolaire de district de Ndilq pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités de l'Administration scolaire de district de Ndilq pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

L'Administration scolaire de district de Ndilq est responsable d'administrer les programmes d'éducation et d'assurer le respect des normes à Ndilq, plus précisément à l'école dénée K'àlemì. L'Administration scolaire s'engage à offrir aux élèves une éducation de qualité axée sur les quatre volets d'apprentissage suivants, mis de l'avant dans l'énoncé de mission et d'ambition de l'école :

Langue d'enseignement

Études générales et technologie

Lois dénées et bien-être

Activité physique

Grâce au développement de compétences dans ces domaines, les élèves grandiront et deviendront des Dénés respectueux, en santé, diligents et forts, qui redonneront à leur famille, à la communauté et au Nord.

L'école K'àlemì est petite et offre aux élèves de la prématernelle à la 12^e année des programmes d'éducation qui intègrent et respectent la culture. Les inscriptions pour 2020-2021 sont estimées à environ 125 élèves à temps plein. Les élèves appartiennent principalement à la Première Nation des Dénés Yellowknives. L'école attire aussi de nombreuses familles autochtones de Yellowknife; elle offre le transport gratuitement à ces élèves.

L'école offre toute une gamme de programmes :

Priorité à l'enseignement et à l'apprentissage de la culture et de la langue wìlìideh yatì

Plusieurs expériences culturelles essentielles pendant l'année scolaire

Nombreuses activités dans la nature pour les élèves de la 1^{re} à la 9^e année, à raison d'une demi-journée par semaine

Accent sur le bien-être social et affectif

Accès à un conseiller en soins à l'enfance et à la jeunesse

Programme alimentaire varié et complet qui sert déjeuner, dîner et collations

Petites classes multiniveaux

Aménagement d'un laboratoire créatif « Maker Space »

Accent mis sur le développement de la parole et du langage, de la prématernelle à la 3^e année

Possibilité de participer à un programme alternatif d'études secondaires

Attention particulière accordée à la préparation au marché du travail et la planification de l'avenir pour les élèves du secondaire

En mars 2020, suivant la recommandation du ministre de l'Éducation, l'ASDN a présenté une motion visant à fermer l'école en raison de la pandémie mondiale de COVID-19. Pendant cette fermeture, les employés de l'école dénée K'alemi a fait preuve de diligence pour rester en contact avec les élèves et les familles, et leur apporter un soutien à distance tout en leur fournissant trousse d'apprentissage. En septembre 2020, l'école a rouvert ses portes selon un plan approuvé. Les employés veillent à la santé et à la sécurité des élèves, des familles et de la communauté, qui demeurent une priorité absolue.

En plus de rouvrir l'école dénée K'alemi et de rétablir les liens, l'ASDN s'est fixé trois objectifs pour l'année scolaire 2020-2021 :

L'école augmentera l'accès à l'apprentissage dans la nature et la durée des activités. Les élèves de la 1^{re} à la 9^e année participeront au moins une demi-journée d'école par semaine à des programmes dans la nature en profitant des espaces naturels situés à proximité de l'école. En complément aux leçons en classe, la langue willìideh viendra s'intégrer aux activités quotidiennes sur les terres ancestrales.

Le personnel enseignant de l'école approfondira sa compréhension des programmes scolaires, des activités d'évaluation et de l'enseignement différencié à la lumière des programmes d'études des TNO. Pour ce faire, il s'engagera dans des activités de perfectionnement professionnel et fixera des objectifs en matière de pratiques d'enseignement et d'apprentissage.

L'école améliorera l'accès aux services de bien-être et de santé mentale pour les élèves et le personnel. Du temps sera consacré à bâtir la communauté et à renforcer les liens par suite de la fermeture de l'école et des restrictions accrues liées à la COVID-19. Les élèves et les employés auront accès à un conseiller en soins à l'enfance et à la jeunesse. De plus, le personnel scolaire prendra part à des activités de perfectionnement professionnel dans le but d'approfondir sa compréhension des pratiques tenant compte des traumatismes.

Operating Plan - Executive Summary

The Ndiłò District Education Authority's Operating Plan for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Ndiłò District Education Authority's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

The Ndiłò District Education Authority (NDEA) is responsible for administering and maintaining the standards of educational programs in Ndiłò specifically at K'àlemì Dene School (KDS). The NDEA is committed to providing quality education for students by concentrating on the following four components of learning as identify in the KDS Mission and Vision Statement:

- Language and Culture
- Academics and Technology
- Dene Laws and Wellness
- Physical Activity.

Through the development of these skills, students will grow and develop into respectful, healthy, diligent and strong Dene who will give back to their families, community and the North.

KDS is a small school that offers culturally relevant and inclusive education programming for Junior Kindergarten to grade 12 students. Enrollment for the 2021-22 school year is estimated at approximately 125 full time students. The student population is primarily Yellowknives Dene First Nation. KDS also attracts many Indigenous families from Yellowknife and provides free transportation for these students.

KDS offers a wide range of programming, including:

- Priority on teaching and learning Wìlìideh Yatì and culture,
- Several key cultural experiences throughout the school year,
- Increased time on-the-land with grades one through nine spending a half day each week,
- Focus on social and emotional well-being,
- Access to a Child and Youth Care Counsellor,
- Extensive and inclusive food program serving breakfast, snack and lunch,
- Small multi-grade classes,
- Maker Space pedagogy,
- Focus on speech and language development in JK-grade 3,
- Alternative High School Program option for high school students, and
- Intensive focus on career readiness and future planning for high school students.

The NDEA is looking forward to a new school year after the challenging 2020-21 year. While the last year was rewarding, it did come with its many challenges. In 2021-22, KDS staff and students will work towards the following goals:

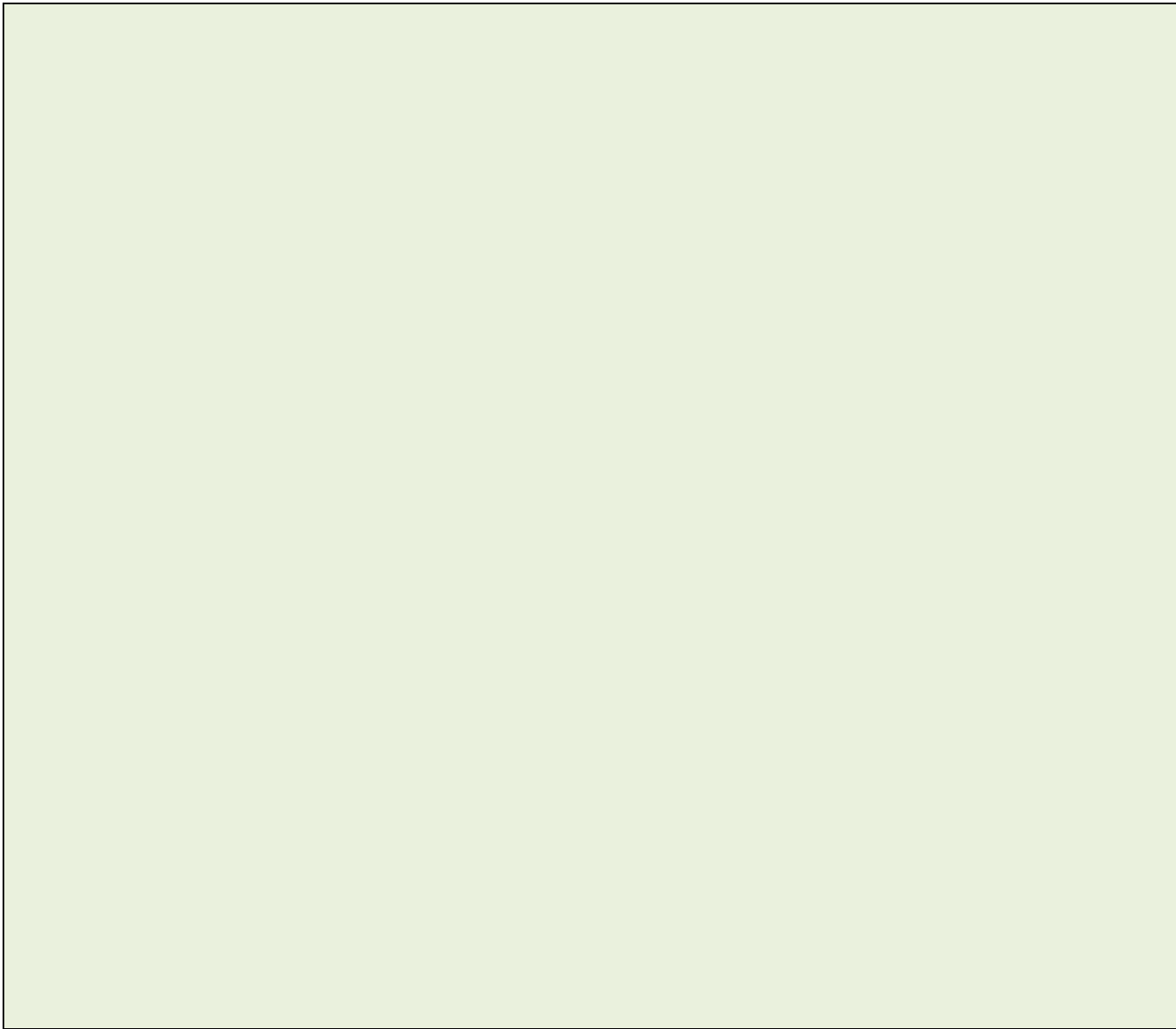
1. KDS will increase Wiilideh Yatı weekly instructional time to further develop students' oral proficiency levels and the whole school approach to language learning.
2. KDS staff will increase their understanding of the brain's executive functions and develop universal design skills and strategies to support students' learning and their academic progress.
3. KDS will increase overall understanding of diversity and inclusion to support student-to-student and staff-to-student relationships.

In addition to these goals, KDS will continue to offer Key Cultural Experiences, expand our Afternoons-on-the-land program and restart overnight camps. KDS staff will continue learning about the Indigenous teaching and learning practice of holism. As well, KDS will begin a three-year Student Success Initiative that will see a small central library developed in the school. The NDEA is looking forward to another wonderful school year.

Annual Report - Executive Summary

The Ndilq District Education Authority’s Annual Report for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education’s direction.

The following table summarizes the successes and areas for improvement for the school year:



1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

The Ndilq 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 Ndilq 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.

- Superintendent – Ed Lippert
- Last Election – May 2019
- Members serve a three-year term. An election is called every 3rd May.
- Meetings occur monthly, but more often as required.
- The number of staff at the Ndilq District Education Authority is 1 (contracted superintendent services)
- The next election will happen in May 2022

Prior to the establishment of the NDEA, K'àlemì Dene School was guided by the Ndilq Education Committee (NEC) made up of Ndilq community members. This committee was established in 1998 when the school in Ndilq 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'àlemì Dene School and in partnership with 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'àlemì 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 staff at K'àlemì Dene School.

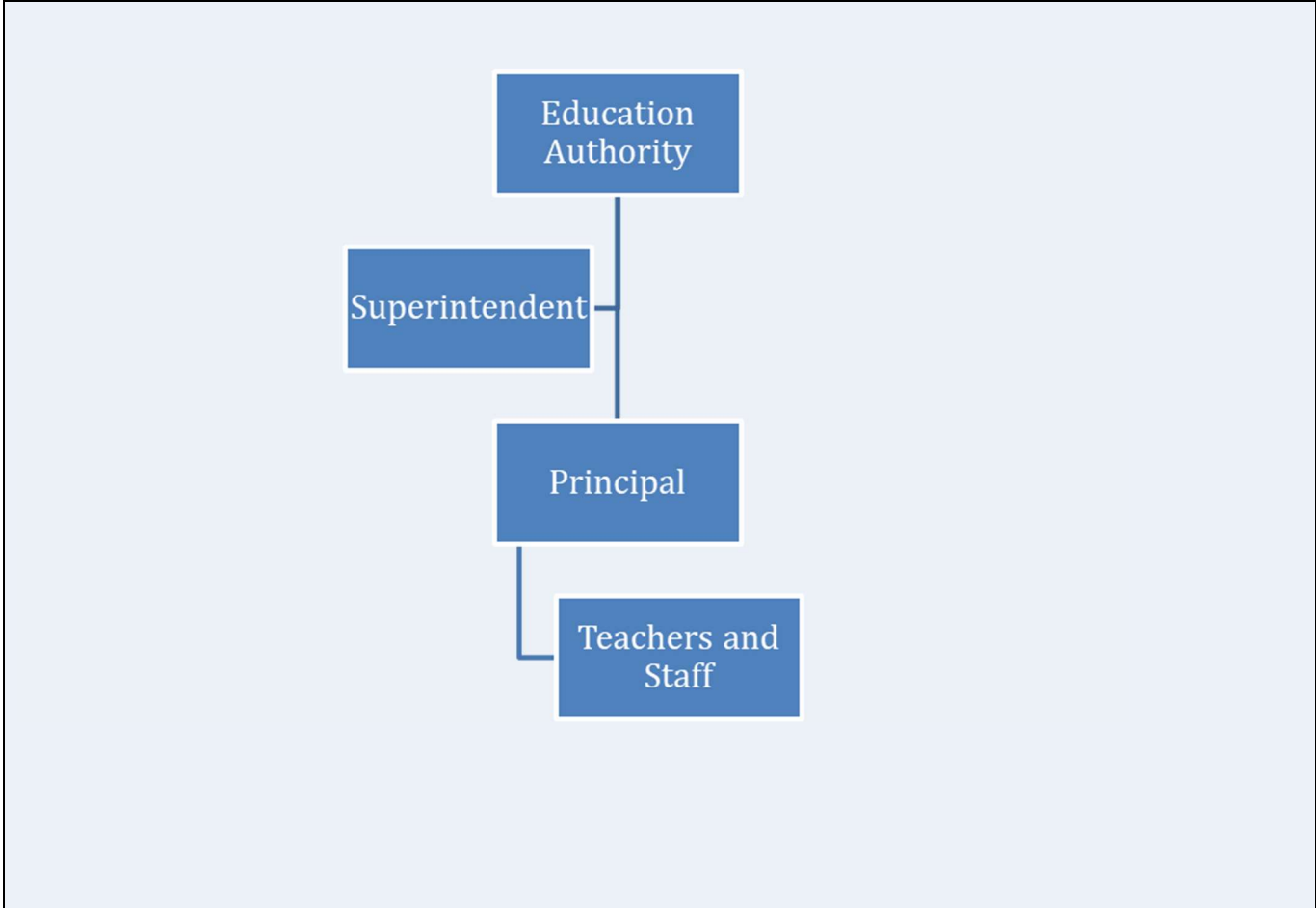
It should be noted that the role of the principal is different than at most schools in the NWT. The KDS principal often receives direction directly from the NDEA and is responsible for reporting to the NDEA. With support from the superintendent, the principal is responsible for developing the school budget, reporting to ECE, overseeing the external audit, managing human resource issues 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.

An NDEA election occurred during the month of May 2019. One trustee resigned in May 2020, the NDEA is actively seeking a replacement. Current Ndilo District Education Authority members are:

1. Cecilie Beaulieu, Trustee
2. Theresa Black, Trustee
3. Myra Conrad, Trustee
4. Lila Erasmus, Vice Chairperson
5. Sarah Erasmus, Chairperson
6. Nyra Mackenzie, Trustee
7. Vacant Position

B. Functional Organizational Chart

The following table details the functional organization of the Education Body:



C. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
Reviewing Education Act	Superintendent	DEA	A section at each regular meeting.		
Strategic planning with YKDFN Chief and Council	YKDFN	DEA	TBD		

D. Education Body Meetings

According to section 109 of the *Education Act*, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? <i>(Yes/No)</i>	If No, why not?
September 23, 2021	KDS		
October 21, 2021	KDS		
November 18, 2021	KDS		
January 20, 2022	KDS		
February 17, 2022	KDS		
April 21, 2022	KDS		
May 19, 2022	KDS		
June 16, 2022	KDS		

E. School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori). **Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.**

Total Number of Schools in District	1	Total Anticipated Student Head Count	125
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School Name	Community	Grades Offered	Programming Highlights
K'alemi Dene School (KDS)	Ndilo	JK-12	<ul style="list-style-type: none"> • Priority on teaching and learning Wiliideh Yatil and culture • Several key cultural experiences throughout the school year • Increased time on-the-land with grades one through nine spending a half day each week. • Focus on social and emotional well-being • Access to a Child and Youth Care Counsellor • Extensive and inclusive food program serving breakfast, snack and lunch • Small multi-grade classes • Access to a Maker Space Lab • Focus on speech and language development in JK-grade 3 • Alternative High School Program option for high school students • Intensive focus on career readiness and future planning for high school students. • We anticipate returning to a regular schedule for the 2021-22 school year. High school students will no longer have their break times compacted.

F. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (*% of students on a Regular Education Program (REP) with a Student Support Plan (SSP) for Accommodations, % of students on a Modified Education Program (MEP) with an SSP for Modifications, and % of students on an Individualized Education Program (IEP)*), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.**

The Ndilq District Education Authority consists of one school that will house approximately 110 to 130 students in 2021-22 school year. When K'alemì Dene School (KDS) opened its doors in September 1998 it was a kindergarten to grade 3 school. Over the years, KDS has grown to include junior kindergarten to grade 12. KDS follows all NWT curriculum with a special emphasis on Dene Kede to ensure Wiilìdeh language and culture are integrated as much as possible.

K'alemì Dene School's school population is 100% Indigenous. The large majority of students are Yellowknives Dene First Nation while other students identify as Dene. This greatly influences the programming offered at KDS and is a priority to the NDEA. We strive to offer as many culturally appropriate programs and lessons including weekly Wiilìdeh Yatì lessons with a fluent speaker, seasonally appropriate culture camps and integrated lessons using Dene Kede. In addition to Key Cultural Experiences, grade 1-9 students spend one afternoon a week on the land to enhance land-based education.

The NDEA is committed to providing ALL KDS students with a safe and inclusive learning environment that is appropriate and respectful to their diverse strengths and needs, in classrooms with their age peers. At this time, approximately 43% of students are working on a regular education program with curriculum at their grade level with access to universal supports and strategies. Please note the small enrollment at KDS limits any other reporting of students on student support plans.

Being so close to the community of Yellowknife, KDS often attracts families from Yellowknife for the range of programming that is offered. We offer free bus service for those families, many of whom are low-income families. Over the years, our ridership has increased and in 2018-19, the NDEA made the decision to contract bus services and use a large bus with a dedicated route. However, it should be noted that KDS also provides transportation services to junior kindergarten students as the bus company cannot accommodate four-year old students. At this time, KDS is providing transportation for more than 60 students from Yellowknife to Ndilq.

At this time, we do not anticipate any changes in enrollment due to Covid-19. The number of families being homeschooled will remain the same.

G. Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention. **Please include any specific information related to the COVID-19 pandemic.**

KDS maintains a teaching staff of six (6) JK to grade nine teachers, three (3) high school teachers, one (1) Alternative high school program teacher and five (5) educational assistants, one (1) program support teacher and one (1) principal. KDS will not experience a large staff turn over from 2020-21 to 2021-22, with only one (1) staff member with a continuing contract leaving.

All teaching staff are Yellowknife Education District No. 1 (YK1) employees and the NDEA adheres to the YK1 Collective Agreement. YK1 invoices the NDEA each month for cost of salaries and benefits.

Of the staff expected to return to KDS, five (5) members of our teaching staff have been employed at KDS for ten (10) years or more years.

KDS also employs a 0.5 Elder/Language Instructor, 0.6 cook and full-time janitor. These positions are hired through the Yellowknives Dene First Nation Band Office and invoiced back to the NDEA.

Due to Covid-19 protocols, extra janitorial services were required. KDS did not require additional teaching staff due to the Covid-19 restrictions, however, the use of substitute teachers and replacement staff increased greatly in 2020-21. We expect the same demand for substitute teachers and replacement staff for the upcoming school year as the screening protocols for Covid-19 are not expected to change.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p>K'àlemì Dene School Mission Statement</p> <p>The NDEA is committed to providing quality education for our students by concentrating on the following four components of learning as identified in the KDS Vision and Mission Statement:</p> <ul style="list-style-type: none"> • Language and Culture • Academics and Technology • Dene Laws and Wellness • Physical Activity. <p>Through the development of these skills, students will grow and develop into respectful, healthy, diligent and strong Dene who will give back to their families, community and the North.</p> <p>Through discussions with the NDEA and KDS staff the following goals, which align with ECE's five shared priorities, have been set for the 2021-22 school year:</p> <ol style="list-style-type: none"> 1. KDS will increase Wìlìdèh Yatì weekly instructional time to further develop students' oral proficiency levels and the whole school approach to language learning. 2. KDS education staff will increase their understanding of executive function and develop universal design skills and strategies to support students' executive function and their academic progress. 3. KDS will increase overall understanding of diversity and inclusion to support student-to-student and staff-to-student relationships.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
<p>% of regional priorities and goals that align with the 5 Shared Priorities.</p>	<p>100%</p>		
<p>KDS will increase Wiliideh Yatı weekly instructional time to further develop students’ oral proficiency levels and the whole school approach to language learning.</p>	<p>School schedule that includes additional Wiliideh Yatı time.</p> <p>Staff will attend an increased number of Wiliideh Yatı classes.</p> <p>School schedule that includes additional classroom time with a fluent Wiliideh Yatı speaker.</p> <p>Students will welcome community members with a conversation in Wiliideh Yatı.</p>		
<p>KDS education staff will increase their understanding of executive function and develop universal skills and strategies to support students’ executive function and their academic progress.</p>	<p>KDS education staff will participate in professional development focused on executive function.</p> <p>Classroom teachers and educational assistants will participate in research about executive function and universal design then present findings to staff.</p> <p>Professional learning communities will choose one resource about executive function and universal strategies to discuss.</p>		
<p>KDS will increase overall understanding of diversity and inclusion to support student-to-student and staff-to-student relationships.</p>	<p>KDS teachers will explicitly teach about diversity including race, sexuality and neuro-diversity.</p> <p>KDS staff and students will celebrate and welcome diversity through bi-monthly school events (friendly contests, spirit days, etc.).</p> <p>Increased GSA activity throughout the school year.</p>		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measureable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>K'àlemì Dene School develops a yearly School Improvement Plan (SIP) in consultation with the NDEA and school staff. Due to Covid-19 and the increased planning and coordination required, the NDEA has prioritized three goals to ensure that KDS staff can implement them in a meaningful way. When the SIP plan is completed, the finished document is shared through our school website. The goals of the school improvement plan are guided by the KDS mission and vision statement and align with the priorities and goals as indicated earlier.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region’s approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

For the 2021-22 school year each region is able to determine how best proceed with annual school reviews.

<p>Regional approach to the completion of Annual School Reviews, including any specific information related to the COVID-19 pandemic.</p>	<p>At the end of the school year, KDS staff will review and discuss the school improvement plan which will help to inform the annual review and the next year’s plan. This review will be guided using the key accountability questions outlined by ECE’s School Improvement Reporting Policy and Framework. The information gathered will help to build the School Improvement Plan for the following school year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

D. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following tables detail the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to the completion of Staff Evaluations, including any specific information related to the COVID-19 pandemic.	The KDS principal follows the process provided by ECE by using three formal observations that include a pre- and post- observation meeting and finishing with a Teacher Evaluation Report. KDS also uses a ten-minute walk through observation method, where the principal performs a short observation then follows with discussion about strengths and stretches. Staff evaluations are completed according to the schedule maintained by Yellowknife Education District No. 1.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
Number of teachers and PSTs formally evaluated in the school year.	7		
Number of principals and assistant principals formally evaluated in the school year.	0		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	0		
Number of Superintendents formally evaluated in the school year.	0		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region’s training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Training and In-Service activities and themes are determined by school priorities which are developed in consultation with NDEA trustees and KDS staff. Once these are decided and the School Improvement Plan is developed, professional development activities are planned accordingly. Safety training for Covid-19 protocols will continued as required.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on shared priorities	100%		
Number of administration days dedicated to training and in-service.	0		
% of collaborative STIP time dedicated to regional priorities	40%		
Number of schools which implemented STIP as per the Ministerial Directive	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

F. Literacy Coordinators

Literacy coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.25	0.00	0.25	Unable to hire for the 0.5 position		

* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body, otherwise not allocated.

The following tables detail the region’s role of their Literacy Coordinator, and the relevance of the position to regional and shared priorities, including regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.	<p>The KDS principal carries out the role of Literacy Coach. She ensures new teachers are introduced to the KDS Literacy Plan and that it is being implemented in each JK to grade 7 classroom. Implementation includes arranging for professional development, setting expectations for long range, unit and lessons plans, co-planning and coaching.</p> <p>At this time, it is not feasible to top the Literacy Coach position up to 0.50 as is expected by ECE. It is challenging to fill part-time positions.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. (Yes or No)	Yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Targets	
Relevance of the Healthy Foods for Learning program to regional priorities, including any specific information related to the COVID-19 pandemic.	KDS offers a healthy food program that includes breakfast, snack, and lunch each school day. The school opens early and serves cereal, yogurt and toast. Then for snack, students have access to fruit and granola bars. For lunch we serve sandwiches and vegetables three days/week, with hot lunch twice a week. For the month of September, the lunch program will serve sandwiches, veggies and cookies three days/week and hot lunch two days/week. The menu is developed using the Canadian Food Guide and when possible, locally source foods are used (and celebrated). The school also keeps some gift certificates for the grocery store on hand to help families in emergency situations.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Frequency of program <i>(Monday - Friday)</i>	Average number of children / youths served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
KDS	Breakfast Snack Lunch Emergency Food Cards	Monday to Friday	90-100	Everyone welcome		

** Please complete one row for each program offered in a school. Ex:) complete two rows if a school offers both breakfast and snack programs.*

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development. Under the proposal summary, indicate whether this is a continuation of previous year's SSI project.

SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.	In 2020-21, KDS completed a three-year project that introduced the Maker Space teaching pedagogy. Starting in 2021, we will begin another three-year project. Our goal is to develop a small library space in the school. Currently, each classroom has their own classroom library but the school does not have a central library. Our hope is to create a small space with quality books that support Indigenous authors and content, classroom learning and student engagement in reading.
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region who participate in SSI PD activities.	0%		
% of support staff from across the region who participate in SSI PD activities.	0%		
Areas of Strength			
Areas for Development			
Additional Comments, including any specific information related to the COVID-19 pandemic.			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? (Yes/No)	If No, why not?
KDS Library Project	Sept 2021 to June 2024		

I. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2021-2022	2022-2023	2023-2024
CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA	BDEC SSDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. This refers to programming that is offered to all students, rather than targeted programs for individual students.

Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.</p>	<p>KDS staff continue to use different programs than those endorsed by ECE. From JK to grade 7, we are using Second Step SEL and Bullying Prevention. Second Step is research-based, teacher-informed, and classroom-tested, and it promotes the social-emotional development, safety, and well-being of children from Early Learning through Grade 7. Using one program for several grades provides the school with common language around bullying, coping strategies and social-emotional development. For grade 8-12, KDS will continue to use the Fourth R – Health Physical Education and Healthy Relationships Plus Program.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	0		
% of schools with grade 4-6 students offering LEADS.	0		
% of schools with grade 7-9 students offering the Fourth R.	100%		
% of schools with grade 10-11 students offering HRPP.	100%		
Were there any difficulties accessing training for the above programs?			

Are there any recommendations for making training for the above programs more accessible?	
Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	KDS	JK to grade 7 will use Second Step lessons and pedagogy weekly. Grade 8-12 will use The Fourth R Program with their Health and CALM courses.		

K. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

School Name	Language of SL (<i>Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̄chǫ</i>)	Type of SL program (<i>core, immersion, intensive</i>)	Grades of SL program (<i>per program type</i>)	% of students enrolled (<i>per program type</i>)	Frequency of SL Program (<i>min/week</i>)	Actual Frequency of SL Program (<i>min/week</i>)	Explanation for difference (<i>if applicable</i>)
KDS	Wìlìdèh Yatì	Core	JK-K	100%	45 min/week		
KDS	Wìlìdèh Yatì	Core	Grade 1-9	100%	90 min/week		
KDS	Wìlìdèh Yatì	Core	Grade 10-12	100%	75 hours/year		

**Please include a row per school /per language /per type of instruction*

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	0.50			

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of RISCs allocated as less than a 1.0 FTE	100%		

B. Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
KDS	1.05	1.00	Unable to schedule or hire a 0.05 PST			

C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Please ensure that Support Assistants funded through Jordan’s Principle and Children’s First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
KDS	1.95	6	Additional Educational Assistants are essential to the success of KDS programming. None are hired through Jordan’s Principle at this time.		

D. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$11,629	\$11,629			

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Non-Violent Crisis Intervention Training	New EAs	RISC	TBD		
Insights to Behaviour Courses	RISC, PST, EAs	ECE	Aug 27, Nov 1, Feb 11, June 3 KDS		
Professional development about executive brain function	All staff	Dean Educational and Psychological Consulting	August 26, October 22 KDS		
Learning Disabilities and Executive Function Course	Principal, PST, Teachers	Foothills Academy	TBD		

Right to Read Course	JK-grade 4 teachers that have not taken it	Foothills Academy	TBD		
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The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.	The NDEA and KDS make every effort to ensure that all students are included into age-appropriate classrooms and are supported to learn, contribute and participate as much as possible in all aspects of our learning community. This is accomplished through implementing best teaching practices that reduce barriers, building on students’ strengths, and using a collaborative approach that includes families whenever possible.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?	100%		
% of staff trained, in the past two years, in the SBST process?	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.			

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	Reason for using a contractor rather than a GNWT-provided service <i>(GNWT service unavailable, etc.)</i>	School(s) impacted by Service	Length of Contract	Total (\$)

** This table refers to contractors procured using Inclusive Schooling funding, and does not include others such as those procured by Jordan's Principle / Child First Initiative Funding.*

E. Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated <i>(\$)</i>	Actual <i>(\$)</i>	Actual Assistive Technology Purchased	User Group Type <i>(# of classrooms / individual student / etc.)</i>	Total Over / Under Allocation <i>(\$)</i>
\$20,145				

F. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
KDS	\$17,850	\$17,850				

G. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<p>At KDS, we rely on process and collaboration to ensure that supports for students are strengths based and targeted to areas of development. Staff have already started the process to develop and review SSPs for the 2021-22 school year so they can be implemented in September. Teachers will participate in transition meetings in June. SSPs will also be reviewed at minimum three times during the year. Students will also have an opportunity to participate in the process. As well, the SBST will meet regularly to discuss IEPs, and changes to SSPs.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
Number of students not able to participate in the Common Learning Environment in their home community.	0		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%		

% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	0		
Number of times per month that the RISC meets with PSTs via video/phone conference?	1		KDS PST joins the YK1 monthly meeting
Number of times per year that the RISC meet with the PSTs in person	Daily		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

H. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.</p>	<p>At KDS, we strive to meet the needs of all our students. Over the years, we have created an ongoing process to ensure that staff are building relationships with their students and working collaboratively with our team to meet their students’ needs. Through SBST meetings, transition planning, class review and professional development, teachers discuss flexible teaching strategies that will work for their class and individual students. Flexible teaching strategies are further supported by the PST and RISC through co-teaching and planning. This year our professional development will focus on executive function and developing structures to universally support it.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities?	100%		
Areas of Strength for the region			
Areas for Development for the region			

<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	
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I. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.	The KDS SBST meets monthly and follows the 30-minute problem solving process. The team meets for a half day each month and during this time 3-4 student profiles are reviewed. Minutes are kept for these meetings. Teachers are asked to refer students to the SBST, as well as the principal/RISC and PST. SBST meetings are also held to develop IEPs and more challenging SSPs.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have an established an operational SBST by the end of the first month of school.	100%		
% of teachers accessing the SBST	100%		
% of schools that are using referral forms to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
% of schools that include CYCCs in SBST meetings.	100%		
% of SBST meetings that focus on developing strategies to support classroom teachers.	100%		

% of SBST meetings that focus on solving specific problems.	100%		
% of SBST meetings that address systemic issues in the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	KDS	Monthly meetings 120 minutes/ month		

J. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the NWT *Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.</p>	<p>KDS has a standardized approach to developing SSPs and IEPs that all teachers follow with the support of the PST and principal. Classroom teachers start by contacting parents regarding their child’s SSP or IEP to gather their input. Once the SSP or IEP is written, parents are given the opportunity to review the document. The PST and classroom teachers meet to review SSPs and IEPs at each reporting term and changes are made as necessary. When a student is referred to the SBST, if they have an SSP or IEP in place it is reviewed during the meeting. As well, older students review their SSP and provide input through a “menu of supports” created by the KDS PST.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who are developing SSPs for which they are responsible.	100%		
% of teachers who are developing IEPs for which they are responsible	100%		
% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	100%		
% of parents participating in developing IEPs for those students requiring them <i>(more than signing)</i> .	100%		
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		

% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to **teacher support activities**
- no more than 25% of the PST’s time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.	At KDS, we strive to meet the Priority Time-Use targets through scheduled meeting time including professional learning communities, assessment-to-instruction and class reviews. These meetings help determine how support will be directed to maximize priority time use targets. PST is responsible for managing time-use through a year plan.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%		
% of PSTs allocated as less than a 1.0 FTE	0%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
0.50	0.50			

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school’s ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation of the was not in place or active during the year.

Indigenous Language and Education Team			
School	ILE Team Composition <i>(Principal, PST, etc.)</i>	Meeting Frequency	Explanation if ILE Team was not in place or active <i>(if applicable)</i>
KDS	<ul style="list-style-type: none"> • Principal • Indigenous Language and Culture Coordinator • Indigenous Language Instructor • One (1) Classroom Teacher 	Once/Term	

C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual ILI (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
KDS	1.43	1.5	Increased to a half time position for hiring purposes.		

Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.

Some Regions have indicated difficulty in filling ILI positions. The following table details the planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

Accommodations made to maintain Indigenous language instruction in the region, if any?	The Indigenous Language Instructor is an Elder and fluent Willhideh speaker, but does not have any training in education. The 2021/22 school year will be her third full year with KDS. To ensure lessons are successful and engaging for students, we have partnered her with a teacher to help provide support in curriculum delivery and classroom management. We recognize that our Elder holds valuable knowledge and we are fortunate to have created a collaborative teaching team to deliver the <i>Our Languages Curriculum</i> . Classroom teachers are also present for lessons to further support classroom management, small group activities and student engagement.	
Plans to recruit and retain language teachers, if any?	We are continually seeking professional development opportunities (like ECE's In-services for Our Languages Curriculum and the University of Alberta's Canadian Indigenous Languages and Literacy Development Institute) to help further our Indigenous Language Instructor's understanding of teaching and learning. KDS is also always bringing in new Community Resource People in hopes of recruiting new and long-term Indigenous Language Instructors for the school. If possible, KDS would support a community to participate in the MAPs program with Indigenous Language Instructor.	

<p>Challenges and/or barriers faced in the region?</p>	<ul style="list-style-type: none"> • A lack a fluent of speakers • Some of the trained language speakers in the region are not interested in working at the school. 	
<p>What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?</p>	<p>Our current Indigenous Language Instructor is an Elder, her health and safety is our utmost priority during the Covid-19 pandemic. At this time, we are prepared to have our Indigenous Language Instructor work from home and use technology if necessary.</p>	

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) & Source (If applicable)
KDS	\$30,600	\$30,600				

The following table details whether schools choose to allocate funding for an Elder and/or Cultural Support Worker that works at the school daily.

School	Elder in-Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
KDS	Y	Y	By seasonal activity	Indigenous Education	

E. Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>KDS has created a welcoming and open environment. Staff work diligently to welcome community members into the school by greeting people into the school and asking for assistance when learning about YKDFN content. The new Afternoons-on-the-Land programming has also encouraged increased community members interactions as community members often stop and learn about our programming. It makes our culture programming visible to the community. If Public Health measures allow, we will resume traditional community events, but will continue to host our modified events in the meantime.</p>
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<p>Regional Performance Indicators</p>	<p>Regional Targets</p>	<p>Achieved Results</p>	<p>Explanation for difference <i>(if applicable)</i></p>
<p>% of schools with Elders hired for regular school programming,</p>	<p>100%</p>		
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal
KDS	Students will welcome and have a simple conversation with school visitors and community members in Wiilideh Yatı.	

Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences
KDS		

F. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>To seamlessly integrate language and culture into schools, classrooms and planning, it is necessary to have a deep understanding of the culture and history of our school’s community. The NDEA is committed to ensuring that KDS educators have access to professional development and cultural opportunities. This includes participating in a minimum of two Cultural Orientation days, professional readings, opportunities to attend related conferences, scheduled planning time to integrated language culture and opportunities to contribute to the school’s whole school language approach. Staff at KDS are also expected to attend Key Cultural Experiences with their classes and participate in Wìlìdeh Yatù classes.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools holding local Teacher Cultural Orientation Days.	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	100% of staff will participate in a Residential School Awareness TBD		
% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	Goal	Explanation on status of goal
KDS	KDS staff will attend an increased number of Wiilideh Yatı classes.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities local Cultural Orientation Days.	KDS	<ul style="list-style-type: none"> • Wiilideh Yatı training day • Canoe training • Sewing lesson 		

G. Fostering Student Wellbeing

Fostering Student Wellbeing requires educators to support the development of each student as an NWT **capable person** in a holistic manner. Elders in the NWT have explained that each child is born with inherent gifts. In order to nurture those gifts as a **capable person**, students must be well in body, mind, heart and spirit.

NWT schools need to cultivate healthy environments that nurture student gifts through the development of physical, intellectual, emotional and spiritual self. In collaboration, schools and communities can guide students to strengthen their wellbeing and foster development of their identity, through opportunities to connect to the land, the language and the teachings of their Elders

Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)	Student wellbeing and resiliency has always been a priority of the NDEA. KDS staff take great care to create a welcoming environment for students, families and community members. KDS prioritizes relationships with our students and families. This school year, KDS will focus on developing students' language proficiency to continue foster students' sense of well being so that they may become more familiar with their language. As well, KDS staff will further their learning about Indigenous principle of Holism and how we teach the whole child.
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ILE Action Plan Goal for Fostering Student Wellbeing		
School	Goal	Explanation on status of goal
KDS	KDS will strengthen students' identity by increasing Wiilhideh Yatı lessons. KDS staff will increase their understanding of the Indigenous teaching and learning principle of Holism.	

School	What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
KDS	<ul style="list-style-type: none"> • On-the-land afternoons – getting kids outside and practicing their culture • Key Cultural Experience • Wiilhideh Yatı Language Lessons • Spending time Elders, Knowledge Keepers and community members during camps, classes and events. • Professional development for staff. 	

H. Indigenizing Teaching and Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<p>KDS will continue to strengthen our approach to Indigenizing teaching and learning practices. The NDEA recognizes the importance of strengthening staff’s understanding of Indigenous worldviews so that they can provide culturally appropriate teaching and learning practices. Dene Kede will remain the foundational planning document with additional support from the Our Languages Curriculum. For the 2021-22 school year, KDS will focus on the Indigenous practice principle of Holism.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
<p>% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)</p>	<p>100%</p>		
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			

<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	
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ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal
KDS	KDS education staff will specifically develop teaching and learning practices that focus the Indigenous principle of holism.	

School Specific Performance Indicators	School	Wise Practice
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	KDS	

I. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>Providing students with a culturally relevant education remains a priority of the NDEA. KDS will continue to provide teachers with dedicated time throughout the school year to integrate Indigenous (specifically YKDFN focused) content into their long range, unit and lesson plans. Teachers also have access to our School Elder, Language and Culture Coordinator, and community resource people as needed.</p> <p>During the next three school years, KDS will be developing a library with the help of Student Success Initiative funding. KDS will dedicated a portion of this library to Indigenous authors and content so that teachers and students are able to efficiently include these in their lessons.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%		
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
KDS	KDS will increase the amount of literature by Indigenous authors and including Indigenous content across the curricula in the new library (a Student Success Initiative).	

School Specific Performance Indicators	School	Wise Practice
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	KDS	

J. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>Since 2020-21, KDS has started a two-pronged approach to Key Cultural Experiences. First, KDS will continue to provide several Key Cultural Experiences throughout the 2021-22 school year as they are the cornerstone of our cultural programming. These experiences are coordinated and organized with YKDFN community members and cultural experts. They will include: berry picking, duck plucking, net fishing, and trapping and snaring.</p> <p>Second, KDS will continue to offer our Afternoons-on-the-Land program. Grade 1-9 students spend one afternoon per week on the land by the school. Students engage in cultural activities, practice survival skills, and spend time enjoying the outdoors. We have set up a tent frame and wood stove to support the program.</p> <p>All land programming follows the recommendations and restrictions from the OCPHO.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal
KDS	<ul style="list-style-type: none"> • KDS will restart overnight camps that did not happen in 2020-21 due to Covid. • KDS will continue to offer Key Cultural Experience that revolve around the seasonal Dene calendar of living from the land. • KDS will continue to offer the Afternoon-on-the-Land program where grade 1-9 students spend a half day on the land/week engaging in cultural activities, learning survival skills, and enjoying being on the land. 	

School Specific Performance Indicators	School	Wise Practice
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	KDS	

K. Strengthening Core and Immersion Indigenous Language Instruction

In most NWT schools, Indigenous language programming is offered as a core language program with instructional time averaging 90 hours a year. A few schools in the NWT have implemented Indigenous language immersion programs, and others have recently begun the immersion implementation process.

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.</p>	<p>For the 2021-22 school year, KDS will increase Williideh Yatı weekly instructional time to further develop students’ oral proficiency levels and our whole school approach to language learning. This will be done through scheduling additional time for Williideh Yatı lessons and additional time that our Elder spends in classrooms working with students. In the unfortunate event of another school closure, our Indigenous Language Instructor is prepared to teach online.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (If applicable)
# of new ILIs in the region	0		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	Goal	Explanation on status of goal
KDS	<ul style="list-style-type: none"> • KDS will increase the amount and frequency of Wìlìideh Yatı instruction. • KDS schedule will include more classroom visits with Indigenous Language Instructor. 	

L. Engaging Community in Indigenous Language Programs

Engaging Community in Indigenous Language Programming is emphasized in the *Dene Kede* and *Inuuqatigiit* curricula and reminds educators that community involvement can take many forms. Schools should look for opportunities to engage with the community to promote, use and celebrate Indigenous languages. Students can be offered many activities where language speakers from the community may come into the school or the students may go out into the community. Some examples are participating in a culture camp with language use, attending a local government meeting, working with a health care nurse attending to Elders, or talking in the language while visiting at a store.

<p>Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)</p>	<p>Covid-19 has greatly affected the way in which community events are hosted. During the 2020-21 school year, KDS staff worked diligently to look at past events and how those events were still possible, with a new lens. The results were remarkable. From planning a Christmas Tree Walk to an outdoor family scavenger hunt, community events were still possible. For the 2021-22 school year, we will continue to refine these events so they include Wiilhideh Yatı. KDS will also continue to invite community members to join Key Cultural Experiences and other school initiatives.</p>
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<p>ILE Action Plan Goal for Engaging Community in Indigenous Language Programs</p>		
<p>School</p>	<p>Goal</p>	<p>Explanation on status of goal</p>
<p>KDS</p>	<p>KDS will include a language component in each community event.</p>	

M. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.	For the 2021-22 school year, KDS will increase Wiilñideh Yatı weekly instructional time to further develop students and staff’s oral proficiency levels and our whole school approach to language learning. This will be done through scheduling additional time Wiilñideh Yatı lessons and additional time that our Elder spends in classrooms working with students. Each week will include useful language to use around the school and a phrase of the week.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
KDS	<ul style="list-style-type: none"> • KDS will increase the amount and frequency of Wìlìdeh Yatù instruction. • KDS schedule will include more classroom visits with Indigenous Language Instructor. 	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	KDS	<ul style="list-style-type: none"> • KDS schedule will be developed to include more instructional minutes for Wìlìdeh Yatù that include both classroom teacher and educational assistants. • KDS schedule will include more classroom visits with Indigenous Language Instructor. • KDS students and staff will learn a phrase of the week. • KDS daily prayer will be done completely in Wìlìdeh Yatù. 		

N. Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Ndilq	\$14,025	\$14,025				

Appendix B: Operating Plan - Operating Budget

Please see separate attachment

**Department of Education, Culture & Employment
District Approved 2021-2022 Budget**

**Ndilo District Education Authority
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated**

	2021-2022 Budget	2020-2021 Approved Budget	2020-2021 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	2,885,000	2,721,000	2,721,000
SSI (Schedule 8)			
Northern Distance Learning (Schedule 8)			
Minority Language (Schedule 8)			
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions			58,300
Sub-Total ECE	2,885,000	2,721,000	2,779,300
GNWT Other Contributions	25,000	23,700	25,000
Total GNWT	2,910,000	2,744,700	2,804,300
Federal Government Jordan's Principle (Schedule 8)	78,000	78,000	78,800
Federal Government Other Property Tax Requisitioned Other Education Bodies Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	500	500	500
Donations	0	25,000	500
Other	19,300	7,000	12,600
Total Generated Funds	19,800	32,500	13,600
TOTAL REVENUES	3,007,800	2,855,200	2,896,700
<u>EXPENSES</u>			
Administration (see Schedule 2)	92,500	95,000	87,700
School Programs (see Schedule 2)	2,192,400	2,146,900	1,990,100
Operations and maintenance (see Schedule 2)	0	0	
Inclusive Schooling (see Schedules 2&3)	709,000	615,800	677,300
Indigenous Languages and Education (see Schedules 2 & 4)	299,000	272,700	200,700
Student/Staff Accomodations (see Schedule 2)	0	0	
Debt Service			
Other			
Sub-Total Expenses Before Amortization	3,292,900	3,130,400	2,955,800
Amortization (see Schedule 6)			
TOTAL EXPENSES	3,292,900	3,130,400	2,955,800
ANNUAL OPERATING SURPLUS (DEFICIT)	-285,100	-275,200	-59,100
ACCUMULATED SURPLUS (DEFICIT) OPEN *	1,121,860	1,153,711	1,180,960
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	836,760	878,511	1,121,860

c *Accumulated Operating Surplus exclusive of investment in TCAs, and LED Reserve. CSFTNO excludes liability to GNWT.

Reconciliation of Total Closing Accumulated Surplus:

Closing Operating Surplus from above	836,760	878,511	1,121,860
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	0	0	0
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Total Closing Accumulated Surplus	836,760	878,511	1,121,860

**Department of Education, Culture & Employment
District Approved 2021-2022 Budget**

**Ndilo District Education Authority
Annual Budget**

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/Cultural Programs	Student/Staff Accommodation	Total
SALARIES							
Teachers' Salaries		1,460,000					1,460,000
Regional Coordinators (RISC/RILE)				82,000	0		82,000
Program Support Teachers				147,000			147,000
Support Assistants				440,000			440,000
Indigenous Language Instruction					245,000		245,000
Cultural Resource Staff							0
Elders in Schools					15,000		15,000
Non Instructional Staff		133,000					133,000
Board/Trustee Honoraria	15,000						15,000
EMPLOYEE BENEFITS							
Employee Benefits/Allowances							0
Leave And Termination Benefits							0
STAFF DEVELOPMENT (Including Travel)							
							0
SERVICES PURCHASED/CONTRACTED							
Professional/Technical Services	75,000			10,000	0		85,000
Postage/Communication							0
Utilities							0
Heating							0
Electricity		1,800					1,800
Water/Sewage							0
Travel		10,000		2,000			12,000
Student Transportation (Busing)		84,000					84,000
Advertising/Printing/Publishing							0
Maintenance/Repair		135,000					135,000
Rentals/Leases		2,000					2,000
Other Contracted Services							0
MATERIALS/SUPPLIES/FREIGHT							
Assistive Technology							0
Materials	2,500	366,600		28,000	39,000		436,100
Freight							0
DEBT SERVICE							
							0
OTHER							
							0
SUB-TOTAL OF EXPENSES BEFORE AMORT	92,500	2,192,400	0	709,000	299,000	0	3,292,900
AMORTIZATION							
							0
TOTAL	92,500	2,192,400	0	709,000	299,000	0	3,292,900

**Department of Education, Culture & Employment
District Approved 2021-2022 Budget**

**Ndilo District Education Authority
Inclusive Schooling - (Schedule 3)
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	82,000		82,000
Program Support Teachers	147,000		147,000
Support Assistants	440,000		440,000
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances			0
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	2,000		2,000
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services	10,000		10,000
Student Transportation (Busing)*			0
Other Contracted Services			0
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	28,000		28,000
Materials			0
Freight			0
TOTAL	709,000	0	709,000

**Department of Education, Culture & Employment
District Approved 2021-2022 Budget**

**Ndilo District Education Authority
Indigenous Languages and Education - (Schedule 4)
Annual Budget**

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<u>SALARIES</u>				
Regional ILE Coordinators	0			0
Indigenous Language Instruction	245,000			245,000
Cultural Resource Staff			0	0
Elders in Schools			15,000	15,000
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances				0
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services	0			0
Travel				0
Student Transportation (Busing)*				0
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services				0
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	20,000	5,000	14,000	39,000
Freight				0
TOTAL	265,000	5,000	29,000	299,000

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**Divisional Education Council/District Education Authority
Approved Person Years - (Schedule 5)
Annual Budget**

	<u>Person Years</u>
Administration Staff	0.00
Territorial Schools:	
Teachers	9.50
Consultants	
Classroom Assistants	
Secretaries	
Custodians	1.00
Other: Cook	0.50
Bus Driver	0.50
Inclusive Schooling:	
Regional Coordinator	0.50
Program Support Teachers	1.00
Support Assistants	6.00
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	0.00
Indigenous Languages Instruction Staff	2.00
Other - Specify	
Total Person Years	<u><u>21.00</u></u>

BUDGET 2021-22

Schedule 7

School year July 2021 to June 2022

Ndilo District Education Authority

#	Revenue	Amount \$
1	Contributions from GNWT	
	Name of Department	
	a) ECE	2,885,000
	b) MACA - Active After School	15,000
	c) ENR - Take a Kid Trapping	8,000
	d) HSS - Drop the Pop	2,000
1	Contributions from Related party Entities	
	a)	
1	Contributions - From other sources*	78,000
2	Transfer payments (Government of Canada)	
3	Non - Renewable Resource Revenue**	
4	Interest Income (general)***	
5	Other income (general)	19,800
	From Related Party Entities:	
	a)	
5	Other income (general) - other sources*	
	Taxation and general revenues	
6	Corporate and personal income taxes	
7	Other taxes	
	From Related Party Entities:	
	a)	
7	Other taxes - other sources*	
8	General	
	From Related Party Entities:	
	a)	
	b)	
	c)	
8	General - other sources*	
9	Income from portfolio investments****	
10	Sales	
	To Related Party Entities:	
	a)	
10	Sales - Other sources*	
11	Recoveries	
	From Related Party Entities:	
	a)	
	b)	
	c)	
11	Recoveries - other sources*	
12	Recoveries of prior years' expenses	
		3,007,800
	Expenses	
1	Grants	
	To Related Party Entities:	
	a)	
	b)	
	c)	
1	Grants - to others*****	
2	Contributions	
	To Related Party Entities:	
	a)	
2	Contributions -to others*****	
3	Compensation and benefits	2,537,000
4	Change in valuation of allowances	
5	Amortization of tangible capital assets	
6	Other expenses	
	Charged to Related Party Entities:	
	a) YK1	30,000
	b)	
	c)	
6	Other expenses - to others*****	725,900
		3,292,900
	Annual operating surplus (deficit)	(285,100)

RELATED PARTIES**SCHEDULE 7a****HEALTH AUTHORITIES**

Parent	Subsidiary	Community
Northwest Territories Health and Social Services Authority		Fort Smith
		Fort Simpson
		Inuvik
		Deline
		Yellowknife
Hay River H&SSA		Hay River
Tlicho Community Services Agency (Tlicho)		Tlicho

EDUCATION AUTHORITIES

Parent	Subsidiary	Community
South Slave DEC	Hay River District Education	Hay River
	Lutsel K'e DEA	Lutsel K'e
	Fort Smith District Education Authority	Fort Smith
	Fort Resolution District Education Authority	Fort Resolution
	Hay River Reserve District Education	
DehCho DEC	Fort Providence DEA	Fort Providence
	Fort Liard District Education Authority	Fort Liard
	Wrigley District Education Authority	Wrigley
	Nahanni Butte District Education Authority	Nahanni Butte
	Trout Lake District Education Authority	Trout Lake
	Jean Marie River District Education Authority	Jean Marie River
	Kakisa District Education Authority	Kakisa
Fort Simpson District Education Authority	Fort Simpson	
Beaufort Delta DEC	Aklavik DEA	Inuvik
	Paulatuk District Education Authority	Paulatuk
	Fort McPherson DEA	Fort McPherson
	Tsiigehtchic District Education Authority	Tsiigehtchic
	Tuktoyaktuk DEA	Tuktoyaktuk
	Ulukhaktok DEA	Ulukhaktok
	Sachs Harbour District Education Authority	Sachs Harbour
	Inuvik District Education Authority	Inuvik

Sahtu DEC	Norman Wells District Education Authority Tulita District Education Authority K'asho Got'ine District Education Authority Deline District Education Authority Colville Lake District Education Authority	Sahtu Norman Wells Tulita Fort Good Hope Deline Colville Lake
Yellowknife District #1 DEC or Yellowknife District Education		Yellowknife
Yellowknife Public Denominational		Yellowknife
Yellowknife Catholic Schools (common name) Yellowknife Public Denominational District Education Authority (legal name)		Yellowknife
Commission Scolaire Francophone		Yellowknife
Dettah DEA		Dettah
Tlicho CSA	Behchoko District Education Authority Whati District Education Authority Gameti District Education Authority Wekweeti District Education Authority	Tlicho Behchoko Whati Gameti Wekweeti
Aurora College		Yellowknife
Ndilo DEA		Ndilo

OTHER ENTITIES

Subsidiary

Community

NWT Business Development & Investment

Ulukhaktok Arts Centre
Fort McPherson Tent & Canvas
Acho Dene Native Crafts
Arctic Canada Trading Co Ltd.
Dene Fur Clouds
6355 NWT Ltd

NWT Housing Corp

Aklavik Housing Association
Behchokö Kö Gha K'òodèe
Deline Housing Association
Fort McPherson Housing Association
Fort Providence Housing Association
Fort Resolution Housing Authority
Fort Simpson Housing Authority
Fort Smith Housing Authority
Gameti Housing Association
Hay River Housing Authority
Hay River Dene Band Housing Society
Inuvik Housing Authority
Lutsel K'e Housing Authority
Norman Wells Housing Authority
Paulatuk Housing Association
Radilih Koe' Housing Association
Sachs Harbour Housing Association
Tsiigehtchic Housing Association
Tuktoyaktuk Housing Association
Tulita Housing Association
Ulukhaktok Housing Association
Yellowknife Housing Authority
Yellowknife Dene First Nation (Housing Division)

Northwest Territories Power Corporation
NT Hydro's two wholly-owned subsidiaries (NTPC)
Sahdae Energy Ltd. (SEL) (inactive)

NTPC's two wholly-owned subsidiaries:
Northwest Territories Energy Corporation Ltd.
(NWTEC)
5383 NWT Ltd. (inactive)

Northwest Territories Heritage Fund

Status of Women Council of the NWT

NWT Human Rights Commission

Arctic Energy Alliance

Inuvialuit Water Board

NWT Surface Rights Board

Note: GNWT Revolving and Special Purpose Funds to be reported separately from GNWT Departments

Marine Transportation Services (MTS) Revolving Fund

Yellowknife Airport Revolving Fund (YKARF)

Fuel Services Division (FSD) (or Petroleum Products Revolving Fund)

Fur Marketing Service Revolving Fund

Public Stores Revolving Fund

Liquor Revolving Fund

NWT Liquor and Cannabis Commission

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

Schedule 8

**Ndilo District Education Authority
Contributions - Dedicated Funding Summary
Annual Budget**

	Northern Distance Learning	Minority Language Education and Second Language Instruction -	Education Renewal Initiative	Jordan's Principle	Total
CONTRIBUTION REVENUES (See Schedule 1)				78,000	78,000
EXPENSES					
Salaries				30,000	30,000
Operating & Maintenance				48,000	48,000
Project Based (Minority Language)					0
Other					0
TOTAL EXPENSES	0	0	0	78,000	78,000
SURPLUS (DEFICIT)	0	0	0	0	0

Approvals

Operating Plan



Education Body Chair



Superintendent

June 17, 2021

Date

June 17, 2021

Date

Annual Report

Education Body Chair

Superintendent

Date

Date

Education Accountability Framework

Sahtú Divisional Education Council

Operating Plan

For the 2021-22 School Year



Cadre de responsabilisation en éducation

Conseil scolaire de division du Sahtú

Plan de fonctionnement

Année scolaire 2020-2021



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Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division du Sahtú pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités du Conseil scolaire de division du Sahtú pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

Depuis 1988, c'est le Conseil scolaire de division du Sahtú qui est responsable de la prestation de tous les programmes de maternelle à 12^e année dans les cinq collectivités de la région du Sahtú. Depuis 1998, elles toutes ces collectivités ont des classes de 10^e à 12^e année.

Le Conseil scolaire de division du Sahtú a identifié les priorités suivantes pour l'année scolaire 2020-2021 en appliquant le processus de planification stratégique :

Défendre les intérêts des élèves et leur offrir du soutien pour favoriser la réussite scolaire.

On s'efforcera de garantir un accès équitable à l'apprentissage pour tous les élèves. Par l'intermédiaire de l'administration scolaire de district, du conseil scolaire de division, du gouvernement des Territoires du Nord-Ouest et d'autres instances politiques, le Conseil scolaire travaillera à renforcer l'accès équitable à l'éducation pour tous les élèves du Sahtú, qui passera notamment par l'accès à la technologie (disponibilité des appareils, augmentation de la capacité de la bande passante et accès à Internet). Les écoles célébreront également la réussite des élèves tout au long de l'année. Les aspects physiques, émotionnels, spirituels et intellectuels de chaque élève seront reconnus et valorisés. Le Conseil scolaire de division du Sahtú a remarqué qu'avec l'apprentissage à la maison obligatoire au printemps 2020, l'accès des élèves à la technologie (bande passante, Internet à domicile, manque d'appareils individuels) est un réel obstacle dans la région. On travaillera activement à augmenter la disponibilité des ressources technologiques pour les élèves du Sahtú, car elles favorisent grandement l'accès à l'apprentissage et la réussite scolaire.

Devenir une personne compétente aux TNO. Le Conseil scolaire apportera son soutien aux écoles pour favoriser le bien-être physique, émotionnel, spirituel et intellectuel des élèves du Sahtú. Le bien-être des élèves sera assuré par un équilibre entre le soutien scolaire et un solide programme dans la nature. La langue, la culture et les traditions autochtones seront au cœur des

cinq écoles du Sahtú grâce à la mise en œuvre d'une approche scolaire globale. En plus de mettre l'accent sur le bien-être et l'identité, les écoles formeront les élèves à l'intégration des compétences, des attitudes et des capacités qui leur permettront de saisir pleinement la chance de faire des études postsecondaires et de travailler après la 12^e année.

Une langue, une culture et une identité plus fortes. Les écoles offriront des activités sur les terres ancestrales permettant aux élèves d'acquérir des compétences traditionnelles, de tisser des liens avec les aînés et les détenteurs du savoir traditionnel autochtone, et de faire l'expérience des camps culturels. Les écoles se concentreront davantage sur le perfectionnement de l'esclave du Nord comme langue, au moyen de diverses activités. Deux des cinq écoles du Sahtú, et possiblement une troisième, proposeront un programme d'immersion linguistique en prématernelle et maternelle. Afin de consolider l'autochtonisation de l'enseignement dans les écoles, une approche scolaire globale faisant participer tous les employés sera mise de l'avant.

Faire la promotion d'un environnement d'apprentissage et de travail qui favorise les comportements respectueux et responsables. Nous voulons qu'il y ait un accès équitable à l'apprentissage et une variété de choix de programmes dans les petites écoles. Le Conseil scolaire de division du Sahtú cherchera à promouvoir l'amélioration des installations et des cours d'école, l'élargissement de l'offre de programmes d'apprentissage à distance du Nord ainsi que la sécurité des employés (enseignants, secrétaire d'école, personnel de soutien, concierges). Une communication ouverte entre l'école et la communauté est un élément déterminant de la réussite des élèves. Les écoles du Sahtú aimeraient mobiliser davantage les parents pour accroître l'assiduité des élèves et favoriser la réussite scolaire. La rétroaction des parents et de la communauté sera sollicitée dans le but d'apporter des changements et de connaître des succès communs, continuellement reconnus et célébrés.

Les plans de réouverture des écoles du Sahtú ont été finalisés et approuvés par le Bureau de l'administrateur en chef de la santé publique. Nous espérons le moins de perturbations possible au cours de l'année scolaire. Les écoles du Sahtú et le Conseil scolaire de division du Sahtú commenceront à planifier les mesures à prendre dans le cas d'une vague de contamination qui entraînerait la fermeture d'écoles en 2020-2021. Si des fermetures se produisent bel et bien, les priorités définies dans ce plan de fonctionnement seront modifiées pour tenir compte de nos capacités et de notre accès.

Operating Plan - Executive Summary

The Sahtú Divisional Education Council's Operating Plan for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Sahtú Divisional Education Council's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

The Sahtú Divisional Education Council (DEC) is the Education Body that has, since 1988, been responsible for the delivery of all Junior Kindergarten (JK)- 12 programs in the five Sahtú communities. For the 2021 – 2022 school year, the Sahtú Divisional Education Council has identified the following priorities in the Growing Forward Together: Strategic Priorities 2020 – 2025 document.

Increasing Academic Achievement through Advocacy and Support

The Sahtú DEC will strive to ensure equitable access to learning for all students. The Education Body will advocate through the District Education Authority (DEA), DEC, the GNWT, and other political arenas to strengthen equitable access to education for all Sahtú students, including the use of technology (availability of devices, an increase in bandwidth, and access to the Internet). Schools will also celebrate student success throughout the year. Physical, emotional, spiritual, and intellectual aspects of the whole student will be recognized and celebrated. The Sahtú DEC recognized through the forced at-home learning during the Spring 2020, that access to technology, including bandwidth, in-home internet, and the lack of individual devices, are barriers for the students in the region. The Education Body will strongly advocate for strengthening the technological resources available to Sahtú students as we recognize technology as a way to increase access to learning and achievement in schools.

Becoming a Capable Person in the NWT

The Sahtú DEC will support schools in strengthening students in the areas of physical, emotional, spiritual, and intellectual wellness. Student wellness will be supported through a balance between in-school support and a strong on-the-land program. The Restorative Practices approach will be modelled in each school, beginning in grades 6 - 9 in 2021/22, and broadening to include all grade levels by the end of 2023. Indigenous language, culture and traditions will be a focal point in all five Sahtú schools through the implementation of the Whole School Approach to Language Use. In addition to a focus on wellness and identity, schools will prepare students with integrated skills, attitudes and capabilities to better make use of postsecondary and work opportunities after Grade 12.

Strengthening Language, Culture & Identity

Schools within the Education Body will provide rich on-the-land opportunities to develop traditional skills, building relationships with Elders and Traditional Experts, and experience life in a cultural camp. To strengthen the Indigenization of education in schools, a whole school approach will be implemented and in which all staff will be expected to participate. Schools will strengthen the focus on North Slavey (Dene Kede) language development through various opportunities. Two of the five Sahtú schools will continue to offer a Junior Kindergarten / Kindergarten North Slavey (Dene Kede) language immersion program.

Promoting a Respectful and Responsible Learning & Working Environment

The Education Body will advocate for equitable access to learning and diverse choices in programming in small schools. The Sahtú DEC will advocate for improvements to school facilities and grounds, an increase in the availability of Northern Distance Learning programs, and the security of staffing (including teachers, a school secretary, support staff and school custodians).

An open channel between the school and community is a key component of student success. Sahtú schools will look to strengthen parental engagement to improve student attendance and to support and improve academic achievement. Parental and community feedback will be sought in an effort to bring about changes and joint successes, which are constantly identified and celebrated.

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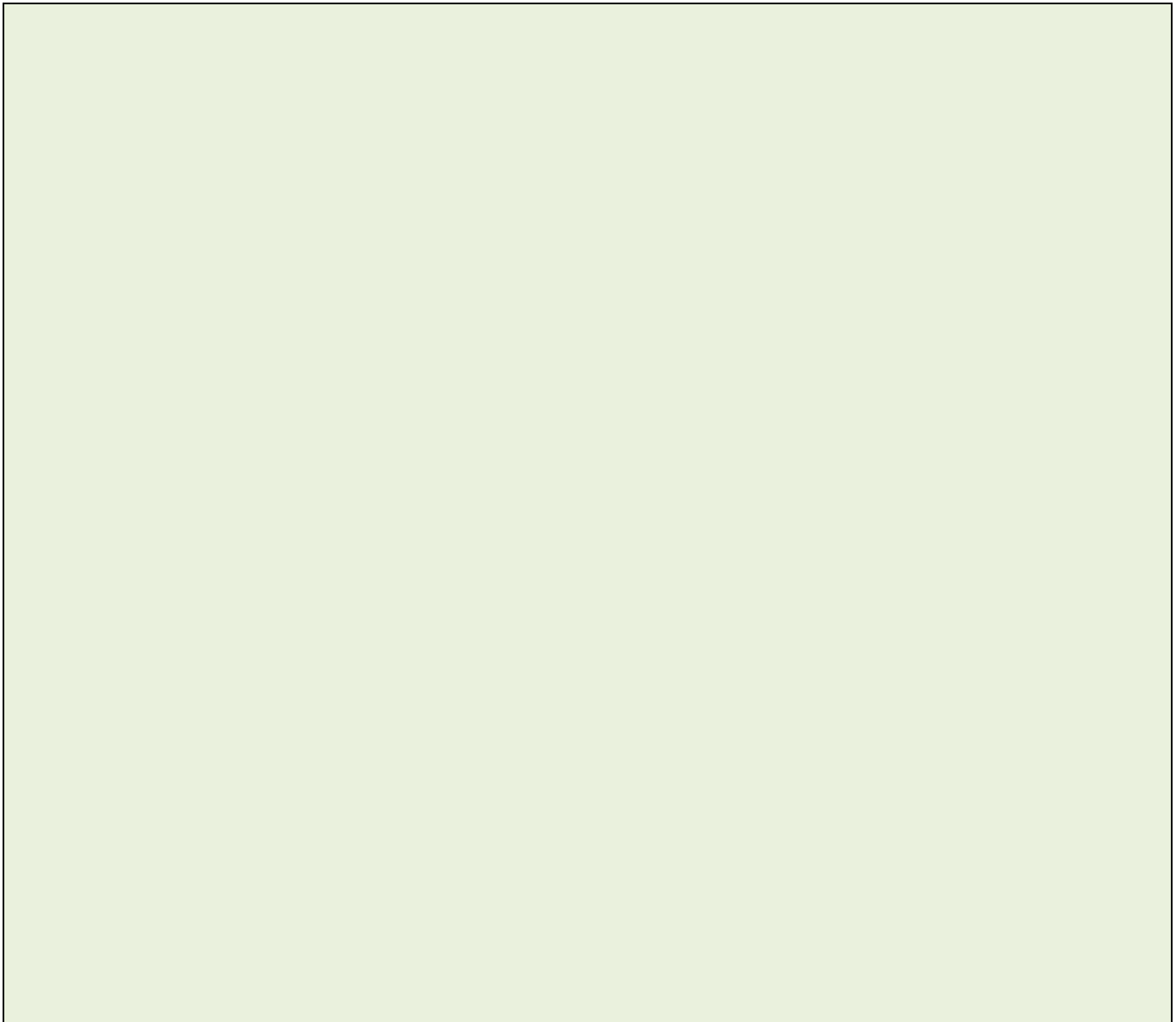
Planning during the Pandemic

The return to school plans for each Sahtú school have been finalized and approved by the Office of the Chief Public Health Officer. The staff and DEA are highly anticipating the return to some sense of normalcy in August 2021, but continuing to follow the restrictions. The priorities laid out in this Operating Plan are based on the current return to school plans and cannot anticipate changes required by the Office of the Chief Public Health Officer.

Annual Report - Executive Summary

The Sahtú Divisional Education Council's Annual Report for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:



1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

The Sahtú Divisional Education Council (SDEC) is a corporate body and an agency of the government of the Northwest Territories. It was created under the authority of the NWT Education Act and has a mandate to provide Junior Kindergarten to Grade 12 education for all children in the Sahtu communities of Colville Lake, Fort Good Hope, Norman Wells, Tulita and Deline.

In each of these communities, a District Education Authority (DEA) is elected every three years during the month of October. The most recent elections were held in October 2018 and the term for the current DEAs will run until October 2021. Each DEA selects a trustee representative to the Sahtú regional education body – the Divisional Education Council (DEC).

At the first meeting in December of the election year, the Sahtú DEC selects a chair. At all subsequent meetings of that DEC, the Chair's community sends a second trustee, as the Chair only votes to break a tie and takes a more regional view on most questions.

The Sahtú DEC hires a superintendent who in turn, hires all of the professional staff at the board office and, indirectly, in the schools of each community. The DEC meets four times a year and provides educational governance by way of motions and policy creation.

Membership of the Sahtú Divisional Education Council:

Karea Peachey – Chairperson (Norman Wells)

Heather Bourassa – Alternate Chairperson / Fort Good Hope member

Dorathy Wright – Norman Wells member

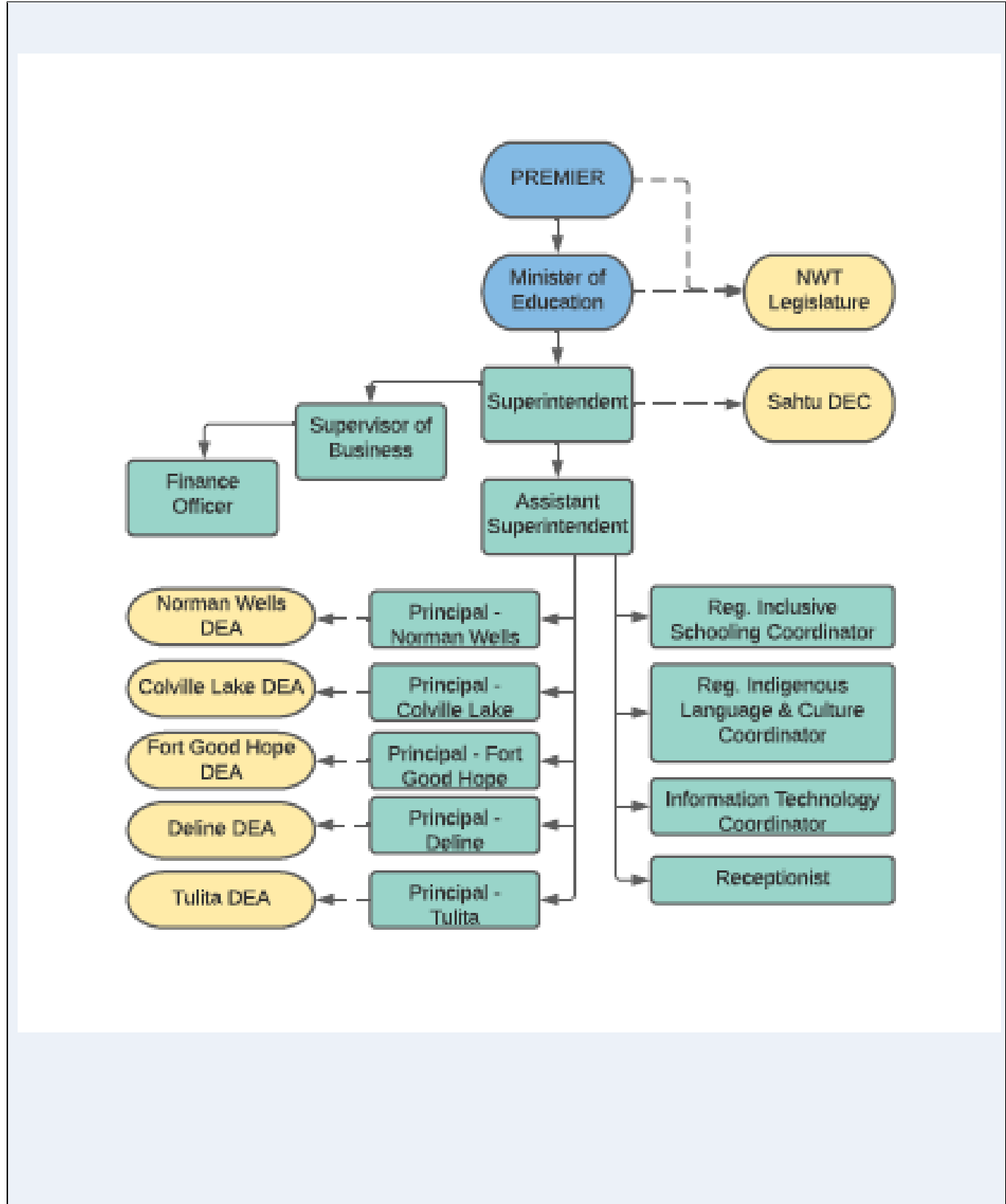
Sharon Tutcho – Colville Lake member

Miranda Baton-Modeste – Délıne member

Sally Horassi – Tulita member

B. Functional Organizational Chart

The following table details the functional organization of the Education Body:



C. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
New members training	ECE/ Superintendent	DEA & DEC members	Norman Wells - January 2022		
Policy development & best practices	Alberta School Councils Association	DEC	Virtually - April 2022		

D. Education Body Meetings

According to section 109 of the *Education Act*, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? <i>(Yes/No)</i>	If No, why not?
August 25, 2021	Virtually		
November 2021	Virtually		
February 2022	Virtually		
April 2022	Norman Wells		

E. School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori). **Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.**

Total Number of Schools in District	5	Total Anticipated Student Head Count	535
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School Name	Community	Grades Offered	Programming Highlights
Colville Lake School (CLS)	Colville Lake	JK – 12	<ul style="list-style-type: none"> • Extensive on-the-land programming • Full-time food preparation program • Individualized targets in reading and numeracy through the support of a coach • Northern Distance Learning
?ehtseo Ayha School (EAS)	Déline	JK – 12 and Alternate High School	<ul style="list-style-type: none"> • North Slavey JK – K Language Immersion class • Alternate high school program • Enhanced North Slavey Language program • Enhanced on-the-land programming for grades 8 – 12 • Northern Distance Learning
Chief Tselehye School (CTS)	Fort Good Hope	JK – 12	<ul style="list-style-type: none"> • Guided reading blocks • Naize?a 15 & 25 • Career and Education programming • Winter on-the-land camp • Northern Distance Learning
Chief Albert Wright School (CAWS)	Tulita	JK – 12 and Alternate High School	<ul style="list-style-type: none"> • North Slavey JK – K Language Immersion class • Alternative high school program • Skills Canada curriculum • Integrated North Slavey language throughout the school • Northern Distance Learning

Mackenzie Mountain School (MMS)	Norman Wells	JK - 12	<ul style="list-style-type: none"> • Guided reading and numeracy blocks • Increased electives in high school • Significant offering of -1 courses in high school • Northern Distance Learning
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F. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (*% of students on a Regular Education Program (REP) with a Student Support Plan (SSP) for Accommodations, % of students on a Modified Education Program (MEP) with an SSP for Modifications, and % of students on an Individualized Education Program (IEP)*), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.**

The Sahtú Region comprises five communities and each community has a JK-12 school. North Slavey is the heritage language of the region. Population, income, school population ethnicities, and school program type data are described below.

The NWT Bureau of Statistics estimates community population totals as of July 01, 2020 as follows:

Sahtú Totals	2,616
Colville Lake	151
Déłıne	603
Fort Good Hope	610
Norman Wells	735
Tulita	517

Sahtú Income Distribution in 2018, as reported by the NWT Bureau of Statistics, is as follows:

	% of persons with income <\$15,000	% of persons with income between \$15,000-\$50,000	% of persons with income > \$50,000
Sahtú	24	37	39
Colville Lake	-	-	-
Déłıne	26	43	31
Fort Good Hope	30	43	27
Norman Wells	12	22	65
Tulita	33	42	25

An August 2021 snapshot of Sahtú community school demographics shows ethnic backgrounds as follows:

Student Total	557
Dene	444
Inuit	6
Métis	30
Non-Aboriginal	64
Southern Aboriginal	2

Unclassified

11

In May 2021, Sahtú Inclusive Schooling demographics showed that there were 355 students (64%) on Regular Education Programs and 186 (34%) students on Student Support Plans. The number of students on support plans for enrichment was below 1% of the school population. Students on Modified Education Plans comprised 10% of the student population, and 15 students on Individual Education Plans comprised 3% of the school population.

G. Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention. **Please include any specific information related to the COVID-19 pandemic.**

The Sahtú has 61 teachers on strength - three teachers hold regional roles: RISC, RILE and IT - five principals lead schools in five Sahtú communities. While the majority of teachers originate from southern provinces, the Sahtú employs 15 northern teachers. Six northern educators are Indigenous language instructors and nine are northern trained teachers in JK-9 roles.

Twenty-two teachers left the Sahtú in 2020-2021 which included one retirement; this is approximately a 36% turnover rate. This is a significant increase compared to past years. Through Jordan's Principle funding, five interventionist positions and two JK / K Language Immersion positions were created for the 2021 - 2022 school year.

The annual teacher turnover rate fluctuates between 10 and 25%, with a high in the COVID-19 period of 36%. The Sahtú recognizes that teachers who are from the north, or choose to invest the majority of their teaching careers in the north, bring stability and continuity; trusting relationships with students, parents and communities are built over time. Similarly, continuity of programming and teacher capacity are built over time. Teacher turnover disrupts continuity of programming, especially in small schools. Challenge exists when a high investment in teacher learning does not yield long term results because of teacher turnover. While separation from family / loved ones and the challenge of geographic isolation are main drivers in teacher turnover, and are factors beyond the control of education bodies, the Sahtú works strongly to mitigate other factors that may cause teachers to leave. Other factors include access to available adequate and affordable housing which is a factor outside the jurisdiction of education bodies. The Sahtú education body invests heavily in teacher learning and capacity building to build resilience in teachers facing challenges within teaching contexts for which southern teacher education and southern teaching experience may not have adequately prepared them.

The Sahtú estimates a student-teacher ratio of approximately 11:1 in the 2021-2022 school year.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p>Professional Learning Communities (PLCs) and the practice of using evidence and data to inform change and growth leverage improved outcomes for students. Sahtú schools will move from an introductory to emergent stage in this teacher practice. Training and support will be offered virtually during the COVID-19 pandemic. School-based literacy and numeracy support and training will similarly be offered virtually.</p> <p>Teacher training in reading and numeracy instruction continues and school-based targets will be established, monitored and measured. Effectiveness will be monitored through school-based PLCs. North Slavey language development will be strengthened through the whole school approach of language use, building on the introductory phase last year and with the target of emergent to established practice in all Sahtu schools. Whole school cultural activities and the on-site presence of Elders and community experts will be curtailed during COVID-19; however, schools will use creativity and ingenuity to provide rich cultural and language learning experiences for children and youth.</p> <p>Indigenization of teaching and learning will continue through supporting teacher growth virtually and with the expectation that all schools move from an introductory to emergent practice of Indigenization.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
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<p>% of regional priorities and goals that align with the 5 Shared Priorities.</p>	<p>100%</p>		
<p>1. Student achievement in Literacy and Numeracy</p>	<p>Literacy and numeracy student achievement will be a focus in each school's School Improvement Plan. Student data is reported on throughout the year. PLCs are implemented to building a collaborative approach to improvement.</p>		
<p>2. Language and Culture</p>	<p>Language and culture continue to be a high priority in the Sahtu. A whole school approach will be implemented and in which all students and staff will be expected to participate.</p>		
<p>3. Student & Educator Wellness</p>	<p>Student and teacher wellness will be supported through a balance between in-school support and a strong on-the-land program. Schools will begin the implementation of a Restorative Practices</p>		

	approach to relationship building and conflict resolution.		
4. Personalized and Inclusive Education	Schools will advocate for equitable access to learning and diverse choices in programming in small schools. Students with exceptionalities will be supported through various programming scaffolds and staff training will be provided to ensure the best supports are available.		
5. Key Competencies	Schools will strengthen students in the areas of physical, emotional, spiritual, and intellectual wellness.		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Each school will develop school improvement plans by September 30, 2021. These plans will be developed in consultation with the school DEA and community.</p> <p>School improvement planning will reflect the concerns and needs of individual schools, but align with overall regional goals. These overarching strategic goals include: increasing academic achievement in literacy and numeracy; becoming a capable person in the NWT; strengthening language, culture and identity; and promoting a respectful and responsible learning and working environment.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region’s approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

For the 2021-22 school year each region is able to determine how best proceed with annual school reviews.

<p>Regional approach to the completion of Annual School Reviews, including any specific information related to the COVID-19 pandemic.</p>	<p>In 2021-2022, Annual School Reviews will be fully implemented in all five Sahtú schools. Annual School Reviews are still in the pilot stage for the region, therefore changes may be made on how to fully implement the reviews. Due to COVID-19 restrictions and travel limitations, a large part of the review for each school will be conducted virtually.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>% of schools in the region for which Annual Reviews are completed.</p>	<p>100%</p>		
<p>% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.</p>	<p>100%</p>		
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			

D. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following tables detail the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations, including any specific information related to the COVID-19 pandemic.</p>	<p>Teacher and principal evaluations are conducted according to the evaluation cycle. In 2021 - 2022, evaluations of performance will be conducted of all teachers on probation, those teachers reaching the fourth year since their last performance appraisal, those teachers whose professional competence requires confirmation, and those teachers who personally request this option. New principals will receive a final evaluation report at the end of year two. Principals not involved in a formal evaluation are expected to be working on a professional growth plan in consultation with the Assistant Superintendent.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
Number of teachers and PSTs formally evaluated in the school year.	35		
Number of principals and assistant principals formally evaluated in the school year.	3		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	4		
Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region’s training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Regional training and in-service will be conducted virtually and reflect the COVID-19 health and safety requirements of the OCPHO at the time of the training. An in-person Sahtu Regional Teachers’ Conference is planned for February 7 - 9, 2022 providing COVID-19 health and safety requirements allow. Virtual training will replace in-person training in the event COVID-19 restrictions are still in place.</p> <p>Regional priorities include: Professional Learning Communities functioning to analyse evidence and implement changes in teaching and learning; improved mental health and student well-being in focus grades 6 - 9; restorative practices in focus grades 6-9; writing growth and achievement in grades 1-9; improved numeracy outcomes in grades 1 - 9; and improved achievement in reading in grades 1-9.</p> <p>Social Emotional Learning competencies will be developed in grades 6 - 9 in focus areas of writing and numeracy. Shared priorities include strengthening the Whole School Approach to North Slavey Language Use in all schools and increasing Indigenization of content and pedagogy in all Sahtú schools.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	75%		
% of Regional training and in-service focused on shared priorities	25%		
Number of administration days dedicated to training and in-service.	1.5		
% of collaborative STIP time dedicated to regional priorities	50%		

Number of schools which implemented STIP as per the Ministerial Directive	5		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

F. Literacy Coordinators

Literacy coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	0.5	\$176,040			

* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body, otherwise not allocated.

The following tables detail the region’s role of their Literacy Coordinator, and the relevance of the position to regional and shared priorities, including regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.	The Assistant Superintendent has the responsibility to oversee the implementation of a comprehensive literacy program across the region. In this role, the Assistant Superintendent supports the Literacy/Numeracy Interventionist in each school (funded through the Jordan’s Principle funding), monitors reading assessment data, and guides school-based teams to reflect on student reading data. Due to COVID-19, virtual meetings will occur rather than traveling to the schools.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. (Yes or No)	Yes		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Targets	
Relevance of the Healthy Foods for Learning program to regional priorities, including any specific information related to the COVID-19 pandemic.	All Sahtú schools offer daily breakfast programming. In addition, three Sahtú schools offer daily mid-morning and mid-afternoon healthy snack programming. Using Jordan's Principle funding, Colville Lake School has a full-time foods coordinator to prepare meals/snacks for students. One Sahtú school offers lunch programming for students unable to go home for lunch due to transportation constraints. Under COVID-19 safety protocols, food programming in Sahtú schools strictly adheres to the Office of the Chief Public Health Officer guidelines, which includes plated or individually packaged foods. Buffet-style serving is not permitted.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Frequency of program <i>(Monday - Friday)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
CLS	breakfast	Monday - Friday	50	everyone welcome		
	snacks					
EAS	breakfast	Monday - Friday	80	everyone welcome		
	snacks					
CTS	breakfast	Monday - Friday	90	everyone welcome		
	snacks					
CAWS	breakfast	Monday - Friday	80	everyone welcome		
	snacks					
	evening snacks	Monday - Thursday	3	everyone welcome		
MMS	breakfast & snacks	Monday - Friday	100	everyone welcome		
	snacks					
TOTAL			403			

* Please complete one row for each program offered in a school. Ex:) complete two rows if a school offers both breakfast and snack programs.

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development. Under the proposal summary, indicate whether this is a continuation of previous year's SSI project.

<p>SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.</p>	<p>This is the fourth year of the Sahtú SSI project to focus Professional Learning Communities' (PLCs) introduction, development and implementation in bringing about school change. The contractor has led principals and school staff to identify school goals and areas of school improvement and assisted in the establishment of professional learning communities to lead school change. PLCs now focus reading, writing, numeracy, Indigenous language learning and other regional and school initiatives to focus improved teaching and learning in these priority areas.</p> <p>In the 2021 - 2022 school year, PLCs in each school will be the primary drivers of school improvement. Identifying areas for growth, making decisions based on student evidence, and using data to guide decision-making, are areas staff will develop and implement. PLCs will also measure progress and growth in the regional target areas, over the school year. The numeracy contractor, also hired through SSI, will support PLC teams and Numeracy Interventionists through teacher training in support of improved numeracy achievement.</p>
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region who participate in SSI PD activities.	100%		
% of support staff from across the region who participate in SSI PD activities.	100%		
Areas of Strength			

Areas for Development	
Additional Comments, including any specific information related to the COVID-19 pandemic.	

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? <i>(Yes/No)</i>	If No, why not?
Sahtú Professional Learning Communities	2021 - 2022		

I. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2021-2022	2022-2023	2023-2024
CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA	BDEC SSDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. This refers to programming that is offered to all students, rather than targeted programs for individual students.

Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.</p>	<p>Integral to the attainment of healthy and effective relationships with peers and others is the ability to engage in social interactions in a skilled way. Social and emotional learning (SEL) programs are intentional and teach students about self-awareness, self-regulation, responsible decision making, and engaging with others in a respectful, empathetic manner.</p> <p>As part of the development of Safe School Plans, principals are responsible for supporting and monitoring the implementation of healthy relationship programming within the school. Due to high staff turnover, training for teachers will be needed to achieve regional implementation targets. With COVID-19 restrictions, training for teachers will take place virtually (where ever possible).</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	100%		
% of schools with grade 4-6 students offering LEADS.	100%		

% of schools with grade 7-9 students offering the Fourth R.	100%		
% of schools with grade 10-11 students offering HRPP.	100%		
Were there any difficulties accessing training for the above programs?			
Are there any recommendations for making training for the above programs more accessible?			
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	CLS	100%		
	EAS	100%		
	CTS	100%		
	CAWS	100%		
	MMS	100%		

K. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

School Name	Language of SL (Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)	Type of SL program (core, immersion, intensive)	Grades of SL program (per program type)	% of students enrolled (per program type)	Frequency of SL Program (min/week)	Actual Frequency of SL Program (min/week)	Explanation for difference (if applicable)
CLS	North Slavey	Core	JK - 9	100%	200		
		Core	Naizeᚦa 15/25/35 (full year)	30%	375		
EAS	North Slavey	Core	1 - 9	100%	200		
		Immersion	JK - K	100%	1650		
		Core	Naizeᚦa 15/25/35 (full year)	25%	375		
CTS	North Slavey	Core	JK - 9	100%	200		
			Naizeᚦa 15/25 (Semester 2 only)	25%	450		
CAWS	North Slavey	Core	1 - 9	100%	200		
		Immersion	JK - K	100%	1650		
		Core	Naizeᚦa 15/25 (one semester each)	25%	375		
MMS	North Slavey	Core	JK - 9	72%	200		
			Naizeᚦa 15/25 (full year)	25%			
	French	Core	JK - 9	28%	200		

*Please include a row per school /per language /per type of instruction

L. Northern Distance Learning

Northern Distance Learning (NDL) provides opportunities for small community high school students to have equitable access to higher-level academic courses. Schools participating in NDL are responsible for ensuring that an In-Class Support Person (ISP) is retained to support students during their NDL classes, all classroom supplies are purchased and to ensure a classroom with access to a long distance telephone and document camera is provided. All other equipment and supplies for the NDL program are provided.

The following tables detail the number of allocated, budgeted and actual (ISPs) in place to provide support to Northern Distance Learning program, and the explanation for any variance between each.

School Name	Allocated (\$)	Education Body Contribution (\$)	Total Budgeted (\$)	Actual (\$)	Explanation for Difference (if applicable)
CLS	\$37,750	\$5,000	\$42,750		
EAS	\$36,750	\$5,000	\$41,750		
CTS	\$36,750	\$5,000	\$41,750		
CAWS	\$71,500	\$10,000	\$81,500		
MMS	\$33,750	\$5,000	\$38,750		
TOTAL	\$216,500	\$30,000	\$246,500		

School	Number of ISPs in place	Number of years at the school per ISP	Source of each ISP (CUSO volunteer, local hire, etc.)	Successes and challenges related to ISPs
CLS				
EAS				
CTS				
CAWS				
MMS				

The following tables detail the region's to regions approach, and includes regional and school specific performance indicators and targets set for the upcoming school year related to Northern Distance Learning, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Northern Distance Learning, including any specific information related to the COVID-19 pandemic.</p>	<p>Northern Distance Learning (NDL) in the Sahtú is available to eligible students in grades 10-12 who are completing -1 course pathways and who maintain success in -1 courses. NDL is offered to fill the need for -1 courses, where scheduling of teachers on strength does not allow for the required courses to be taught face-to-face in the school year.</p>
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<p>Regional Performance Indicators</p>	<p>Regional Targets</p>	<p>Achieved Results</p>	<p>Explanation for variance (if applicable)</p>
<p>% of eligible high schools offering NDL programming. <i>(NDL schools / Eligible high schools x 100)</i></p>	<p>100%</p>		
<p>% of NDL courses completed with credits acquired within the school year, based on total # of enrolment. <i>(# of courses passed / # of course enrolments x 100)</i></p>	<p>100%</p>		
<p>% of NDL students passing diploma exams <i>(for NDL courses)</i> written within the school year. <i>(# of exams passed / # of exams written x 100)</i></p>	<p>100%</p>		
<p>% of diploma exam marks <i>(for NDL courses)</i> with a <15% difference from the school awarded mark. <i>(# of exams with <15% difference / # of exams written x 100)</i></p>	<p>100%</p>		
<p>Areas of Strength or promising practices for the region, including examples of positive impacts that NDL may have had on students.</p>			
<p>Areas for Development for the region</p>			
<p>Additional Comments for the region including any specific information related to the COVID-19 pandemic.</p>			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Number of students participating in at least one NDL course, per school, per year.	CLS	2		
	EAS	4		
	CTS	4		
	CAWS	4		
	MMS	4		
Number of NDL courses offered by school. <i>(8 available per year for schools with one end point / 16 available per year for schools with two end points)</i>	CLS	8		
	EAS	8		
	CTS	12		
	CAWS	16		
	MMS	8		
Number of NDL endpoints actively in use, per school, per year. <i>(one endpoint or two endpoints)</i>	CLS	1		
	EAS	1		
	CTS	2		
	CAWS	2		
	MMS	1		

School Specific Reporting	School	School level Reporting
Top one or two challenges experienced with the implementation of NDL at each participating school.	CLS	
	EAS	
	CTS	
	CAWS	
	MMS	

<p>Top one or two supports that would help schools better implement NDL next year at each participating school.</p>	CLS	
	EAS	
	CTS	
	CAWS	
	MMS	

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	1.0			

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of RISCs allocated as less than a 1.0 FTE	0%		

B. Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
CLS	1.00	1.00				
EAS	1.00	1.00				
CTS	1.05	1.00				
CAWS	1.00	1.00				
MMS	1.34	1.00				
TOTAL	5.39	5.00	Under allocated to offset the costs of the Support Assistant salaries			

C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Please ensure that Support Assistants funded through Jordan's Principle and Children's First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
CLS	0.90	2.4	3 Support Assistant (0.8 PY) positions are funded through the Jordan's Principle and the Child First Initiative		
EAS	1.59	3.2	4 Support Assistant (0.8 PY) positions are funded through the Jordan's Principle and the Child First Initiative		
CTS	1.95	2.8	1 Support Assistant (0.8 PY) position is funded through the Jordan's Principle and the Child First Initiative		
CAWS	1.41	2.8	2 Support Assistant (0.8 PY) positions are funded through the Jordan's Principle and the Child First Initiative		
MMS	2.47	4.9	3 Support Assistant (0.8 PY) positions are funded through the Jordan's Principle and the Child First Initiative		
TOTAL	8.33	18.5	Under allocated to offset the costs of the Support Assistant salaries		13 Support Assistant positions are funded through the Jordan's Principle and the Child First Initiative

D. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$76,056	\$76,056			

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
IEP Renewal Training Modules	PST / Principals	Shelley Moore w/RISC & ECE	TBD/Virtual & in-person		
Kids in the Know	PST/Principals/Educators/SA	Canadian Centre for Child Protection	Self-Directed/Virtual & recorded		
Regulation 101	PST/Educators/SA	Inclusive Schooling	TBD/Virtual & live		
Safe and Caring Schools & PERP	PST/Principals/SBST	Inclusive Schooling	TBD/Virtual & live		
Inclusive & Play-based Learning Environments	PST/JK-K Educators/SA	ECE	TBD/Virtual& live		
Restorative	PST/Principals/	North	Sept 15, 22,		

Practices	Educators	Shore Restorative Justice in Education Initiative	29, 2021 Oct 6, 13, 20, 2021/ Virtual		
Foundations in FASD	PST/Principals/ Educators/SA	CanFASD	Self-Directed/ Virtual & recorded		
FASD for School Staff – Level II	PST/Principals/ Educators/SA	CanFASD	Self-Directed/ Virtual & recorded		
Building Independence	PST/SA	TBST	TBD/Virtual & live		
Health Relationships Training	PST/Educators	SSWD	TBD/Virtual & live		
PBIS in the Classroom	PST/Principals/ Educators/SA	RISC & Center on PBIS	TBD/Virtual, live & recorded		

The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>The Sahtú will continue to conduct inclusive schooling professional development virtually primarily, and assess opportunities for in-person professional development on a case-by-case basis, while accounting for the most up-to-date COVID-19 protocols and recommendations. The Regional Inclusive Schooling Co-ordinator (RISC) works closely with the Program Support Teacher (PST) in each school to identify training needs for teachers and support assistants. All training is provided through the RISC or professionals with expertise in inclusive schooling and addressing special needs and exceptionalities. PSTs conduct the majority of school-based coaching and training of teachers and support assistants in areas related to creating student support plans, flexible strategies, differentiation and implementation of support plans and individual education plans. This regional approach aligns with the priorities of developing capable NWT persons, promoting respectful and responsible learning and working environments, and increasing academic achievement and holistic wellness through regional advocacy and support.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?	100%		
% of staff trained, in the past two years, in the SBST process?	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.	

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	Reason for using a contractor rather than a GNWT-provided service <i>(GNWT service unavailable, etc.)</i>	School(s) impacted by Service	Length of Contract	Total (\$)

** This table refers to contractors procured using Inclusive Schooling funding, and does not include others such as those procured by Jordan's Principle / Child First Initiative Funding.*

E. Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student/ etc.)	Total Over / Under Allocation (\$)
\$75,456				

F. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
CLS	\$20,355	\$16,406				
EAS	\$23,696	\$19,746				
CTS	\$25,769	\$21,796				
CAWS	\$22,065	\$18,115				
MMS	\$26,379	\$22,429				
TOTAL	\$118,264	\$98,515	Under allocated to offset the costs of the Support Assistant salaries			

G. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<p>The RISC will conduct at least one (1) in-person visit to each school in the Sahtú, always considering the most up-to-date COVID-19 restrictions and recommendations, to support the development, alignment and review of Student Support Plans (SSPs) and Individual Education Plans (IEPs). The RISC will also monitor the alignment of student supports through virtual check-ins with PSTs and further in-person support visits, as needed. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but are reviewed at least once every reporting period (3-4 times per year) in the Sahtú. A copy of the SSP or IEP is sent home at reporting periods. School principals and the RISC monitor that SSPs are finalized in a timely manner and support teachers in applying differentiated instruction and individualized strategies to support each student’s growth.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
Number of students not able to participate in the Common Learning Environment in their home community.	0		

% of teachers using Class Profiles (Class Reviews) in their lesson planning.	Approximately 10%		
% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	0		
Number of times per month that the RISC meets with PSTs via video/phone conference?	2		
Number of times per year that the RISC meet with the PSTs in person	3		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

H. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.</p>	<p>Principals are informed at the beginning of the school-year of expectations regarding setting up conditions to support teachers and support assistants in the use of flexible instructional strategies. The RISC and Assistant Superintendent monitor implementation of and provide professional development opportunities for flexible instructional strategies throughout the school year.</p>
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<p>Regional Performance Indicators</p>	<p>Regional Targets</p>	<p>Achieved Results</p>	<p>Explanation for variance <i>(if applicable)</i></p>
<p>% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.</p>	<p>100%</p>		
<p>% of support assistants who receive support through adequate scheduled time with PST.</p>	<p>100%</p>		
<p>% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.</p>	<p>100%</p>		
<p>% of schools that have a fair process for equitable access to extra-curricular activities?</p>	<p>100%</p>		
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			

I. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.</p>	<p>School-based Support Teams will be encouraged to meet weekly, but required to meet at least twice each month for approximately 30-45 minutes to address specific and systemic school issues. Minutes of meetings are kept at the school by the PST, and global reporting is done monthly by the principal and the PST to the SDEC in the form of monthly reports. The Sahtú will build on previous years’ successful work with the Territorial-based Support Team when issues cannot be resolved in-house and where outside expertise is needed. All meetings will follow the most up-to-date COVID-19 restrictions and recommendations.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have an established an operational SBST by the end of the first month of school.	100%		
% of teachers accessing the SBST	100%		
% of schools that are using referral forms to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
% of schools that include CYCCs in SBST meetings.	100%		

% of SBST meetings that focus on developing strategies to support classroom teachers.	50%		
% of SBST meetings that focus on solving specific problems.	25%		
% of SBST meetings that address systemic issues in the school.	25%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	CLS	Minimum 2 per month/45 mins each		
	EAS	Minimum 2 per month/45 mins each		
	CTS	Minimum 2 per month/45 mins each		
	CAWS	Minimum 2 per month/45 mins each		
	MMS	Minimum 2 per month/45 mins each		

J. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the NWT *Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.</p>	<p>Always taking the most up-to-date COVID-19 restrictions and recommendations into account, parents and students (where appropriate) will be included in the development of SSPs and IEPs through either in-person, teleconference calls or virtual conferences. The expectation is that parents receive a mailed copy of SSPs and IEPs at each school reporting period. SSPs and IEPs can be reviewed and changed at any time, but in the Sahtú these reviews coincide, at minimum, with reporting periods, at least three or four times per year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of teachers who are developing SSPs for which they are responsible.	100%		
% of teachers who are developing IEPs for which they are responsible	100%		
% of parents participating in developing SSPs for those students requiring them (<i>more than signing</i>).	100%		
% of parents participating in developing IEPs for those students requiring them (<i>more than signing</i>).	100%		
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		

% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to **teacher support activities**
- no more than 25% of the PST’s time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.</p>	<p>PST priority time-use targets in the Sahtú will align with the ECE guidelines of at least 60% of their time used to supporting teachers, 25% of their time used to support students with complex needs and only 15% of their time used for other functions within the school. The RISC will monitor the implementation of this guideline during monthly meetings.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%		
% of PSTs allocated as less than a 1.0 FTE	0%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
1.00	1.00			

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school’s ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation of the was not in place or active during the year.

Indigenous Language and Education Team			
School	ILE Team Composition <i>(Principal, PST, etc.)</i>	Meeting Frequency	Explanation if ILE Team was not in place or active <i>(if applicable)</i>
CLS	Principal, Indigenous Language Educator, Support Assistant	monthly	
EAS	Principal, Program Support Teacher, Indigenous Language Educator	monthly	
CTS	Principal, Program Support Teacher, Indigenous Language Educator, Support Staff	bi-monthly	
CAWS	All staff	every 4 weeks	
MMS	Principal, Program Support Teacher, teachers, Indigenous Language Educator, support assistants	every 2 nd Thursday	

C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual ILI (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
CLS	1.00	1.00			
EAS	1.22	1.25			
CTS	1.43	1.40			
CAWS	1.10	1.00			
MMS	1.25	1.00			
TOTAL	6.00	5.65	Under allocated to offset the costs of the ILI salaries		

Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.

Some Regions have indicated difficulty in filling ILI positions. The following table details the planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

Accommodations made to maintain Indigenous language instruction in the region, if any?	The Sahtú will actively apply for the mentoring funding through the NWTTA to support current Instructors. We are excited by the programs ECE is working on to increase current capacity and to engage potential candidates for future teaching positions.	
Plans to recruit and retain language teachers, if any?	The Sahtú is anticipating a significant turnover in Language teachers over the next few years. In 2021-2022, we will be looking to engage language speakers in the community to identify interested candidates.	
Challenges and/or barriers faced in the region?	Finding suitable courses and the need to leave the region to access courses is a challenge in the Sahtú.	
What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?	None	

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) & Source (If applicable)
CLS	\$37,750	\$37,750				
EAS	\$44,100	\$44,100				
CTS	\$44,100	\$44,100				
CAWS	\$42,900	\$42,900				
MMS	\$40,500	\$40,500				
TOTAL	\$209,350	\$209,350				

The following table details whether schools choose to allocate funding for an Elder and/or Cultural Support Worker that works at the school daily.

School	Elder in Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
CLS	No	Yes	3 times per week	Indigenous Education	
EAS	No	Yes	3 times per week	Indigenous Education	
CTS	No	Yes	3 times per week	Indigenous Education	
CAWS	No	Yes	3 times per week	Indigenous Education	
MMS	No	Yes	3 times per week	Indigenous Education	

E. Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>During the COVID-19 pandemic, Sahtú schools will apply creativity and ingenuity to tasks of building school-community relationships safely under the guidelines set out by the CPHO.</p> <p>As Elders and community may be unable to physically present in the school, and traditional school-community gatherings may be limited, school staff will rely on virtual, outdoor, and original approaches and activities that comply with safety requirements. The RILE and ILEs will participate in the annual workshop on language revitalization and culture held by the Sahtu Dene Council. The Sahtú acknowledges that school-community relationship building is as vital as ever, but the means we have used historically to accomplish connections must by necessity change during COVID-19 pandemic restrictions. Regional targets reflect that many activities are not available this pandemic year, but we envisage safe creative replacement activities will happen.</p> <p>ILE Committees will review ILE Plan Goals and devise new ways to accomplish goals, or adapt goals to our new circumstances under COVID-19.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Elders hired for regular school programming,	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal
CLS	The whole school will put time into strengthening the school-community relationship by gathering outdoors on Friday afternoons. Various traditional activities will take place, such as bannock making and beading.	
EAS	Establish weekly face-to-face/virtual/phone call meetings with parents to discuss student progress and providing positive feedback.	
CTS	Family lunches will be prepared in each class for students and parents to eat together. This supports positive parent engaged at the school. Following COVID-19 protocols, maximum number will be 25.	
CAWS	Staff will participate in community events and activities with the Elders, including home visits.	
MMS	Teachers and students will visit with Long-term care residents several times	

	per year in order to build a relationship with residents of the home.	
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Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences
CLS		
EAS		
CTS		
CAWS		
MMS		

F. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>Where ever possible, training for northern educators will be virtual in 2021-2022 due to COVID-19 restrictions. Areas of focus include: OLC in-service for ILES provided by the RILE at least 3 times per year; Immersion teachers in-service and support provided monthly and as needed by the RILE and others; Residential School Awareness Training for 25-30 new hires; on-going training in Indigenizing for northern educators; territorial-based support team in-service for all Sahtú educators focusing on the impacts of COVID-19 in northern context; two cultural days for local contextualized in-service in local culture and traditions. Sahtú school staff will participate in any virtual training provided by ECE to strengthen northern educators. All Sahtú staff will participate in the Living Well Together module workshop. Any training or activities that occur will adhere to the safety requirements of COVID-19 for schools and employees.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools holding local Teacher Cultural Orientation Days.	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	Residential School Impact Awareness training		

	GNWT Living Well Together modules 85 staff members will participate (reflecting 100% of staff). Reconciliation – key note addresses by two notable NWT residents – at February Sahtu Regional Conference.		
% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	Goal	Explanation on status of goal
CLS	The following training will be provided: <ul style="list-style-type: none"> Residential School impact awareness Cultural Days, including one day for community-specific workshops GNWT Living Well Together modules New to the North Teachers Conference (virtually) ILE will participate in the Knowing our Spirit conference (held virtually) 	
EAS	The following training will be provided: <ul style="list-style-type: none"> Residential School impact awareness Cultural Days, including one day for community-specific workshops 	

	<ul style="list-style-type: none"> • GNWT Living Well Together modules • New to the North Teachers Conference (virtually) • ILE will participate in the Knowing our Spirit conference (held virtually) 	
CTS	<p>The following training will be provided:</p> <ul style="list-style-type: none"> • Residential School impact awareness • Cultural Days, including one day for community-specific workshops • GNWT Living Well Together modules • New to the North Teachers Conference (virtually) • ILE will participate in the Knowing our Spirit conference (held virtually) 	
CAWS	<p>The following training will be provided:</p> <ul style="list-style-type: none"> • Residential School impact awareness • Cultural Days, including one day for community-specific workshops • GNWT Living Well Together modules • New to the North Teachers Conference (virtually) • ILE will participate in the Knowing our Spirit conference (held virtually) 	
MMS	<p>The following training will be provided:</p> <ul style="list-style-type: none"> • Residential School impact awareness • Cultural Days, including one day for community-specific workshops • GNWT Living Well Together modules • New to the North Teachers Conference (virtually) • ILE will participate in the Knowing our Spirit conference (held virtually) 	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities local Cultural Orientation Days.	CLS	<p>Day 1: community-based activities, such as setting fish nets, demonstrating how to cut up fish, make dry fish and how to cook fish outdoors.</p> <p>Day 2: ECE training on Cultural Sensitivity and the lasting impacts of Residential Schools</p>		

	EAS	<p>Day 1: community-based activities, such as a fishing, learning how to use fishing rods and bait, and cooking while on-the-land. Teachers will learn about the lake and where popular fishing areas.</p> <p>Day 2: ECE training on Cultural Sensitivity and the lasting impacts of Residential Schools</p>		
	CTS	<p>Day 1: community-based activities, such as setting up the cultural camp, getting wood for the camp, and getting spruce boughs for the floor. Teachers will participate in activities for cooking traditional foods.</p> <p>Day 2: ECE training on Cultural Sensitivity and the lasting impacts of Residential Schools</p>		
	CAWS	<p>Day 1: community-based activities, such as Elders and parents working with staff on integrating Dene Laws into the school rules.</p> <p>Day 2: ECE training on Cultural Sensitivity and the lasting impacts of Residential Schools</p>		
	MMS	<p>Day 1: community-based activities that engage all staff and students. An all-day, outside event that engages students, staff, parents and Elders. Some activities include: learning how to set up camp and preparing/cooking traditional foods.</p>		

		Day 2: ECE training on Cultural Sensitivity and the lasting impacts of Residential Schools		
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G. Fostering Student Wellbeing

Fostering Student Wellbeing requires educators to support the development of each student as an NWT **capable person** in a holistic manner. Elders in the NWT have explained that each child is born with inherent gifts. In order to nurture those gifts as a **capable person**, students must be well in body, mind, heart and spirit.

NWT schools need to cultivate healthy environments that nurture student gifts through the development of physical, intellectual, emotional and spiritual self. In collaboration, schools and communities can guide students to strengthen their wellbeing and foster development of their identity, through opportunities to connect to the land, the language and the teachings of their Elders

Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)	
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ILE Action Plan Goal for Fostering Student Wellbeing		
School	Goal	Explanation on status of goal
CLS		
EAS		
CTS		
CAWS		
MMS		

School	What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
CLS		
EAS		

CTS		
CAWS		
MMS		

H. Indigenizing Teaching and Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<p>The Sahtú recognizes the need for on-going professional development and training for teachers and ILEs in the implementation of Indigenization of teaching and learning practices. On-going professional development in 2021-2022 will strengthen teachers’ abilities to Indigenize practices. Indigenizing Education kits will be sent to each school, including books and movies from the Sahtú. Notes using a Sahtú perspective of the Berger Inquiry will also be included in the kits. Protocols around Dene and Traditional Laws will be a focus in 2021-2022. On-the-land trips will be organized by the Regional Cultural Coordinator and School-based Instructors from each school (funding through Jordan’s Principle).</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal
CLS	At a minimum of once per month, all educators will connect with community members to listen to traditional stories and call upon these stories across the curriculum.	
EAS	The school will plan for all students (JK - 12) to participate in culture camps.	
CTS	A search for greater resources with Indigenous content will occur - specifically novels and textbooks.	
CAWS	All teachers will participate in at least one on-the-land activity and key cultural experience during the school year.	
MMS	Teachers will collaborate throughout the year to Indigenize the school environment and learning experience for students. Teachers will also focus on bringing Indigenous perspectives into their own classroom.	

School Specific Performance Indicators	School	Wise Practice
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	CLS	
	EAS	
	CTS	
	CAWS	
	MMS	

I. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>ILE Committees in each school provide information and direction as to how each school will implement Indigenization of curricula and programming. Principals are responsible for identifying where teachers need support and the degree to which efforts are being made to Indigenize curricula. School Improvement Plans, school goals, and annual school reviews are other ways that Sahtú schools are accountable for Indigenization of curricula and programming. Locally developed courses are another way to provide Indigenized programming in grades 10-12. Through the direction of the RILE and ILEs, on-going training will be offered to teachers in all schools on the Dene Kede curriculum and Dene Laws.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%		
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
CLS	Stories from community members will be collected and collated as one document. This document will be found throughout the school and used in instruction wherever possible.	
EAS	The Dene Kede curriculum will be integrated throughout the curriculum, at all grade levels.	
CTS	Parents will assist in the development of resources for Dene Kede curriculum.	
CAWS	Teachers will seek out local stories and traditional knowledge from the community and the region to be incorporated in the instruction across all grade levels.	
MMS	A whole-school approach towards hands-on cultural activities. All staff will participate in the activities to honour the importance of acknowledging the traditions and culture of the community and region.	

School Specific Performance Indicators	School	Wise Practice
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	CLS	
	EAS	
	CTS	
	CAWS	
	MMS	

J. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.	COVID-19 has and will continue to impact schools’ ability to provide authentic and relevant learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. However, Sahtú schools are adapting teaching and learning to include key cultural experiences in new, innovative and creative ways that are safe under COVID-19 protocols.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal
CLS	Weekly cultural days throughout the year and several on-the-land culture camps available to all students and staff.	
EAS	Several on-the-land trips for students and offering Naizeʔa 15.	
CTS	Several on-the-land trips for students and offering Naizeʔa 15.	
CAWS	Several on-the-land trips for students and offering Naizeʔa 15.	
MMS	Several on-the-land trips for students and offering Naizeʔa 15.	

School Specific Performance Indicators	School	Wise Practice
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	CLS	
	EAS	
	CTS	
	CAWS	
	MMS	

K. Strengthening Core and Immersion Indigenous Language Instruction

In most NWT schools, Indigenous language programming is offered as a core language program with instructional time averaging 90 hours a year. A few schools in the NWT have implemented Indigenous language immersion programs, and others have recently begun the immersion implementation process.

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.</p>	<p>All training and professional development will be (mostly) virtual in 2021-2022 due to COVID-19 safety requirements. The Sahtú relies on ECE to support the delivery of Indigenous language instruction including delivery of OLC, professional development and training. The Sahtu RILE seeks frequent PD opportunities for ILEs to support and sustain OLC delivery. Two of the five Sahtú schools will be offering JK / K Language Immersion classes in 2021-2022.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
# of new ILIs in the region	2		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	Goal	Explanation on status of goal
CLS	Teachers and support staff will learn a new Dene Kede word each day and use throughout the school and community.	
EAS	Students will create resources that can be used at home to support language development.	
CTS	Create a Dene Kede Zone in the school where only Dene Kede language is spoken.	
CAWS	All educators will learn a new Dene Kede word or phrase each week and use it throughout the school and community.	
MMS	The whole school will collaborate to identify ways to celebrate language and culture in groups (due to COVID-19) as a step towards larger gatherings as restrictions are lifted.	

L. Engaging Community in Indigenous Language Programs

Engaging Community in Indigenous Language Programming is emphasized in the *Dene Kede* and *Inuuqatigiit* curricula and reminds educators that community involvement can take many forms. Schools should look for opportunities to engage with the community to promote, use and celebrate Indigenous languages. Students can be offered many activities where language speakers from the community may come into the school or the students may go out into the community. Some examples are participating in a culture camp with language use, attending a local government meeting, working with a health care nurse attending to Elders, or talking in the language while visiting at a store.

<p>Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)</p>	<p>The Sahtú RILE and ILEs will hold monthly virtual meetings to support greater community engagement in Indigenous Language Programs. When additional supports are needed, the ILE Committee will seek to find additional resources. The ILEs, with the support of the RILE and the principal, will engage community stakeholders, such as the Health Care Nurse and Child and Youth Care Counsellor, to support programs available in the school.</p>
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<p>ILE Action Plan Goal for Engaging Community in Indigenous Language Programs</p>		
<p>School</p>	<p>Goal</p>	<p>Explanation on status of goal</p>
<p>CLS</p>	<p>Teachers and students will connect with Elders and Knowledge Keepers to listen to traditional stories.</p>	
<p>EAS</p>	<p>Reconciliation training will be provided to all staff and students.</p>	
<p>CTS</p>	<p>A community-based radio show will be created to engage the community in the Indigenous programming in the school.</p>	
<p>CAWS</p>	<p>Every teacher will seek out local stories and traditional knowledge throughout the year, to be incorporated in the instruction for students.</p>	
<p>MMS</p>	<p>In partnership with the Norman Wells Land Corporation (NWLC), two gatherings will be hosts to celebrate language and culture. These gatherings will follow all COVID-19 safety protocols.</p>	

M. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.</p>	<p>ILE Committees in Sahtú schools will meet in September 2021, and monthly thereafter, to determine and guide each school’s <i>Whole School Approach to language use</i>. The ILE Committee consults with school staff and provides direction for implementation, with reference to the ILE school goals. In light of COVID-19 safety regulations in schools, school-wide approaches and activities will be reviewed and adapted to meet safety protocols during the pandemic. The Sahtú anticipates creative and innovative ways will emerge to safely support whole school approaches to language use. Virtual methods of supporting and celebrating language use throughout the school, and with the possibility of wider community audiences, are actively being encouraged. School announcements, school opening prayer, O Canada in North Slavey, and other school routines will now embrace a whole school approach to language use.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
CLS	All staff will learn and use the Dene Kede word of the day.	
EAS	Where appropriate, students will support the development of resources to further develop their learning of the language and culture.	
CTS	In the monthly school newsletter, a section will be created that includes Dene Kede phrases for students and parents to practice together.	
CAWS	All staff will learn and use the Dene Kede word or phrase of the week.	
MMS	A whole-school approach to implementing the Dene Laws as foundational principles within the school and classrooms.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	CLS	Staff will learn the word of the day, which will be introduced by the ILE and written out and displayed throughout the school.		
	EAS	The creation of a cultural liaison position to strengthen		

		the connections between the school and community.		
	CTS	The creation of a Dene Kede language zone in the school, where only the language is spoken.		
	CAWS	Staff will use the word or phrase of the week as much as possible.		
	MMS	Posters and signage using the Dene Kede language will be visible throughout the school and classrooms. Sentences of the week will be announced over the PA system.		

N. Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Colville Lake	\$17,727	\$17,727				
Deline	\$19,198	\$19,198				
Fort Good Hope	\$20,235	\$20,235				
Tulita	\$18,182	\$18,182				
Norman Wells	\$19,940	\$19,940				
TOTAL	\$95,282	\$95,282				

O. Resource Development for OLC and ILE

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and *the Indigenous Language and Education (ILE) Handbook*.

This funding is to be used only for:

- a) Developing resources for the implementation of OLC and ILE Handbook in schools;
- b) Training and workshops for Indigenous Language Instruction (ILI) staff to further their professional development in OLC and ILE implementation; and
- c) Technology needs that support OLC and ILE implementation.

Note: Ensure a copy of any resources produced are submitted to ECE-ILES.

Allocated (\$)	Budgeted (\$)	Explanation for difference <i>(if applicable)</i>	Actual (\$)	Explanation for difference <i>(if applicable)</i>
\$140,222	\$140,617			

Resources in the region	Type and amount of Indigenous language resources being developed or purchased to support OLC.	Type and amount of Indigenous language resources being developed or purchased to support ILE.
OLC/ILE Professional Development in the region	Number of ILI's attending and type of professional development opportunity	Number of school staff attending professional development to support OLC and/or ILE implementation.

Appendix B: Operating Plan - Operating Budget

**Department of Education, Culture & Employment
Council/District Approved 2021-2022 Budget**

**Sahtu Divisional Education Council
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated**

	2021-2022 Budget	2020-2021 Approved Budget	2020-2021 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	14,832,098	13,140,945	14,420,796
SSI (Base Amount- Schedule 8)	55,000		55,000
Northern Distance Learning (Schedule 8)	216,500		
Minority Language (Schedule 8)	55,000	55,000	55,000
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions			
Sub-Total ECE	15,158,598	13,195,945	14,475,796
GNWT Other Contributions		263,000	288,038
Total GNWT	15,158,598	13,458,945	14,763,834
Federal Government Jordan's Principle (Schedule 8)	3,331,659	2,888,407	2,258,980
Federal Government Other			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	30,000	55,000	39,355
Donations			
Other	25,000	11,000	424,400
Total Generated Funds	55,000	66,000	463,755
TOTAL REVENUES	18,545,257	16,413,352	17,486,569
<u>EXPENSES</u>			
Administration (see Schedule 2)	1,240,413	1,393,947	1,570,217
School Programs (see Schedule 2)	10,088,424	8,827,888	9,041,145
Operations and maintenance (see Schedule 2)	172,952		202,003
Inclusive Schooling (see Schedules 2&3)	5,634,340	4,768,700	4,532,380
Indigenous Languages and Education (see Schedules 2 & 4)	1,459,825	1,309,419	1,176,900
Student/Staff Accomodations (see Schedule 2)			
Debt Service			
Other			
Sub-Total Expenses Before Amortization	18,595,954	16,299,954	16,522,645
Amortization (see Schedule 6)			
TOTAL EXPENSES**	18,595,954	16,299,954	16,522,645
ANNUAL OPERATING SURPLUS (DEFICIT)	-50,697	113,398	963,924
ACCUMULATED SURPLUS (DEFICIT) OPEN *	1,646,284	0	682,360
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	1,595,587	113,398	1,646,284
*Accumulated Operating Surplus exclusive of investment in TCAs, and LED Reserve. CSFTNO excludes liability to GNWT.			
Reconciliation of Total Closing Accumulated Surplus:			
Closing Operating Surplus from above	1,595,587	113,398	1,646,284
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	0	0	0
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Total Closing Accumulated Surplus	1,595,587	113,398	1,646,284

Department of Education, Culture & Employment
Council Approved 2021-2022 Budget

Sahtu Divisional Education Council
Consolidated Expenses - (Schedule 2)
Annual Budget

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/Cultural Programs	Student/Staff Accommodation	Total
SALARIES							
Teachers' Salaries		7,352,311		892,780			8,245,091
Regional Coordinators (RISC/RILE)				163,973	176,698		340,671
Program Support Teachers				893,233			893,233
Support Assistants				1,894,386			1,894,386
Indigenous Language Instruction					837,878		837,878
Cultural Resource Staff							0
Elders in Schools					184,350		184,350
Non Instructional Staff	898,199	1,450,294					2,348,493
Board/Trustee Honoraria	13,300						13,300
EMPLOYEE BENEFITS							
Employee Benefits/Allowances							0
Leave And Termination Benefits		412,000					412,000
STAFF DEVELOPMENT (Including Travel)							
	71,000			76,056			147,056
SERVICES PURCHASED/CONTRACTED							
Professional/Technical Services							0
Postage/Communication							0
Utilities							0
Heating							0
Electricity							0
Water/Sewage							0
Travel							0
Student Transportation (Busing)		150,536					150,536
Advertising/Printing/Publishing							0
Maintenance/Repair			4,000				4,000
Rentals/Leases			106,752				106,752
Other Contracted Services			62,200				62,200
MATERIALS/SUPPLIES/FREIGHT							
Assistive Technology							0
Materials	257,914	723,283		1,713,912	260,899		2,956,008
Freight							0
DEBT SERVICE							
							0
OTHER							
							0
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,240,413	10,088,424	172,952	5,634,340	1,459,825	0	18,595,954
AMORTIZATION							
							0
TOTAL	1,240,413	10,088,424	172,952	5,634,340	1,459,825	0	18,595,954

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**Sahtu Divisional Education Council
Inclusive Schooling - (Schedule 3)
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	163,973		163,973
Magnet Facility Teachers			
Program Support Teachers	893,233		893,233
Support Assistants	1,015,446		1,015,446
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances			0
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	76,056		76,056
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services			0
Student Transportation (Busing)*			0
Other Contracted Services			0
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	55,456		55,456
Materials	98,517		98,517
Freight			0
TOTAL	2,302,681	0	2,302,681

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**Sahtu Divisional Education Council
Indigenous Languages and Education - (Schedule 4)
Annual Budget**

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<u>SALARIES</u>				
Regional ILE Coordinators		176,698		176,698
Indigenous Language Instruction	837,878			837,878
Cultural Resource Staff				0
Elders in Schools	184,350			184,350
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances				0
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services				0
Travel				0
Student Transportation (Busing)*				0
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services				0
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	25,000	140,617	95,282	260,899
Freight				0
TOTAL	1,047,228	317,315	95,282	1,459,825

Department of Education, Culture & Employment Council Approved 2021-2022 Budget

Sahtu Divisional Education Council Approved Person Years - (Schedule 5) Annual Budget

	<u>Person Years</u>
Administration Staff	4.00
Territorial Schools:	
Teachers	41.75
Consultants	2.00
Classroom Assistants	
Secretaries	3.60
Custodians	6.50
Other - Specify	
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	5.36
Support Assistants	7.40
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	5.65
Other - Specify	
Total Person Years	<u><u>78.26</u></u>

BUDGET 2021-22

School year July 2021 to June 2022

Schedule 7

Sahtu Divisional Education Council

#	Revenue	Amount \$
1	Contributions from GNWT	
	Name of Department	
	EC&E	14,832,098
	SSI	55,000
	Distance learning & Minority Language	271,500
1	Contributions from Related party Entities	
	a)	
	b)	
	c)	
1	Contributions - From other sources*	3,331,659
2	Transfer payments (Government of Canada)	
3	Non - Renewable Resource Revenue**	
4	Interest Income (general)***	30,000
5	Other income (general)	
	From Related Party Entities:	
	a)	
	b)	
	c)	
5	Other income (general) - other sources*	25,000
	<i>Taxation and general revenues</i>	
6	Corporate and personal income taxes	
7	Other taxes	
	From Related Party Entities:	
	a)	
	b)	
	c)	
7	Other taxes - other sources*	
8	General	
	From Related Party Entities:	
	a)	
	b)	
	c)	
8	General - other sources*	
9	Income from portfolio investments****	
10	Sales	

To Related Party Entities:

- a)
- b)
- c)

10 Sales - Other sources*

11 Recoveries

From Related Party Entities:

- a)
- b)
- c)

11 Recoveries - other sources*

12 Recoveries of prior years' expenses

18,545,257.00

Expenses

1 Grants

To Related Party Entities:

- a)
- b)
- c)

1 Grants - to others*****

2 Contributions

To Related Party Entities:

- a)
- b)
- c)

2 Contributions -to others*****

3 Compensation and benefits

15,169,402

4 Change in valuation of allowances

5 Amortization of tangible capital assets

6 Other expenses

3,426,552

Charged to Related Party Entities:

- a)
- b)
- c)

6 Other expenses - to others*****

18,595,954.00

Annual operating surplus (deficit)

(50,697.00)

Notes

- * Revenue from other sources other than Related Parties - Refer to Related Party List
Includes revenue from Mineral, Oil and Gas Royalties; Licences, Rental and Other
- ** fees; and Quarry fees
- *** Interest income earned from short-term liquid investments and current investments
with a maturity date of less than 90 days to 1 year from acquisition
- **** Interest income from Portfolio Investments with a maturity date of over 1 year from
acquisition
- ***** Expenses and charges incurred, other than with Related Party Entities

RELATED PARTIES**SCHEDULE 7a****HEALTH AUTHORITIES**

Parent	Subsidiary	Community
Northwest Territories Health and Social Services Authority		Fort Smith
		Fort Simpson
		Inuvik
		Deline
		Yellowknife
Hay River H&SSA		Hay River
Tlicho Community Services Agency (Tlicho)		Tlicho

EDUCATION AUTHORITIES

Parent	Subsidiary	Community
South Slave DEC	Hay River District Education	Hay River
	Lutsel K'e DEA	Lutsel K'e
	Fort Smith District Education Authority	Fort Smith
	Fort Resolution District Education Authority	Fort Resolution
	Hay River Reserve District Education	
DehCho DEC	Fort Providence DEA	Fort Providence
	Fort Liard District Education Authority	Fort Liard
	Wrigley District Education Authority	Wrigley
	Nahanni Butte District Education Authority	Nahanni Butte
	Trout Lake District Education Authority	Trout Lake
	Jean Marie River District Education Authority	Jean Marie River
	Kakisa District Education Authority	Kakisa
Fort Simpson District Education Authority	Fort Simpson	
Beaufort Delta DEC	Aklavik DEA	Inuvik
	Paulatuk District Education Authority	Paulatuk
	Fort McPherson DEA	Fort McPherson
	Tsiigehtchic District Education Authority	Tsiigehtchic
	Tuktoyaktuk DEA	Tuktoyaktuk
	Ulukhaktok DEA	Ulukhaktok
	Sachs Harbour District Education Authority	Sachs Harbour
Inuvik District Education Authority	Inuvik	

Sahtu DEC	Norman Wells District Education Authority Tulita District Education Authority K'asho Got'ine District Education Authority Deline District Education Authority Colville Lake District Education Authority	Sahtu Norman Wells Tulita Fort Good Hope Deline Colville Lake
Yellowknife District #1 DEC or Yellowknife District Education		Yellowknife
Yellowknife Public Denominational		Yellowknife
Yellowknife Catholic Schools (common name) Yellowknife Public Denominational District Education Authority (legal name)		Yellowknife
Commission Scolaire Francophone		Yellowknife
Dettah DEA		Dettah
Tlicho CSA	Behchoko District Education Authority Whati District Education Authority Gameti District Education Authority Wekweeti District Education Authority	Tlicho Behchoko Whati Gameti Wekweeti
Aurora College		Yellowknife
Ndilo DEA		Ndilo

OTHER ENTITIES

Subsidiary

Community

NWT Business Development & Investment

Ulukhaktok Arts Centre
Fort McPherson Tent & Canvas
Acho Dene Native Crafts
Arctic Canada Trading Co Ltd.
Dene Fur Clouds
6355 NWT Ltd

NWT Housing Corp

Aklavik Housing Association
Behchokö Kö Gha K'òodèe
Deline Housing Association
Fort McPherson Housing Association
Fort Providence Housing Association
Fort Resolution Housing Authority
Fort Simpson Housing Authority
Fort Smith Housing Authority
Gameti Housing Association
Hay River Housing Authority
Hay River Dene Band Housing Society
Inuvik Housing Authority
Lutsel K'e Housing Authority
Norman Wells Housing Authority
Paulatuk Housing Association
Radilih Koe' Housing Association
Sachs Harbour Housing Association
Tsiigehtchic Housing Association
Tuktoyaktuk Housing Association
Tulita Housing Association
Ulukhaktok Housing Association
Yellowknife Housing Authority
Yellowknife Dene First Nation (Housing
Division)

Northwest Territories Power Corporation
NT Hydro's two wholly-owned subsidiaries (NTPC)
Sahdae Energy Ltd. (SEL) (inactive)

NTPC's two wholly-owned subsidiaries:
Northwest Territories Energy Corporation Ltd.
(NWTEC)
5383 NWT Ltd. (inactive)

Northwest Territories Heritage Fund

Status of Women Council of the NWT

NWT Human Rights Commission

Arctic Energy Alliance

Inuvialuit Water Board

NWT Surface Rights Board

Note: GNWT Revolving and Special Purpose Funds to be reported separately from GNWT Departments

Marine Transportation Services (MTS) Revolving Fund

Yellowknife Airport Revolving Fund (YKARF)

Fuel Services Division (FSD) (or Petroleum Products Revolving Fund)

Fur Marketing Service Revolving Fund

Public Stores Revolving Fund

Liquor Revolving Fund

NWT Liquor and Cannabis Commission

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**





Schedule 8

**Sahtu Divisional Education Council
Contributions - Dedicated Funding Summary
Annual Budget**

	Northern Distance Learning	Minority Language Education and Second Language Instruction - French	Education Renewal Initiative	Jordan's Principle	Total
<u>CONTRIBUTION REVENUES (See Schedule 1)</u>	216,500	55,000		3,331,659	3,603,159
<u>EXPENSES</u>					
<u>Salaries</u>	216,500	55,000		1,771,720	2,043,220
<u>Operating & Maintenance</u>				1,559,939	1,559,939
<u>Project Based (Minority Language)</u>					0
<u>Other</u>					0
TOTAL EXPENSES	216,500	55,000	0	3,331,659	3,603,159
SURPLUS (DEFICIT)	0	0	0		0

Approvals

Operating Plan

 _____ Education Body Chair	 _____ Superintendent
 _____ Date	 _____ Date

Annual Report

Education Body Chair

Date

Superintendent

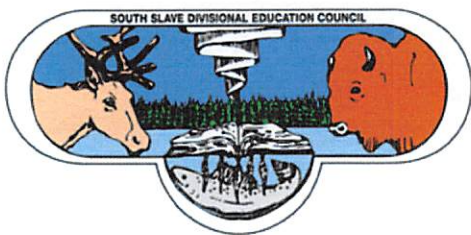
Date

Education Accountability Framework

South Slave Divisional Education Council

Operating Plan

For the 2021-22 School Year



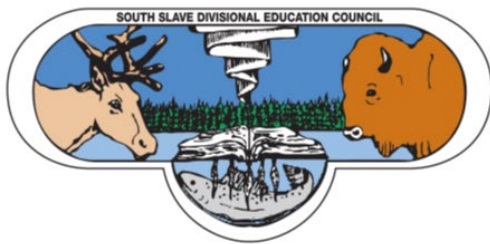
*Creating
Futures*

Cadre de responsabilisation en éducation

Conseil scolaire de division du Slave Sud

Plan de fonctionnement

Année scolaire 2020-2021



*Creating
Futures*

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Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division du Slave Sud (CSDSS) pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités du Conseil scolaire de division du Slave Sud pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire :

Priorités et objectifs pour la région :

Réouverture des écoles

L'année scolaire 2020-2021 laisse planer l'incertitude et pose encore de nombreux obstacles. Cependant, notre priorité consiste à assurer la santé et la sécurité de nos élèves, de notre personnel et de nos communautés.

Notre objectif principal pour la rentrée scolaire 2020-2021 est la réouverture des écoles et la garantie d'un enseignement de la plus haute qualité pour tous les élèves, tout en respectant les directives de santé et de sécurité du Bureau de l'administrateur en chef de la santé publique (éloignement physique, entrée progressive, équipement de protection individuelle, nettoyage rigoureux, contrôle des visiteurs, etc.).

Par la suite, la priorité demeurera d'offrir un enseignement de la meilleure qualité possible, tout en étant prêt à basculer vers l'enseignement mixte et à distance dans des délais très courts dans le cas de maladie, d'annulation de cours ou de fermeture d'écoles.

Favoriser la réussite des élèves en *littératie*

Faire augmenter le pourcentage d'élèves qui répondent aux attentes en alphabétisation ou les dépassent.

Cibles :

Au moins 70 % des élèves démontreront des compétences de lecture correspondant à leur niveau, selon la grille des niveaux de lecture de Fountas et Pinnell

Au moins 20 % des élèves s'améliorent d'au moins une unité Stanine en lecture au Canadian Achievement Test (norme CAT-4 pour l'Ouest et le Nord du Canada)

Au moins 67 % des élèves atteignent ou dépassent la moyenne canadienne en lecture

Au moins 80 % des membres du Conseil, du personnel et des élèves du CSDSS seront en mesure d'engager la conversation et de répondre aux salutations (*Comment allez-vous? Je vais bien.*), d'exprimer leur reconnaissance (*C'est bien.*), de dire « merci », d'utiliser au moins deux expressions de salutation ou de remerciement dans la langue autochtone locale (maintenant huit expressions pour entamer la discussion ou répondre sans aide-mémoire).

Au moins 90 % des parents disent avoir participé à un entretien sur les forces et les possibilités d'amélioration de leur enfant en lecture (taux de réponse minimal de 80 %)

Au moins 90 % des parents se disent satisfaits du développement de leur enfant en lecture (taux de réponse minimal de 80 %)

Favoriser la réussite des élèves en *numératie*

Faire augmenter le pourcentage d'élèves qui répondent aux attentes en numératie ou les dépassent

Cibles :

Au moins 20 % des élèves s'améliorent d'au moins une unité Stanine en mathématiques au test de rendement canadien (CAT-4).

Au moins 73 % des élèves atteignent ou dépassent la moyenne canadienne en mathématiques

Au moins 90 % des parents disent avoir participé à un entretien sur les forces et les possibilités d'amélioration de leur enfant en mathématiques (taux de réponse minimal de 80 %)

Au moins 90 % des parents se disent satisfaits du développement de leur enfant en mathématiques (taux de réponse de 80 %)

Favoriser la compréhension et le comportement socialement responsable chez l'ensemble des membres de la communauté scolaire

Accroître le pourcentage de membres du Conseil, de parents, de membres du personnel et d'élèves qui se comportent de façon responsable.

Cibles :

Au moins 85 % des élèves de la maternelle à la 10^e année participent à au moins quinze séances

(ou dix heures d'enseignement) d'un programme de responsabilité sociale tel que les lois dénuées, les Sept Enseignements Sacrés, l'outil DIRE (**d**emander de l'aide, **i**gnorer, **r**eculer et **e**n parler) (1^{re}-3^e année), le programme Incredible Flexible You (de 4 à 7 ans), les zones de régulation (maternelle-3^e année), MindUp (prématernelle-8^e année), Second Step (maternelle-9^e année), Mindful Schools (de la maternelle à l'adolescence), Superflex (3^e année), MENTOR DIRE (4^e-6^e année), Quatrième R (7^e, 8^e et 9^e année), le programme sur les relations saines Plus (7^e -11^e année), ou le programme de leadership et de résilience (7^e-12^e année)

objectif que 5 % plus d'élèves affichent un taux de présence d'au moins 90 %

objectif que 80 % des parents participent à au moins une des journées de « CEP », une conférence à trois ou un atelier pour les parents (obtenir de l'information, exprimer des commentaires).

* Le Conseil reconnaît que les parents, les élèves et les administrations scolaires de district ont la responsabilité partagée d'atteindre les deux derniers objectifs susmentionnés.

Harmonisation avec les objectifs et priorités du Ministère (pour le renouveau et l'innovation en éducation), notamment en matière de langue et d'éducation autochtone, ainsi qu'en intégration scolaire

Notre structure de planification de l'éducation communautaire, l'approche régionale visant à offrir régulièrement une journée communautaire d'orientation culturelle, et la participation des personnes-ressources dans la collectivité (Aînés) contribuent toutes à renforcer les *relations entre l'école et la collectivité*.

Pour atteindre l'objectif de *mieux-être des élèves*, toutes les écoles disposent de plans de sécurité qui encadrent leur réponse à l'intimidation et les mesures de soutien aux élèves LGBTQ2S+. La promotion de la responsabilité sociale constitue une priorité régionale. Le coordonnateur régional de l'intégration scolaire et le coordonnateur régional des langues autochtones, en accomplissant leurs responsabilités respectives, soutiennent tous deux nos écoles.

Pour atteindre l'objectif de *mieux-être des enseignants*, les nouveaux sont jumelés à des mentors, et les directeurs, nouveaux comme anciens, reçoivent le soutien des directeurs de division; le mieux-être est également une composante de nos services régionaux sur place.

Nos cibles et objectifs régionaux, ainsi que nos initiatives globales en littératie et numératie tout particulièrement, permettent la mise en œuvre efficace des programmes de maternelle à 12^e année dans toutes nos écoles. En collaborant pour établir des communautés d'apprentissage professionnelles efficaces (notamment en fixant les objectifs d'apprentissage de base, en adoptant des méthodes d'évaluation communes et en mettant l'accent sur l'apprentissage et les résultats), nous remplissons directement nos engagements pour la *qualité*

de l'éducation dans toutes les écoles, et les petites collectivités profiteront également de l'expansion prévue du programme d'enseignement à distance.

Pour atteindre l'objectif *d'évaluation et de responsabilisation*, nous adoptons des pratiques d'analyse et d'évaluation systémique (tests de rendement de l'Alberta [AAT], tests de rendement canadiens [CAT-4], examens d'écriture à l'échelle de l'école [Whole School Writes], examens pour l'obtention du diplôme), et les administrateurs scolaires et régionaux font des rapports régulièrement et rendent compte de la progression à leurs organes directeurs respectifs (CSDSS et administration scolaire de district).

Operating Plan - Executive Summary

The South Slave Divisional Education Council's Operating Plan for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the South Slave Divisional Education Council's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

Regional Goals and Priorities 2021-22:

To improve student success in literacy.

To increase the percentage of students meeting or exceeding expectations for literacy proficiency.

Targets:

1. At least 70% of students will be reading within grade according to the Fountas and Pinnell reading level chart
2. At least 20% of the students gain at least one stanine increase in reading on the Canadian Achievement Test (CAT-4 Western and Northern Canada norm)
3. At least 67% of the students reading at or above the Canadian average
4. At least 80% of SSDEC trustees, staff and students will be able to engage and respond to greetings (How are you?, I'm fine, You?), express a word of appreciation (well done/that's good), say thank you, and use at least three more phrases of salutation / thanks in the local Indigenous language(s) (8 phrases to engage/respond without reminder)
5. At least 90% of parents say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in reading (with 80% or better response rate)
6. At least 90% of parents say they are satisfied with their child's growth as a reader (with 80% response rate)

To improve student success in numeracy

To increase the percentage of students meeting or exceeding expectations for numeracy proficiency

Targets:

1. At least 20% of the students gain at least one stanine increase in math on the CAT-4
2. At least 73% of the students at or above the Canadian average in math
3. At least 90% of parents say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in math (with 80% or better response rate)
4. At least 90% of parents say they are satisfied with their child's growth in math (with 80% response)

To increase understanding and practice of socially responsible behaviour by all members of the school community

To increase the percentage of trustees, parents, staff and students demonstrating responsible behaviour

Targets:

1. At least 85% of K-10 students participate in at least 15 lessons (or 10 hours of instruction) of a social responsibility program such as the Dene Laws, 7 Sacred Teachings, WITS (gr 1-3), Incredible Flexible You (ages 4-7), Zones of Regulation (K-3), MindUp (preK-8), Second Step (gr. K-9), Mindful Schools (K-adolescent), Superflex (gr 3), WITS LEADerS (gr. 4-6), Fourth R (gr 7, 8, 9), Healthy Relationship Plus (gr 7 - 11), or Leadership and Resiliency Program (LRP gr 7-12)
2. 5% more students will achieve at least 90% attendance
3. 85% of parents participate in at least one of CEP days, 3-way conferences, and/or parent workshops (getting info. or giving input)

* Council recognizes that the achievement of these last two targets is a shared responsibility with parents, students and DEAs.

Alignment to Departmental Goals and Priorities (ERI) including Indigenous Language and Education as well as Inclusive Schooling:

Our Community Education Planning Policy and structure, Cultural Orientation days utilizing community resource people (Elders), 3-Way Conferencing, and our Indigenizing education efforts including staff learning local Indigenous language greetings, will all contribute to strengthening School-Community Relationships.

Under the umbrella of Student Wellness, all schools will have updated Safe School Plans that clarify their bullying responses and LGBTQ2S+ support. Social Responsibility is a Regional priority and our RISC and RILE both support our schools in meeting their inclusive schooling and Indigenous language responsibilities.

In the area of Educator Wellness, new staff are paired with mentors, new and existing principals are supported by the Assistant Superintendent, and wellness is always a component of our Regional In-service.

Our Regional goals/targets, and our comprehensive Literacy and Numeracy initiatives, in particular, support effective implementation of the K-12 curricula in all our schools. Our collaborative work to establish effective Professional Learning Communities (including the identification of essential learning outcomes and implementation of common assessments, and a focus on learning and results) directly supports our commitment to Quality Education in all schools, and our offer to expand NDL further supports our communities and students.

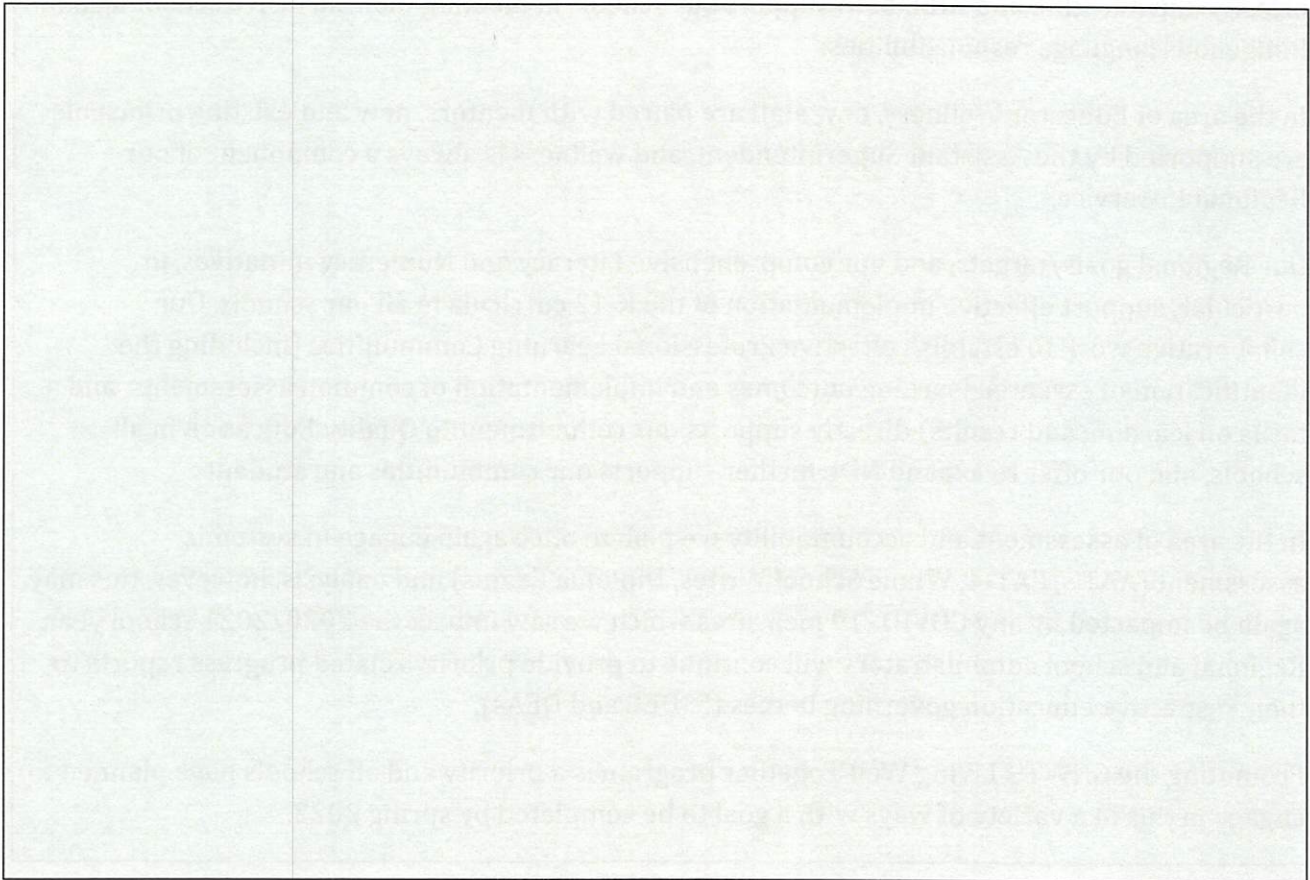
In the area of assessment and accountability we plan to once again engage in systemic assessment (AAT's, CAT-4, Whole School Writes, Diploma Exams) and analysis, however, this may again be impacted by any COVID -19 measures which we saw impact the 2020/2021 school year. Regional and school administrators will continue to provide priority related progress reports to their respective education governing bodies (SSDEC and DEAs).

Promoting the GNWT's Living Well Together program is a priority and all schools have planned to engage in this in a variety of ways with a goal to be completed by spring 2022.

Annual Report - Executive Summary

The South Slave Divisional Education Council's Annual Report for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:



1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

The SSDEC was established in 1991, with a current mandate to provide a quality JK-12 education to approximately 1,300 students in the communities of Fort Smith, Hay River, Fort Resolution, Kát’odeeche, and Łutsel K’e. The SSDEC is comprised of one representative from each of the five community-based District Education Authorities (DEAs). DEAs are elected or appointed at the community level, and each DEA chooses one of its members to represent them at the regional SSDEC meetings. The current representatives are as follows:

Fort Smith	Ann Pischinger (Chairperson)	3-year term (Oct 2021)
Fort Resolution	Bess Ann McKay (Vice-Chairperson)	2-year term (Dec 2021)
Hay River	Pennie Pokiak	3-year term (Oct 2021)
Kát’odeeche	Atanda Norn	3-year term (Jun 2022)
Łutsel K’e	Iris Catholique	3-year term (Jun 2023)

Each member is elected by their respective DEA and the lengths of the member’s term on the SSDEC coincides with the length of their terms on their respective DEA’s as per the requirements of the Education Act and Regulations and the Local Authorities Elections Act. A member can be renewed on the SSDEC is if they are elected or appointed again to be on their respective DEA, and then their DEA chooses them again as their representative on the SSDEC.

The SSDEC is a legislated corporate body responsible for developing direction for the Division in keeping with the requirements of government legislation. GNWT legislation defines what school boards must and may do.

The SSDEC meets five times a year, with each of the five communities being the host for one of those meetings each year.

Key senior management positions are:

- Superintendent – Dr. Curtis Brown
- Assistant Superintendent – Dr. Trudi Rowlands
- Comptroller – James Watts, CMA

The superintendent is the chief executive officer (CEO) of the SSDEC and fulfills roles under GNWT legislation including that of “Deputy Head” for the public service.

As per Policy BHA – DEA Development, in recognition of the commitment of Council to lifelong learning and continuous improvement, it is expected that all District Education Authority (DEA) representatives take opportunity for training and development activities to enhance their ability to effectively fulfill their governance responsibilities consistent with the foundational and philosophical commitments of the South Slave Divisional Education Council (SSDEC).

The SSDEC identifies potential DEA development workshops to assist trustees in improving their skills as representatives on an education governing body. New DEA members are expected to review the local DEA policies, SSDEC policies, and the workshops available to DEAs as listed in the SSDEC's DEA Development Workshops document, along with any other relevant documents pertinent to the operation of the DEA.

A 'New Member Orientation' workshop is mandatory for all new DEA members and includes an overview of the function, foundational policies, and key priorities of the SSDEC, and a clarification of DEA, member, and partner roles and responsibilities. The orientation takes place no more than two months after a DEA election or appointment process.

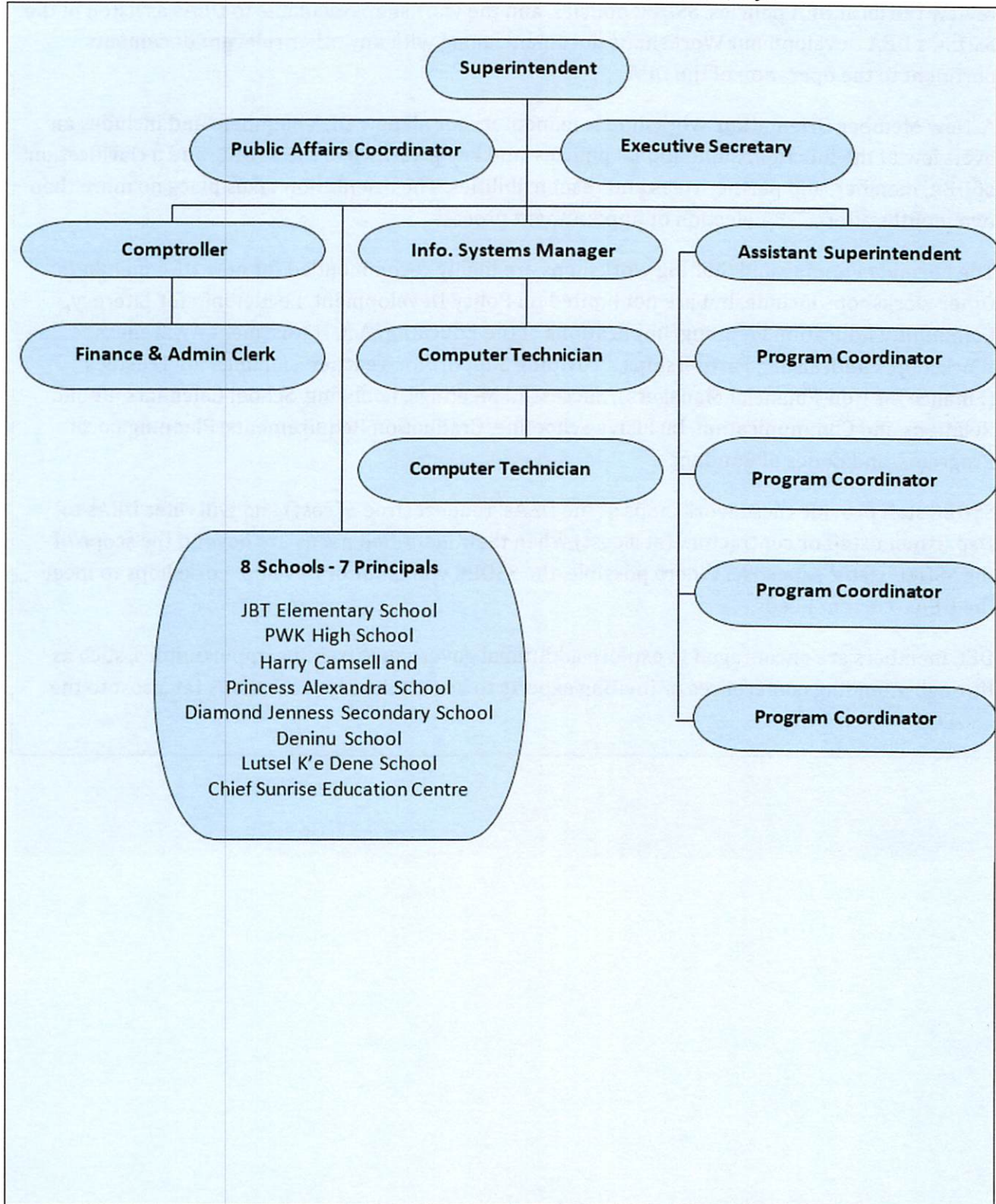
The Formula Funding and Staffing workshops are highly recommended for new DEA members. Other workshops include, but are not limited to: Policy Development, Leadership for Literacy, Community Education Planning, Implications of the Education Act, Harassment Awareness Workshop, Fundraising, Partnerships, Providing Support for Teachers, Finance for Trustees (Finance for Non-Financial Managers), Successful Meetings, Lobbying, School Calendars, Public Relations and Communication, Inclusive Schooling, Graduation Requirements, Planning Local Programs, and Codes of Conduct.

SSDEC staff provide these workshops at the DEAs' request (free of cost) and will refer DEAs to Department staff or contractors (at a cost) when their identified needs are beyond the scope of the SSDEC staffs' expertise. Where possible, the SSDEC will tailor or develop workshops to meet the DEAs' current needs.

DEC members are encouraged to explore additional governance training opportunities, such as through attending conferences or inviting experts to host multi-day workshops (at a cost to the SSDEC).

B. Functional Organizational Chart

The following table details the functional organization of the Education Body:



C. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
New Member Roles and Responsibilities	Superintendent /Public Affairs Coordinator	DEA	Fort Smith, Hay River, & K'atlodeeche DEAs – Fall 2021; Fort Resolution DEA – Winter 2022		
Formula Funding	Superintendent /Comptroller	DEA	Upon request		
Staffing	Superintendent	DEA	Upon request		
Policy Development	Superintendent	DEA	Upon request		
Leadership for Literacy	Superintendent /Coordinator	DEA	Upon request		
Community Education Planning	Superintendent	DEA	Upon request		
Education Act	Superintendent	DEA	Upon request		
Harassment Awareness	Superintendent	DEA	Upon request		
Fundraising	Superintendent	DEA	Upon request		
Partnerships	Superintendent	DEA	Upon request		
Supporting Teachers	Superintendent	DEA	Upon request		
Finance for Trustees	Superintendent /Comptroller	DEA	Upon request		
Successful Meetings	Superintendent	DEA	Upon request		

Lobbying	Superintendent	DEA	Upon request		
School Calendar Development	Assistant Superintendent	DEA	Upon request		
Public Relation & Communications	Superintendent /Public Affairs Coordinator	DEA	Upon request		
Graduation Requirements	Assistant Superintendent	DEA	Upon request		
Local Programming	Assistant Superintendent	DEA	Upon request		
Code of Conduct	Superintendent	DEA	Upon request		

D. Education Body Meetings

According to section 109 of the *Education Act*, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? <i>(Yes/No)</i>	If No, why not?
September 2021	Fort Smith (or video-conference if OCPHO restrictions remain)		
November 2021	Hay River		
January 2022	Fort Smith		
April 2022	Fort Resolution		
June 2022	Lutsel K'e		

E. School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Total Number of Schools in District	8	Total Anticipated Student Head Count	1200 (FTE)
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School Name	Community	Grades Offered	Programming Highlights
Joseph Burr Tyrrell Elementary School (JBT)	Fort Smith	JK-6	<ul style="list-style-type: none"> • Single-grade, split-grade & multi-grade classes • Chipewyan • Cree • Core French • French Immersion
Paul William Kaeser High School (PWK)	Fort Smith	7-12	<ul style="list-style-type: none"> • Single-grade & split-grade classes • Chipewyan • Cree • Core French • French Immersion (7-9) • Phoenix School Program (10-12) • Trailcross (group home) class
Harry Camsell School (HCS)	Hay River	JK-3	<ul style="list-style-type: none"> • Single-grade & split-grade classes • South Slavey • Core French
Princess Alexandra School (PAS)	Hay River	4-7	<ul style="list-style-type: none"> • Single-grade & split-grade classes • South Slavey • Core French (4-5) • Intensive French (6) • Post-Intensive French (7)
Diamond Jenness Secondary School (DJSS)	Hay River	8-12	<ul style="list-style-type: none"> • Single-grade, split-grade & multi-grade classes • South Slavey • Post-Intensive French (8-10)

Deninu School (DS)	Fort Resolution	JK-12	<ul style="list-style-type: none"> • Multi-grade classes • Chipewyan • Northern Distance Learning
Łutselk'e Dene School (LDS)	Łutselk'e	JK-12	<ul style="list-style-type: none"> • Multi-grade classes • Chipewyan • Northern Distance Learning
Chief Sunrise Education Centre (CSEC)	Kát'odeeche FN (Hay River Reserve)	JK-12	<ul style="list-style-type: none"> • Multi-grade classes • Dene Yatie and Sandy Creek camps • Self Regulation and mindfulness • Self-paced Secondary programming • Increased Levelled Literacy Intervention (LLI)

F. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (*% of students on a Regular Education Program (REP) with a Student Support Plan (SSP) for Accommodations, % of students on a Modified Education Program (MEP) with an SSP for Modifications, and % of students on an Individualized Education Program (IEP)*), and other noteworthy demographics.

The 5 communities of the South Slave encompass the following language groups:

- Chipewyan
- Cree
- South Slavey
- English
- French

Our Regional student ethnicity breakdown is (78% Indigenous):

- Dene 48%
- Metis 23%
- Inuit 7%
- Other 22%

Individual community demographics are as follows:

Fort Resolution (Chipewyan, English) (98% Indigenous)

- Dene 66%
- Metis 31%
- Inuit 1%
- Other 2%

Fort Smith (Chipewyan, Cree, English, French) (80% Indigenous)

- Dene 48%
- Metis 22%
- Inuit 10%
- Other 20%

Hay River (English, French, South Slavey) (68% Indigenous)

- Dene 35%
- Metis 27%
- Inuit 6%
- Other 32%

Kát'odeeche (English, South Slavey) (100% Indigenous)

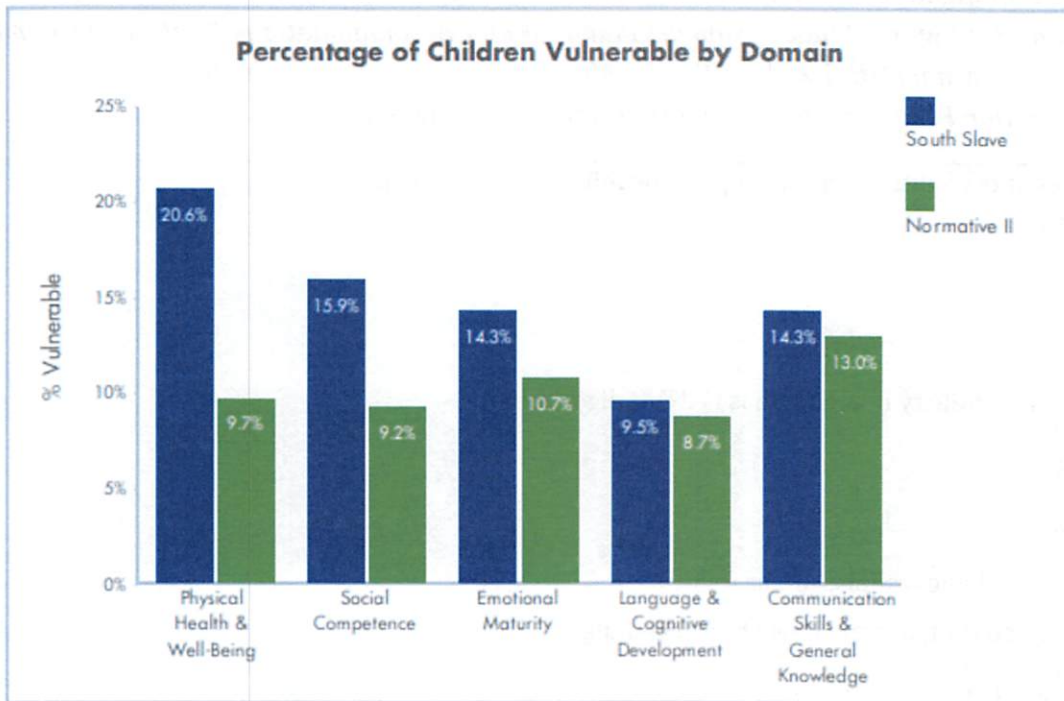
- Dene 94%
- Metis 6%

Łutsel K'e (Chipewyan, English) (100% Indigenous)

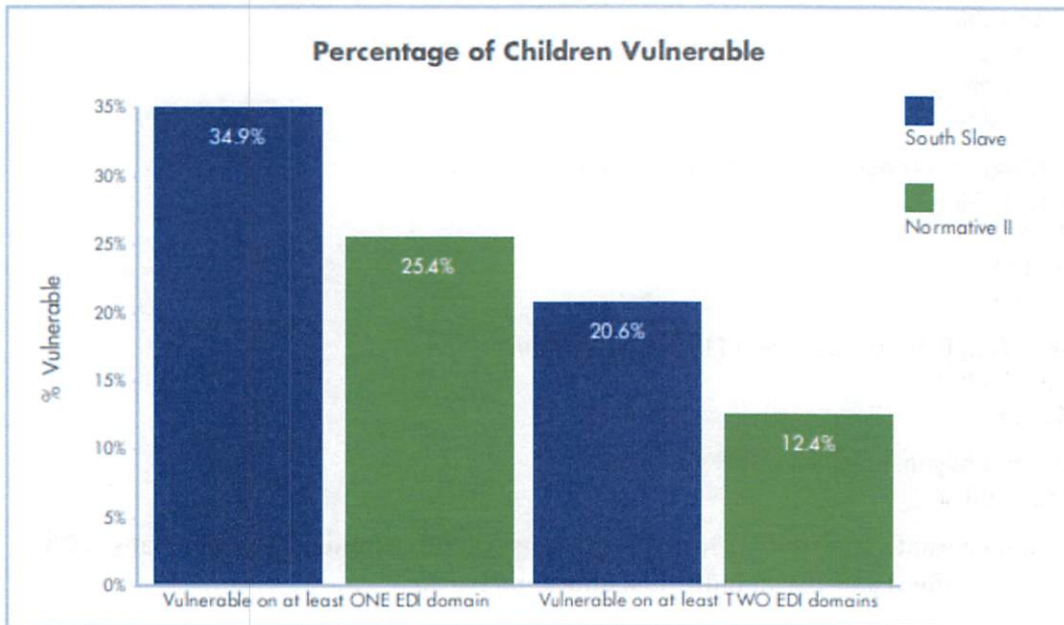
- Dene 100%

Based on previous data we anticipate that 35% of our students will be on Student Support Plans (20% accommodated, 15% modified) and 1% on Individual Education Plans.

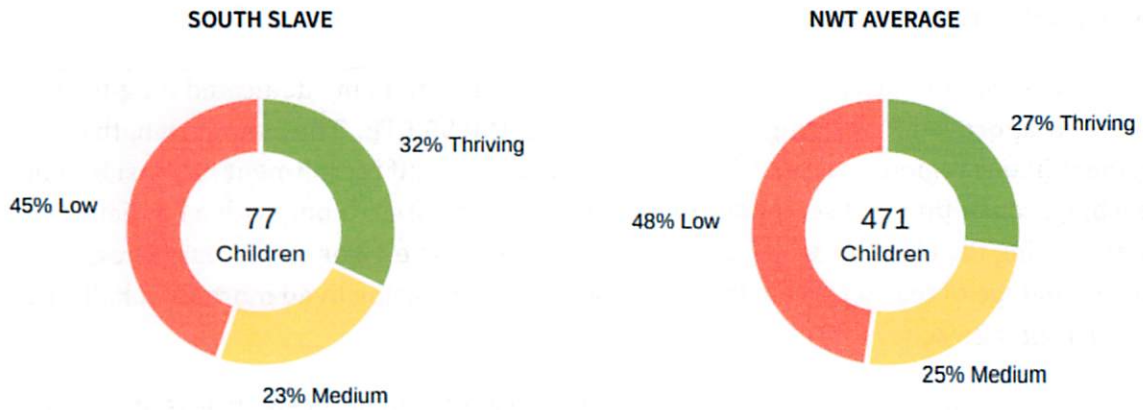
Early Development Instrument (EDI) Results for SSDEC & NWT Percentage of Children (5 year olds) Vulnerable at least ONE or TWO domains (School Year 2019/20) (Taken from Summary Report: Kindergarten Students in the Northwest Territories: South Slave Divisional Education Council School year 2019/20)



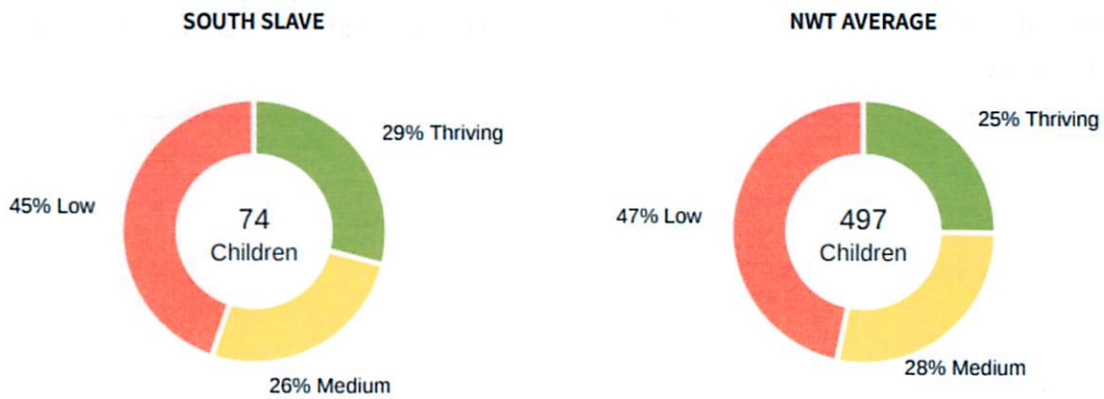
The graph below illustrates South Slave 2019/2020 results for the percentage of children vulnerable on at least one and at least two domains compared to the Normative II population.



Middle Years Development Index (MDI) - Well-Being Index Results for Grade 4 Students in SSDEC and NWT (School Year 2019/20)



Middle Years Development Index (MDI) - Well-Being Index Results for Grade 7 Students in SSDEC and NWT (School Year 2019/20)



G. Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention.

The South Slave has a relatively stable teacher population, with many dedicated long-term teachers. Our approved PY staffing for 2021 – 2022 is 150.55 FTE. The average length of employment in our region as at May 31, 2021 is 7.73 years. Staff recruitment has resulted in 10 new teaching, consultant and senior admin staff joining the SSDEC along with a further 9 Support Assistants joining the team. As well, 35.4% of our teachers have 12 or more years of experience, and the percentage of teachers from the NWT (born here or having lived more than half their life here) is currently 26%.

Issues/concerns with teacher recruitment include a recent trend of receiving less applicants in general for all competitions, and for the 2021/2022 year, the current pandemic restrictions may result in a higher turn over rate and more difficulty in securing excellent candidates. In addition, it is becoming increasingly difficult to find quality candidates in specialty areas such as Indigenous Languages, Sr. Math/Sciences and French Immersion. In addressing the difficulty of staffing ILE positions, our division has been proactive in pursuing and prioritizing funding for internship placements to train replacement instructors in the Indigenous Languages. We also anticipate a high number of retirements in the next 3-5 years – this will have a significant impact on transition planning for leadership positions.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals</p> <p>In addition to Council setting targets each year in relation to these goals, SSDEC Policy AE – <i>Key Priorities</i> solidifies literacy, including numeracy, as priorities for the foreseeable future.</p>	<p>To improve student success in literacy To increase the percentage of students meeting or exceeding expectations for literacy proficiency</p> <p>To improve student success in numeracy To increase the percentage of students meeting or exceeding expectations for numeracy proficiency</p> <p>To increase understanding and practice of socially responsible behaviour by all members of the school community To increase the percentage of trustees, parents, staff and students demonstrating responsible behaviour</p> <p>Implement all Health and Safety Protocols as per OCHP approved school re-entry plans. These were reviewed prior to school start up and throughout to ensure ongoing awareness of safety processes and procedures such as correct mask wearing, hand hygiene, physical distancing.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with the 5 Shared Priorities.	100%		
Literacy			
Percentage of students reading within grade according to the Fountas and Pinnell reading level chart	70%		
Percentage of students gaining at least one stanine increase in reading on the <i>Canadian</i>	20%		

<i>Achievement Test</i> (CAT-4 Western and Northern Canada norm)			
Percentage of students reading at or above the Canadian average on the <i>Canadian Achievement Test</i> (CAT-4 Western and Northern Canada norm)	67%		
Percentage of SSDEC trustees, staff, and students who will be able to engage and respond to greetings, express a word of appreciation, and use at least three more phrases of salutation/ thanks in the local Indigenous language(s) – [8 phrases in total]	80%		
Percentage of parents who say they have been involved in a discussion of their child’s strengths and stretches (areas to work on) in reading (with 80% or better survey response rate]	90%		
Percentage of parents who say they are satisfied with their child’s growth as a reader (with 80% or better survey response rate]	90%		
<i>Numeracy</i>			
Percentage of students gaining at least one stanine increase in math on the <i>Canadian Achievement Test</i> (CAT-4 Western and Northern Canada norm)	20%		
Percentage of students at or above the Canadian average on the <i>Canadian Achievement Test</i> (CAT-4 Western and Northern Canada norm) in math	73%		
Percentage of parents who say they have been involved in a discussion of their child’s strengths and stretches (areas to work on) in math (with 80% or better survey response rate]	90%		
Percentage of parents who say they are satisfied with their child’s growth in math (with 80% or better survey response rate]	90%		
<i>Socially Responsibility</i>			
Percentage of K-10 students participating in at least 15 lessons (or 10 hours of instruction) of a social responsibility program such as: <ul style="list-style-type: none"> Incredible Flexible You (ages 4-7), 	85%		

<ul style="list-style-type: none"> • Zones of Regulation (K-3), • MindUp (pre K-8) • Second Step (K-9), • Mindful Schools (K-adolescent) • Superflex (3), • WITS (1-3) • WITS LEADerS (4-6) • Fourth R (7-9), • Healthy Relationship Plus (7-11), or • Leadership and Resiliency Program (7-12) 			
<p>Percentage increase in students achieving at least 90% attendance</p> <p><i>Council recognizes that the achievement of this target is a shared responsibility with parents, students and DEA's</i></p>	5%		
<p>Percentage of parents who participate in at least one of:</p> <ul style="list-style-type: none"> • Community Education Planning days, • 3-Way Student-Parent-Teacher Conferences, and/or • Parent workshops (getting information or giving input) <p><i>Council recognizes that the achievement of this target is a shared responsibility with parents, students and DEA's</i></p>	85%		
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			
<p>Additional Comments for the region</p>			

B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measureable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year.</p>	<p>The South Slave Divisional Education Council believes the key to an effective school is an ongoing school improvement process which the school principal coordinates with the DEA, the school staff and students, and other school partners. This process involves the identification of priorities based on agreed program and operational strengths and needs. Updated annually, a Community School Education Plan includes goals, action items, responsibilities, timeline and expected outcomes.</p> <p>SSDEC Policy AEA – School Community Education Plans requires that schools plan two Community Education Planning (CEP) days per year (dates submitted to Board Office when calendars are developed). Students, parent/guardians, and community groups are encouraged to participate and provide feedback on current programming and to suggest future areas of focus. Agendas (including any survey instruments) are developed by the principal and approved by the Superintendent prior to the planning days.</p> <p>The resulting plans, along with the school’s Focus & Alignment document is updated and submitted to the Superintendent bi-annually. The latter summarizes each schools’ data in relation to regional goals and allows for the setting of school specific targets in relation to the regional targets.</p> <p>Our Community Education Planning structure and our Social Responsibility priority, contributes to the Departmental priorities, strengthening School-Community relationships and Student Wellness.</p> <p>Our Regional goals/targets and our comprehensive Literacy and Numeracy initiatives, in particular, support effective implementation of the K-12 curricula in all our schools. Our collaborative work to establish effective Professional Learning Communities directly supports our commitment to Quality Education and Educator Wellness.</p> <p>Our engagement in systemic assessment (AAT’s, CAT-4, Whole School Writes, Diploma Exams) and analysis, and providing regular reporting to our respective education governing bodies (SSDEC and DEAs) promotes our commitment to accountability.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region’s approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

For the 2021-22 school year each region is able to determine how best proceed with annual school reviews.

<p>Regional approach to the completion of Annual School Reviews</p>	<p>The Superintendent and the Assistant Superintendent, conduct two school visits per year, observing/meeting with each teacher and meeting with each school’s Leadership Team. Instructional/Programming strengths and stretches are discussed and the school’s progress on their Focus and Alignment/Community Education Plan (school improvement plan) is reviewed.</p> <p>In addition, after systemic assessments (AAT’s, CAT-4, and Diploma Exams), school teams are asked to analyse results, identify trends and propose instructional foci to address any issues (this was a challenge in the 2020/2021 pandemic year as many of these assessments were not undertaken due to OCPHO restrictions). In the area of Literacy, teachers are asked to maintain monthly Classroom Assessment Records (CARS) and these are reviewed by School Leadership and submitted to the Board every two months.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

D. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following tables detail the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations</p>	<p>The regional office tracks (for each school) those staff members who are up for evaluation each year. This list is confirmed with the principals at the beginning of the school year. All UNW and Excluded employees are evaluated using ePerformance every year, while NWTTA staff are evaluated per the required schedules and in tandem with their submitted and approved Professional Growth plans. All staff also identify, in consult and with supervisor approval, annual improvement goals, whether or not they are undergoing formal evaluation that year, to ensure ongoing coaching, mentorship and support of all staff. On occasion (staff leaving mid-way through the year, teachers retiring, etc.) the evaluation may be waived. Each principals’ mid-year and year-end checklists reference how many of the required evaluations are completed.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	24		
Number of principals and assistant principals formally evaluated in the school year.	5		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	3		
Number of Superintendents formally evaluated in the school year.	0		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region’s training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year</p>	<p>The SSDEC’s annual regional 2-day in-service gives educators a chance to gather and reflect on the past year’s success, confirm and reinforce evidence-based initiatives, and engage in professional learning activities to prepare for the upcoming school year. For 2021/ 2022 the focus is on Collaborative Common Assessments (How will we know if students have learned?) and Katie White has been contracted to facilitate our collaborative learning teams on these days in August 2021.</p> <p>Over the past ten years of the Leadership for Literacy (L4L) initiative, we have added many research-based practices that has benefited our students and staff in their learning. We are endeavouring to refocus on deeper implementation of the cornerstones of our initiative, and make sure that we are not “a mile wide and an inch deep”. In light of funding reductions and plateauing results, Schmoker (Focus 2017) reminds us to do less but do it better (coherence). Utilizing the collaborative time, available through STIP, schools will be going deeper with PLCs to ensure teachers hone in on ELOs and know how to collaboratively assess and analyze results to inform instruction and interventions for improved results. We are also reinvigorating strategies that brought forth the greatest impact on results earlier on in the award-winning L4L initiative, such as Balanced Literacy (inc. guided reading), SmartLearning (evidence-based instructional process that works in all grade levels), and Reading Apprenticeship. A focus on developing phonological awareness in the JK-2 division using the work of Heggerty is being explored.</p> <p>We are reminded of four key questions to help us all focus individually and in collaboration (professional learning communities):</p> <ol style="list-style-type: none"> 1) What do we want students to learn? 2) How will we know if students have learned it? 3) What will we do if students haven’t learned it? 4) What will we do if they have already learned it?
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	<p>Regional PD (to select groups) will primarily focus in the following areas:</p> <ul style="list-style-type: none"> • Collaborative Learning Teams (Common Assessments), • Literacy, • Numeracy, • Indigenous Languages, Indigenizing Education, • Trauma Sensitive Schools, • Program Support/Inclusive Schooling, • STEM (Science/Technology/Engineering/Math), and • Leadership <p>Due to the current Covid-19 pandemic, greater supports and focus may be needed to enhance social and emotional learning as one of our divisional priorities, and regional staff who have expertise and skills in these areas will make themselves available to support all schools at the request of the principal/DEAs.</p> <p>The 2.5 Administration Days are planned by the individual schools and generally focus on school start-up, semester transition, and year-end training and tasks.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on shared priorities	100%		
Number of administration days dedicated to training and in-service.	2.5		
% of collaborative STIP time dedicated to regional priorities	100%		
Number of schools which implemented STIP as per the Ministerial Directive	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

F. Literacy Coordinators

Literacy coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	0.5	1.0			

**As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body, otherwise not allocated.*

The following tables detail the region’s role of their Literacy Coordinator, and the relevance of the position to regional and shared priorities, including regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year</p>	<p>The Regional Literacy Coordinator’s role will be to continue to mentor and support the in-school instructional/literacy coaches, and administrators, who provide ongoing job-embedded professional development and support to teachers learning and mastering the implementation of evidence-based instructional practices. They will provide intensive training to school coaches in how to instruct and assess reading achievement and how best to coach and support teachers in the classroom.</p> <p>School Principals set high expectations for staff to keep up with current research to function with flexibility in their diverse environments. The Principals also receive training, from the Regional Literacy Coordinator, so that are aware of what they should be observing in classrooms and what their Coaches should be doing</p> <p>Pandemic related duty travel limitations will likely result in less in-person support and more video-conferencing support in 2021-22.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Targets	
Relevance of the Healthy Foods for Learning program to regional priorities	<p>The SSDEC recognizes that nutrition plays an integral role in supporting student learning. On a routine basis our schools offer a combination of programs (see individual school details below) that offer sugar-free, unprocessed food most of the time. Schools also offer one-off/special activities where this may not always be the case, like hot dog days and other celebratory activities. It also depends on the availability of food in the community that meet these criteria.</p> <p>Snack programs tend to be universal (available to all students), while breakfast and lunch programs are smaller in nature (open to all but offered before school and during lunch break so there is less participation).</p>

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	n/a		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Frequency of program <i>(Monday - Friday)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
JBT	Snack	Daily (8/10 months)	280	Open to all students		
PWK	Breakfast Lunch Snack/Open Cupboard	Daily (all year)	Breakfast - 60 Lunch - 30 Snack - 60	Open to all students		
HC	Breakfast Snack Lunch	Daily (all year)	Breakfast - 10 Snack - 132 Lunch - 20	Breakfast (on demand) Lunch (on demand) Snacks available to all		
PA	Breakfast Snack Lunch	Daily (all year)	Breakfast - 10 Snack - 155 Lunch - 20	Breakfast (on demand) Lunch (on demand) Snacks available to all		
DJ	Breakfast Snack Lunch Care Package Open Cupboard After School	Breakfast - daily Snack - daily Lunch - 3/week Care Package - as required Open Cupboard - daily After School - 3/week	Breakfast - 35 Snack - 60 Lunch - 50 Care Package -2/3 Open Cupboard - 10 After School - 25	Donations accepted		
DN	Breakfast Snack	Daily (all year)	Breakfast - 25 Snack - 70	Open to all students.		
LK	Breakfast Snack	Daily (all year)	Breakfast - 25-30 Snack - 50	Open to all students		
CSEC	Breakfast 2 snacks AM/PM	M-F	40	Everyone welcome		
TOTAL			847			

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development. Under the proposal summary, indicate whether this is a continuation of previous year's SSI project.

SSI Project Proposal Summary	The SSDEC SSI proposal continues to be based on the Council priorities of literacy, numeracy, and social responsibility. Each school has been provided opportunity to submit an action research proposal, that promises to bring about improved outcomes, for matching portion of the available SSI funds, that are further topped up with reallocation of regional SSDEC funding. We continue to measure the improvement in reading and numeracy proficiency of students, as well as the perceptions of parental satisfaction with their children's growth in reading and numeracy. The implementation process, involves regional and school PLC Collaborative Learning Teams, setting and reflecting on measurable improvement goals and SMART targets, collecting and using performance data to determine appropriate and timely interventions and/or enrichment, and professional learning aligned with current research. All SSDEC stakeholders (Council, Superintendent, Principals, Coordinators, school-based Program Support Teachers and Instructional Coaches, teachers, support assistants, parents and students are expected to be involved in the project.
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region who participate in SSI PD activities.	100%		
% of support staff from across the region who participate in SSI PD activities.	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? <i>(Yes/No)</i>	If No, why not?
DJSS: Powerful Guided Reading	2021 - 2022		
PWK: Closing the Gap: Maximizing Jr. High to Sr. High transition success through targeted student & staff support at grades 7-9	2020 - 2023		
JBT: Improving Numeracy Intervention on the Essentials	2021 - 2022		
LKDS: Improving Literacy and Numeracy	2021 - 2023		
DN: Numeracy Intervention	2018 - 2022 (4 th yr)		
HC: Intervention Program Support	2021 - 2024		
PA: Intervention Program Support	2021 - 2024		
CSEC: Numeracy -Filling the Gaps	2021 - 2024		

I. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2021-2022	2022-2023	2023-2024
CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA	BDEC SSDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. This refers to programming that is offered to all students, rather than targeted programs for individual students.

Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based healthy relationship programming</p>	<p>As part of Council’s targets in Social Responsibility, all schools are required to provide a minimum of 15 lessons (or 10 hours). The majority of schools integrate this programming into Health and CALM classes.</p> <p>With the current pandemic situation, the need for social emotional learning, mental health supports, empathy and resiliency have been noted. Additional Regional PD is planned and will be delivered by Regional staff on Principal/DEA request to schools and parent communities as needed.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	50%		
% of schools with grade 4-6 students offering LEADS.	25%		
% of schools with grade 7-9 students offering the Fourth R.	100%		
% of schools with grade 10-11 students offering HRPP.	100%		
Were there any difficulties accessing training for the above programs?			
Are there any recommendations for making training for the above programs more accessible?			

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	JBT	Second Step K to 6 Zone of Regulation		
	PWK	4 th R 7-9 HRPP 10-12 CYCC 7-12 (TBD)		
	HC	WITS JK-3 We Thinkers JK-K Zones of Regulation 1-3		
	PA	LEADS 4-6 Second Step 4-6 Zones of Regulation 4-6 4 th R 7		
	DJ	4 th R 8-9 HRPP 10 Mindfulness Self-reg TAMI		
	DN	JK-3 Mind-Up 4-6 Zone of Regulation 4 th R 7-9 HRPP 10-12		
	LK	We Thinkers JK-2 Second Step JK-5 Think Social 3-6 4 th R 7-9 HRPP 10-12		
	CSEC	WITS JK-6 MindUp JK-12 Zones of Regulation JK-12 4 th R 7-12 Mindfulness JK-9 Big Life Journal program 3-9		

K. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

School Name	Language <i>Chipewyan, Cree, English, French, Slavey</i>	Type of SL program <i>(core, immersion, intensive)</i>	Grades of program <i>per program</i>	% enrolled <i>per program</i>	Frequency of SL Program <i>(min/week)</i>	Actual Frequency of SL Program <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
JBT	Chipewyan	Core	K-6	27%	150		
	Cree	Core	K-6	45%	150		
	French	Core	K-6	17%	150		
	French	Immersion	K-6	11%	1125		
PWK	Chipewyan	Core	7-12	18%	200		
	Cree	Core	7-12	23%	200		
	French	Core	7-12	19%	200		
	French	Immersion	7-9	15%	700		
HC	South Slavey	Core	JK-3	43%	150		
	French	Core	JK-3	57%	120		
PA	South Slavey	Core	4-7	63%	120		
	French	Core	4-5	34%	90		
	French	Intensive	6	14%	s 1 - 1152 s 2 - 390		
	French	Post-Intensive	7	15%	315		
DJ	Dene Yatie	Core	8-12	Unknown	Jr. 213 Sr. 398		
	French	PIF	8-12	Unknown	Jr. 336 Sr. 398		
DN	Chipewyan	Core	JK-12	95%	JK-K: 150 1-9: 150 10-12: 250		
LK	Chipewyan	Core	JK-12	91%	225		
CSEC	Dene Yatie South Slavey	Core	JK-9 (10-12 on demand)	100%	180		

L. Northern Distance Learning

Northern Distance Learning (NDL) provides opportunities for small community high school students to have equitable access to higher-level academic courses. Schools participating in NDL are responsible for ensuring that an In-Class Support Person (ISP) is retained to support students during their NDL classes, all classroom supplies are purchased and to ensure a classroom with access to a long distance telephone and document camera is provided. All other equipment and supplies for the NDL program are provided.

The following tables detail the number of allocated, budgeted and actual (ISPs) in place to provide support to Northern Distance Learning program, and the explanation for any variance between each.

School Name	Allocated (\$)	Education Body Contribution (\$)	Total Budgeted (\$)	Actual (\$)	Explanation for Difference (if applicable)
DN	\$60,300	\$11,460	\$71,460		
LK	\$0	\$0	\$0		
TOTAL	\$60,300	\$11,460	\$71,460		

School	Number of ISPs in place	Number of years at the school per ISP	Source of each ISP (CUSO volunteer, local hire, etc.)	Successes and challenges related to ISPs
DN				
LK				

The following tables detail the region’s to regions approach, and includes regional and school specific performance indicators and targets set for the upcoming school year related to Northern Distance Learning, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to Northern Distance Learning	The need for Northern Distance Learning in our region is very high, as much so in the regional centres as in the outlying communities. Three school are currently eligible to participate in the NDL program. The community that has not joined is simply because they don’t currently have any students who would qualify and benefit from the program (only a few students in these grades; smallest school in the region).
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Due to the unique situation this year with COVID-19, the need for emergency remote learning services that suit our students, in both a synchronous and asynchronous manner has been highlighted. The closure of the ADLC this coming summer has also caused us to scramble to figure out how to provide a range of programming to our students in the regional centres as well next year. In the absence of an NWT solution we are looking at partnering and purchasing the services of a service out of Alberta for next year. To that end, we have begun a research project to explore potential options for distance/online education which may be used as a planned program option, or as an emergency option should the need arise.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of eligible high schools offering NDL programming. <i>(NDL schools / Eligible high schools x 100)</i>	67%		
% of NDL courses completed with credits acquired within the school year, based on total # of enrolment. <i>(# of courses passed / # of course enrolments x 100)</i>	100%		
% of NDL students passing diploma exams <i>(for NDL courses)</i> written within the school year. <i>(# of exams passed / # of exams written x 100)</i>	100%		
% of diploma exam marks <i>(for NDL courses)</i> with a <15% difference from the school awarded mark. <i>(# of exams with <15% difference / # of exams written x 100)</i>	100%		
Areas of Strength or promising practices for the region, including examples of positive impacts that NDL may have had on students.			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Number of students participating in at least one NDL course, per school, per year.	DN	8		
	LK	0		
Number of NDL courses offered by school. <i>(8 available per year for schools with one end point / 16 available per year for schools with two end points)</i>	DN	16		
	LK	0		
Number of NDL endpoints actively in use, per school, per year. <i>(one endpoint or two endpoints)</i>	DN	2		
	LK	0		

School Specific Reporting	School	School level Reporting
Top one or two challenges experienced with the implementation of NDL at each participating school.	DN	
	LK	
Top one or two supports that would help schools better implement NDL next year at each participating school.	DN	
	LK	

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling (2016)* is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.0	1.0			

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of RISCs allocated as less than a 1.0 FTE	0		

B. Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
JBT	2.20	2.2		P is part time PST, LC is also VP, other LC is also teacher		
PWK	2.11	2	0.11 added to SA support	PST is also VP		
HC	1.26	1.25	0.01 added to SA support	PST and LC are also VPs		
PA	1.32	1.25	0.07 added to SA support	PST and LC are also VPs		
DJ	1.71	2	Re-allocated 0.29 to make full time			
DN	1.00	1.3	Added 0.3 for 2 nd PT PST/Coach	PST and LC are also VPs		
LK	1.00	1				
CSEC	1.00	1				
TOTAL	11.60	12				

C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
JBT	7.98	12	Jordan's Principle Funding		
PWK		2.4			
HC	7.95	5.5	Jordan's Principle Funding		
PA		6.4			
DJ		6.6			
DN	1.44	7.4	Jordan's Principle Funding		
LK	0.53	3.2	Jordan's Principle Funding		
CSEC	0.95	3.2	Jordan's Principle Funding		
TOTAL	18.85	46.7			

D. Magnet Facilities

PWK School provides services to students with very challenging needs from the Trail Cross Group Home. This facility is deemed a 'magnet facilities' and has been identified as requiring additional supports.

The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

Positions	Allocated (PY)	Budgeted (PY)	Explanation for variance (if applicable)	Actual (PY)	Explanation for variance (if applicable)
Teachers	1.0	1.0			
Support Assistants	1.0	0.8			
TOTAL	2.0	1.8	Remaining funding allocated to PWK as students at Trail Cross transition to regular classes as part of their educational plans		

The following table details the total amount of allocated, budgeted and actual funding spent on O&M for Magnet Facilities, and the explanation for any variance between each.

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
\$10,000	\$9475	Funding reallocated within Inclusive Schooling to offset underfunding (partial PY and mid-point funding) of UNW positions		

E. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$117,236	\$120,000	Funding reallocated within Inclusive Schooling to offset underfunding (partial PY and mid-point funding) of UNW positions		

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
NVCI/SIVA	SA's	Contractor	Aug 25-26		
PST meetings	PSTs	RISC	Nov 22-23 Feb 7-8 March 24 May 19		
RISC visits to schools	PSTs SAs Principals	RISC	TBD		
Self-Reg	Educators, SA's	Mehritt Centre	TBD		
Level B Assessment	PSTs	Queens University	TBD		

The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year.</p>	<p>The Regional in-service at the beginning of the year reviews and celebrates our initiatives and has targets set for the upcoming school year. In-servicing and job-embedded PD is available throughout the school year in particular to PSTs and SAs, and at times parents. The RISC and the School Based Support Teams (SBST), are continuing to develop a 5-year work plan for our Region’s priorities and training requirements. The 2020/2021 RISC work plan was been distributed to all principals to ensure they were informed of supports available.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?	100%		
% of staff trained, in the past two years, in the SBST process?	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments/Requests for Support for the region			

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	Reason for using a contractor rather than a GNWT-provided service <i>(GNWT service unavailable, etc.)</i>	School(s) impacted by Service	Length of Contract	Total (\$)

** This table refers to contractors procured using Inclusive Schooling funding, and does not include others such as those procured by Jordan's Principle / Child First Initiative Funding.*

F. Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student/ etc.)	Total Over / Under Allocation (\$)
<p>\$105,531</p>				

G. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
JBT	\$44,858	\$20,594				
PWK		\$0	Re-allocated to PST			
HC	\$43,068	\$0	Re-allocated to SA			
PA		\$0	Re-allocated to SA			
DJ		\$0	Used to increase 1 SA position by 0.2 (18,015)			
DS	\$19,593	\$0	Re-allocated to SA			
LK	\$17,895	\$0	Re-allocated to SA			
CSEC	\$12,762	\$0	Re-allocated to SA			
Enterprise	\$10,600	\$0	Re-allocated to SA			
TOTAL	\$148,776	\$20,594	Funding reallocated within Inclusive Schooling to offset underfunding (partial PY and mid-point funding) of UNW positions			

H. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.</p>	<p>The RISC, in collaboration with the PSTs, review all SSPs and IEPs to ensure supports are aligned with the stated goals. The regional office and schools consult and work with outside agencies such as SLP, OT and Ed Psych to ensure recommendations are being written into SSPs and IEPs.</p> <p>Travel restrictions due to the pandemic necessitate video-conference meetings to continue supports to PSTs as needed. As restrictions ease, this can be reviewed in the 2021/22 school year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	varies		
Number of students not able to participate in the Common Learning Environment in their home community.	0		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%		
% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100%		

Number of students in temporary residency situations or homebound for whom education programs are provided.	6		
Number of times per month that the RISC meets with PSTs via video/phone conference?	1 every 2 months		
Number of times per year that the RISC meet with the PSTs in person	3		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

I. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.	Principals ensure the staffing and supervision of a Program Support Teacher and an Instructional/Literacy Coach in their schools. Principals also conduct regular classroom walk-throughs in order to reinforce and celebrate teacher use of evidence-based instructional practices, namely small group, differentiated guided instruction/reading that have been required of them and supported by the Coach and the PST through the year. Principals also sit on and/or chair SBST meetings. Most Principals delegate the scheduling, meeting and conducting of class reviews to PST’s.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities?	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

J. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students' needs and to reduce barriers to students' success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region's approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.	Our RISC reviews expectations with Principals and PST's (individually and at team meetings) and PST's notify the RISC if services/resources are required. The RISC attends SBST meetings upon request. The intention to create timeous, seamless wrap around support has been a focus and will continue into 2021/2022.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of schools that have an established an operational SBST by the end of the first month of school.	100%		
% of teachers accessing the SBST	100%		
% of schools that are using referral forms to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
% of schools that include CYCCs in SBST meetings.	88%		
% of SBST meetings that focus on developing strategies to support classroom teachers.	varies		
% of SBST meetings that focus on solving specific problems.	varies		
% of SBST meetings that address systemic issues in the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	JBT	2/month (30 mins) per month per classroom teacher)		
	PWK	Weekly (30 min.)		
	HC	Weekly (30 min.)		
	PA	Weekly (30 min.)		
	DJ	Monthly in Jr & Sr teams and weekly as needed		
	DN	Weekly (60 mins)		
	LK	Weekly (30 min.)		
	CSEC	2/Week (45 min.)		

K. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.	The RISC reviews all SSPs and IEPs to ensure they have been reviewed, updated and finalized every term (3 or 4 times/year depending on the school). The regional office and schools consult and work with outside agencies such as SLP, OT and Ed Psych to ensure recommendations are being written into SSPs and IEPs and that they are reviewed at least 2 times/year. Parents are always informed of and have the opportunity to consult as part of the review process.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who are developing SSPs for which they are responsible.	100%		
% of teachers who are developing IEPs for which they are responsible	100%		
% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	100%		
% of parents participating in developing IEPs for those students requiring them <i>(more than signing)</i> .	100%		
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

L. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to **teacher support activities**
- no more than 25% of the PST’s time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	At every RISC/PST regional meeting, the topic is discussed and any concerns are addressed. The expectation is discussed during at least one regional Principal meetings each year as well as individually with each principal in the process of developing their staffing plans (January/February) for the coming school year.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%		
% of PSTs allocated as less than a 1.0 FTE	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
1.0	1.0			

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school's ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation of the was not in place or active during the year.

Indigenous Language and Education Team			
School	ILE Team Composition <i>(Principal, PST, etc.)</i>	Meeting Frequency	Explanation if ILE Team was not in place or active <i>(if applicable)</i>
JBT	ILE teachers, interested Teachers, admin (P), interested SAs	Once a month	
PWK	IL Instructors (2), Leadership Team (P, VPs, IC, PST) and interested staff (Ts & SAs)	Team: bi-weekly All staff: 1/semester	
HC	Principal, PST, IC, ILE, Teachers	Once per Month	
PA	Principal, PST, IC, ILE, Teachers	Once per Month	
DJ	Principal, Vice Principal, PSTs, Instructional Coach, ILE Teacher and interested Jr. and Sr. High staff	Once per month - whole group. Numerous break out groups for planning ILE events/ camps	
DN	Principal, PST, IL Instructor, IL Trainee	Monthly	
LK	IL Instructors, Principal, PST, teachers, SAs	Bi-weekly	
CSEC	Principal, PST, IL instructor, IL support, teachers, SA	8 times per year	

C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual ILI (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
JBT	4.01	2			
PWK		2			
HC	3.21	1.4	1.0 PY ILE instructor and 0.4 ILE trainee		
PA		1.4	1.0 PY ILE instructor and 0.4 ILE trainee		
DJ		1			
DN	1.12	1.4	1.0 Instructor 0.4 IL Trainee		
LK	1.00	1.45	1 full time and 1 part time		
CSEC	0.75	1			
TOTAL	10.09	11.65			

Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.

Some Regions have indicated difficulty in filling ILI positions. The following table details the planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

Accommodations made to maintain Indigenous language instruction in the region, if any?	The SSDEC has had to amend its language expectations of its IL teaching staff. Not all IL staff members are fully fluent but these teachers are participating in programs (MAP) to further develop their fluency.	
Plans to recruit and retain language teachers, if any?	The SSDEC has developed and implemented an IL Trainee program where trainees participate in job-embedded training to gain competency in language fluency and instructional skills.	
Challenges and/or barriers faced in the region?	Current travel restrictions, limit classroom visitation among and between IL instructors.	
What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?	Due to covid travel restrictions, the SSDEC has had to limit classroom visitation among and between IL instructors.	

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) & Source (If applicable)
JBT	77,000	20,000	Contributing to 2nd IL teacher position in each school			
PWK		3,000				
HC	95,400	29,848	Contributing to IL apprentice position			
PA		29,848				
DJ		30,611				
DN	37,800	37,800				
LK	32,750	14,000	Contributing to 2nd part time IL teacher position			
CSEC	26,500	26,500				
TOTAL	\$269,450	\$191,607	Re-allocating funds for additional IL positions			

The following table details whether schools choose to allocate funding for an Elder and/or Cultural Support Worker that works at the school daily.

School	Elder in Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
JBT	N	N			
PWK	N	N			
HC	Y	N	weekly	Community support funding and school O&M	
PA	Y	N	weekly	Community support funding and school O&M	
DJ	N	N			
DN	Y	N	Project/Event Specific	Community support funding and school O&M	
LK	N	N			
CSEC	Y	Y	2 hours/day M-F	Community support funding and school O&M	

E. Building the School-Community Relationship

Building the School-Community Relationship depends on schools' recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region's approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>Council Policy AEA – <i>School Community Education Plans</i> requires that two days be set aside each year in each community for education planning that should include a process of consultation and discussion with the DEA, the staff and students and other school partners. This process may include questionnaires, meetings, open houses, radio shows, written submissions, home visits, class teas, or any other strategies determined by the DEA and the school principal to encourage input and develop public support.</p> <p>SSDEC schools will set goals within their Indigenous Language & Education Committees that directly relate to the Indigenous Languages Handbook. The ILE committee will take time during each Community Education Planning day to review those goals.</p> <p>Council has a regional target of 85% of families attending at least one parent engagement event each year (3-way parent-teacher-student conference, school assembly, literacy evening, etc., monitored school-by-school and student-by-student).</p> <p>Council also has four targets for the percentage of parents who have a discussion with their child's teacher and understand their child's strengths and stretches in reading and math, and are satisfied with their child's growth in reading and math</p> <p>Cultural events, projects and key cultural experiences will be encouraged and we are hopeful that we can return to the level of engagement and opportunity that we enjoyed in pre-pandemic times.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Elders hired for regular school programming,	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Building the School-Community Relationship			
School	Goal		Explanation on status of goal
JBT	Elder/Cultural Resource Person in Residence. Involve Elder in planning, teach about skinning, bannock making, dry meat making, trapping demos, making shelters tents/tipi/quinzees (seasonal) Add community Elders Photos to school classrooms for students to see		
PWK	Elder's Wall Cultural Open Houses (3/year)		
HC	Have a school culture camp to provide students with hands on experiences and authentic language and local cultural learning. Whenever possible have elders facilitate and model traditional teachings. Display artifacts and accomplishments of elders, ancestors, family, and community in the main foyer of the school		
PA	Have a school culture camp to provide students with hands on experiences and authentic language and local cultural learning. Whenever possible have elders facilitate and model traditional teachings. Display artifacts and accomplishments of elders, ancestors, family, and community in the main foyer of the school		
DJ	Indigenize physical appearance to differentiate from southern schools Embed traditional ceremonies and cultural practices into our school year Development/completion of DJSS on-site cultural camp		

DN	Establish community/school committee to proceed with the creation of the culture camp to be used in all subject areas. Holding community gatherings rooted in culture and language	
LK	Celebration and Elder Wall display case <ul style="list-style-type: none"> - Pictures of Elders and profile /personal narrative write up for each Elder - Pictures and write ups/personal narratives of graduates, community leaders etc. 	
CSEC	Elder/Language Mentor person in the school during afternoons, involve this person in planning and language word pronunciation and conversation modelling Sandy Creek attendance on Thursdays to involve Elders and community members in cultural experiences JK-12.	

Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences
JBT		
PWK		
HC		
PA		
DJ		
DN		
LK		
CSEC		

F. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>In addition to the Regional Indigenous Language and Education (RILE) Coordinator, each school in the South Slave has a Literacy/Instructional Coach whose role is to provide ongoing, classroom-embedded professional development to teachers. Regional Coordinators and Contractors will visit schools at least three times per year (each) to support northern educators directly. Special attention is given to our Indigenous Language instructors. All Literacy / instructional coaches have been in serviced on the OLC and critical second language instructional strategies so they are prepared and capable to support the specific needs of our IL staff.</p> <p>In line with the direction from ECE, schools will offer two days of Cultural Orientation each school year. Staff is engaged in a variety of cultural awareness training either on-the-land or in school. Many local knowledge keepers and Elders facilitate sessions. Each GNWT employee will be provided time to complete the <i>Living Well Together</i> training this coming year.</p> <p>The SSDEC hosts a two-day regional In-service each year (end of August) in Hay River, inclusive of an orientation session for new teachers as part of our offerings. We actively participate in the Mentor program, where new teachers or teachers new to the north are matched with experienced local teachers.</p> <p>The SSDEC also has a <i>Leadership Capacity Building</i> fund to supplement access to Regional NWTTA PD funding if a teacher is interested in presenting at a conference.</p> <p>The percentage of current South Slave teachers who have received residential schools awareness training is 98% through 2019-20, either through participation in the ECE provided orientation for teachers new to the north, and/or through regional or community-based cultural orientation sessions with the blanket exercise or other similar activities as part of a cultural orientation day.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools holding local Teacher Cultural Orientation Days.	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	<p>All SSDEC schools, staff and Regional staff members will have participated in various ECE offered workshops, including the Residential Schools Awareness training, Blanket Exercise, ILE Handbook Workshop (Part 1) along with the completion of the Living Well Together modules by the end of the 2021-2011 school year. Schools may further select additional ECE workshops for staff participation throughout the school year as relevant to their unique needs and communities.</p> <p>Regional ILE meetings (4 days)</p>		
% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	Goal	Explanation on status of goal
JBT	Participating in a fire feeding ceremony at start and end of school year, drum dance Provide educators with background and context from which they can learn more about Fort Smith and local community. Incorporate a language learning activity for staff to practice at each staff meeting.	
PWK	Land based experiences offered for staff participation e.g. Dog River Camp with Smith's Landing First Nation. Completion of <i>Living Well Together</i> training	
HC	Residential School Awareness Training; Blanket exercise ILE Handbook Workshop 1-Action Planning Living Well Together; Indigenous Wellness and Cultural Sensitivity Training	
PA	Residential School Awareness Training; Blanket exercise ILE Handbook Workshop 1-Action Planning Living Well Together; Indigenous Wellness and Cultural Sensitivity Training	
DJ	In-servicing for new staff on Dene Kede Completion of <i>Living and Working Together</i> modules	
DN	Each new staff member will be paired with and mentored by a local staff member and/or community member. Further steps include: -100% of IL staff participating in Our Languages in-servicing -100% of general staff participation in Our Languages in-servicing	
LK	Becoming aware of and educated about the community in which you live, work and play. Completion of the Indigenizing Education Handbook LKDS is creating to continue to infuse Dene Kede through all grade levels and courses. Using PLC to introduce the Handbook created, and promote staff awareness and use of this handbook as a guide to support in class activities. ILE Committee regular meetings Use of IL phrases and greetings daily, throughout the school	
CSEC	Create a local community resource list of persons to invite into the school. Continue to develop understanding of indigenous practices and pedagogy through promoting understanding of local environments, people, culture languages, world views, tradition and practice. Embed traditional and local ceremonies and cultural practices into our school year and highlight event specific activities for	

	all staff to participate and learn in – like drum making workshop, Heritage fair interviews, Earth medicine workshops, drumming, beading, mitten making, - as/when available.	
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities local Cultural Orientation Days.	JBT	Living Well Together PD GNWT training Whole staff participate in cultural day (sewing and learning about beading history) and ceremonies e.g. Feeding the Fire		
	PWK	All staff complete the GNWT online course <i>Living Well Together</i> If Covid allows, land-based experiences for staff to participate in.		
	HC	Completion of identified training (e.g. Residential schools awareness training or ILE Handbook) and also ongoing inclusion of such things as: Feeding the Fire Ceremonies, traditional food preparation, Elders sharing of local history and residential school experiences, crafts (beading, driftwood painting, drum making), traditional games and collaboratively setting goals to infuse Dene Kede and local cultural knowledge and experience into the curriculum.		
	PA	Completion of identified training (e.g. Residential schools awareness training or ILE Handbook) and also ongoing inclusion of such things as: Feeding the Fire Ceremonies, traditional food preparation, Elders sharing of local history and residential school experiences, crafts (beading, driftwood painting, drum making), traditional games and collaboratively setting goals to infuse Dene Kede and local cultural		

		knowledge and experience into the curriculum.		
	DN	Elders – history of the area, local residential school, on-the-land activities, local beliefs, basic language. 100% participation in culture and language workshops and training.		
	DJ	All staff to complete Living and Working Together modules and relevant in service training.		
	LK	Participation in Feeding the fire Staff are aware of the local culture and history of LK Cultural activities (fishing, dry fish making, dry meat making, beading, etc.) Elders involvement Regular ILE committee Meetings.		
	CSEC	Local community resource list available to support in school activities. Develop local community awareness of people, culture, languages, world views, tradition and practice. Participate in local ceremonies and cultural practices.		

G. Fostering Student Wellbeing

Fostering Student Wellbeing requires educators to support the development of each student as an NWT **capable person** in a holistic manner. Elders in the NWT have explained that each child is born with inherent gifts. In order to nurture those gifts as a **capable person**, students must be well in body, mind, heart and spirit.

NWT schools need to cultivate healthy environments that nurture student gifts through the development of physical, intellectual, emotional and spiritual self. In collaboration, schools and communities can guide students to strengthen their wellbeing and foster development of their identity, through opportunities to connect to the land, the language and the teachings of their Elders

<p>Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)</p>	<p>The SSDEC has actively implemented SEL strategies across all schools and aligns these to the Arctic Rose ideals of developing relationship to self, others, the land and the and the spiritual world. Principals supervise and monitor all staff to ensure Living Well Together and trauma informed, strengths based practises are evident in all classrooms. As needs arise, particularly in the area of mental health due to current pandemic circumstances, being proactive and prepped to respond with agility and effectiveness in the moment is the standard we aspire to. Regional office staff continue to provide support leveraging technology at this time, although the desire and best practice would be to work directly with principals, PSTs and SBSTs to share expertise, collaborate and together build instructional and support plans as needed.</p>
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ILE Action Plan Goal for Fostering Student Wellbeing		
School	Goal	Explanation on status of goal
JBT	<p>Creating a welcoming, calming space that is reflective of the community culture and language (include art, pictures, people, language that is local on walls)</p> <p>Have mentors/Elders that foster relationships that are positive with students and staff</p>	
PWK	<p>Incorporate (and align) the components of the NWT Capable Person with school Characteristics of a 21st Century learner and explicitly incorporate into LRP/Unit plans.</p>	
HC	<p>Provide opportunities for students through:</p> <ul style="list-style-type: none"> -Hunting and Trapping camps -Elders in the school -Dene Laws and Seven Sacred Teachings -Provide authentic language experiences in the school culture camp, on the land experiences and Elder led traditional games, crafts, cooking, jigging and history and story telling 	

	<p>-Addition of books written in Dene Yatie and themed NWT experiences added to classroom libraries.</p> <p>Daily use of common Dene Yatie phrases and greetings</p> <p>-Teachers incorporate Dene Kede and Indigenizing Education Handbook and curriculum into their planning and instruction.</p> <p>-Social-emotional skills development and using Talking Circles to foster respect for each other and a safe environment for sharing.</p>	
PA	<p>Provide opportunities for students through:</p> <p>-Hunting and Trapping camps</p> <p>-Elders in the school</p> <p>-Dene Laws and Seven Sacred Teachings</p> <p>-Provide authentic language experiences in the school culture camp, on the land experiences and Elder led traditional games, crafts, cooking, jigging and history and story telling</p> <p>-Addition of books written in Dene Yatie and themed NWT experiences added to classroom libraries.</p> <p>Daily use of common Dene Yatie phrases and greetings</p> <p>-Teachers incorporate Dene Kede and Indigenizing Education Handbook and curriculum into their planning and instruction.</p> <p>-Social-emotional skills development and using Talking Circles to foster respect for each other and a safe environment for sharing.</p>	
DJ	<p>Ensuring our classroom behaviour expectations and our restorative approaches to discipline are aligned with the indigenous world view as articulated by the Arctic Rose model.</p>	
DN	<p>Connection to on-the-land activities such as ice fishing, fish camp; indigenous self-esteem workshops with indigenous elders; drum-making workshop; fostering student indigenous art; hand games, traditional games, drumming group, fiddling, jigging.</p>	
LK	<p>Provide authentic cultural experiences regularly – weekly visits to school culture camp, Elder walks, Spring/Fall hunts, Spring Camp, Hide Tanning Camp;</p> <p>Dene Laws;</p> <p>Indigenous authors in classrooms</p> <p>Books in the language available in each classroom</p>	
CSEC	<p>Use of counsellor/wellness working to meet 1:1 with all students once per week; wellness sessions every day for JK-6 students and once per week for Gr 7-9 students</p> <p>Create connections between student’s life experiences and learning</p> <p>Incorporate traditional knowledge in all classes not just in Dene Yati</p> <p>Begin drumming classes</p>	

School	What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
JBT	We have a permanent on-site cultural area that is accessible by staff and students. We have ILE teachers that are connected to all students this year. We have time every afternoon for classroom teachers to sign up for cultural activities, that include teachers to participate in. We celebrate our local language and culture by having it displayed throughout our school.	
PWK	A trauma informed approach to student behaviour and Indigenous Counsellor(s)	
HC	Dene Laws, Family Involvement, Mentor teachers, Jordan's Principle mentors, Social-Emotional Development programs, wisdom from Elders, Our Languages Curriculum (OLC), Dene Kede, SBST meetings and welcoming environment which honors Indigenous culture.	
PA		
DJ	Restorative approaches to discipline (restorative conversations and wrap around meetings, involving families with a focus on ensuring the dignity of both parties is restored) Sharing of traditional foods (Thanksgiving Feast, Christmas Feast and Elders Tea) Sharing circles Acknowledging every student, every day, by name, in every class and space throughout the building. Gifting parents/caretakers for their participation in School Based Support Team meeting.	
DN	Peacekeeping Circles, indigenous counsellor, majority of staff is indigenous, access to elders, on-the-land activities, development of indigenising the mindset (indigenous worldview is central to the school).	
LK	Elders/Community experts involved in the school and camps Staff have completed training in being trauma informed On the land activities Involving families as much as possible Dene Kede/Our Languages Curriculum (OLC)	
CSEC	Use of elders in the classroom and an Indigenous wellness counsellor, use of self-regulation and mindfulness programs, integration of indigenous based content, use of Dene Laws and greeting. Partnership with parents (regular and open communication) and with community leaders.	

H. Indigenizing Teaching and Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<p>The SSDEC’s Elevating the Essentials document that is reviewed at least two times yearly with each teacher, expects teachers to: “I integrate Indigenous language, culture and perspectives in learning (Aboriginal greetings, Dene Kede, Dene Laws...).</p> <p>Each school’s ILE committee will work with staff to identify gaps in understanding and set goals to increase knowledge around Indigenizing Teaching and Learning Practices. The RILE will work closely with ECE to assist with further development in this area.</p> <p>Each South Slave teacher is required to become expert, and implement regularly and with fidelity, at least one of the below-listed evidence-based instructional approaches... and are expected to incorporate Indigenous worldviews and ways of knowing, doing, being and believing... and then write up and post/share at least one of those on our electronic bulletin board (using the provided procedures and templates for reporting; visible to all other South Slave teachers</p> <p>Each teacher is required to design, deliver and post (on our FirstClass™ bulletin board system) at least one Balanced Literacy, SmartLearning, Disciplinary Literacy, or Inquiry-Based Learning project, and teachers are asked to include a cultural component.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal
JBT	Indigenous Bulletin Board/display in Each Classroom Use legends for SMART learning sequences or have literacy day/week focus on oral storytelling or reading of legends. All students using 8 greetings of language	
PWK	By September 2022 staff will take part in a pre-service and an ongoing Fort Smith/ NWT cultural orientation, with a summary of year expectations and goals. 100% of teachers will incorporate tenets of Dene Kede into all LRP/Unit plans	
HC	Classroom Inquiry Units that focus on Indigenous themes, language, history, literature Smart Learning sequences using Indigenous language and theme books supported by the established ILE committees that meet monthly. Further to these goals: -All staff and students must demonstrate proficiency in commonly used Dene Yatie phrases and greetings. -On the Land experiences occur at least once per year. -Weekly visits to school culture camp will occur -Elders are hired to provide teachings and add to the opportunities for authentic language use. -Dene Kede and OLE curriculum infused into every classroom. -Teachers will use Inquiry learning projects that have Indigenous themes -Establish a Dene Yatie Facebook page for parents to view student demonstrations.	
PA	Classroom Inquiry Units that focus on Indigenous themes, language, history, literature Smart Learning sequences using Indigenous language and theme books supported by the established ILE committees that meet monthly. Further to these goals: -All staff and students must demonstrate proficiency in commonly used Dene Yatie phrases and greetings. -On the Land experiences occur at least once per year. -Visits to school culture camp will occur -Elders are hired to provide teachings and add to the opportunities for authentic language use. -Dene Kede and OLE curriculum infused into every classroom.	

	-Teachers will use Inquiry learning projects that have Indigenous themes	
DJ	Educate ourselves on indigenous views and ways to structure our classrooms to ensure all students are acknowledged, included and represented. Deepen understanding of the First Peoples Principles of Learning.	
DN	Provide in-school in-services about the Dene Kede curriculum topics and how to embedded DK into unit and lesson planning e.g experiential, hands-on activities, outdoor lessons, spherical unit planning, relational (connecting to real-life experiences), holistic (planning that includes addressing mind/body/spirit)	
LK	ILE committee that meet regularly Whole staff traditional skill learning (one per month) which will utilise community members in sharing the skill in a holistic, spiral, experiential manner.	
CSEC	Strengthen Indigenous language instruction and literacy within the school, deepen OLC curriculum work. Indigenize the physical appearance to differentiate from southern schools e.g Dene Laws posted in every classroom.	

School Specific Performance Indicators	School	Wise Practices
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	JBT	
	PWK	
	HC	
	PA	
	DJ	
	DN	
	LK	
	CSEC	

1. *Indigenizing Content for Curricula & Programming*

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>Dene Kede, the 7 Sacred Teachings, and the Dene Laws are foundational curriculum and programming resources that are expected to be utilized and reinforced in South Slave schools.</p> <p>Our schools have implemented Professional Learning Communities whereby Collaborative Learning teams (CLTs) meet during STIP times in some schools and as frequently as every second day in other schools. Indigenizing content is an expectation for such collaborative planning and then delivery.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%		
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
JBT	Use local stories and legends to connect curriculum; take a wholistic approach to curriculum Using the seasons and legends for whole school writes and stories. Bring Elders/Knowledge Keepers in to talk about traditional seasonal activities/hunting and plan classroom activities around this	
PWK	By June 2022 all teachers will incorporate Dene Kede content into at least one unit/learning sequence/course.	
HC	Add Indigenous themed books and books written in Indigenous language to classroom libraries. Create videos of Elder teachings Inquiry projects taught with Indigenous themes Dene Yatie language teaching, OLE curriculum and Dene Kede concepts will be infused into grade level curriculum and reflected in year plans.	
PA	Add Indigenous themed books and books written in Indigenous language to classroom libraries. Create videos of Elder teachings Inquiry projects taught with Indigenous themes Dene Yatie language teaching, OLE curriculum and Dene Kede concepts will be infused into grade level curriculum and reflected in year plans.	
DJ	Sharing new ways of incorporating indigenous learning into our curriculum using Cultural Orientation and Collaborative STIP time to further our Integrating Dene Kede into Grades 8-12 planning as per ECE workshop #3. Inviting elders into the school to support teachers and share their knowledge and wisdom. Orange shirt day - acknowledgement and recognition	
DN	Examine the Dene Kede curriculum and create own curriculum-link handbook to enhance each teacher's integrated year planning where Dene Kede is the foundation (supported by instructional coach).	
LK	Dene Kede infusion reflected in year plans and as a whole staff team, map out the integration of Dene Kede into all learning areas, courses and at every grade. Identify subject leads to guide this long-term goal and help build curriculum documents for current and future use.	

CSEC	Dene Kede Clearly reflected in year/unit plans. Use Dene Kede as foundation of teaching and in year plan. Continue to make connections.	
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School Specific Performance Indicators	School	Wise Practice
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	JBT	
	PWK	
	HC	
	PA	
	DJ	
	DN	
	LK	
	CSEC	

J. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>All schools are encouraged to incorporate age-relevant key cultural experiences on a frequent basis, through regular programming in both ILE and non-ILE classes. Schools are also encouraged to build cultural camps right on the school grounds, so that authentic on-the-land experiences can occur almost daily. More significant on-the-land experiences will be offered at every grade level at some point in the year if and when covid restrictions are relaxed.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
<p>% of schools with Key Cultural Experiences for students on the land or within the school.</p>	<p>100%</p>		
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			

ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal
JBT	To expand our cultural area for students to participate and learn about hand games, traditional trapping, drumming, jigging, hunting, eating, storytelling	
PWK	By June 2022 more staff and students will take part in more key cultural experiences. Focus specifically on key experiences per year. <ul style="list-style-type: none"> - Sweet Grass (Gr. 7 & 8) - Spring Canoe Trip (Gr. 9) - Sr Winter Camp - Drum Dances - Graduation Ceremony - Traditional Games - Hand Games Gr. 7 & 8 Sweetgrass Camp Gr. 9 Canoe Trip Gr. 10-12 Winter Camp All Grades Drumming/Hand Games/ Dene Games	
HC	Hunting and Trapping Camp for students Weekly visits to culture camp which promotes: Traditional learning in the Culture Camp setting and provides students with hands on experiences and authentic language acquisition. Whenever possible elders facilitate and model traditional teachings.	
PA	Hunting and Trapping Camp for students Weekly visits to culture camp which promotes: Traditional learning in the Culture Camp setting and provides students with hands on experiences and authentic language acquisition. Whenever possible elders facilitate and model traditional teachings.	
DJ	Development of key cultural experience planning checklists for: Grade 8 – Trapping Camp Grade 9 – Ice Fishing Expedition Grade 10 – Beaver Mitt Making Grade 11 – Dry Fish/Dry Meat Fall Camp Grade 12 – Overnight Spring Camp	
DN	Bring Elders in to tell stories about the areas and support with key experiences. On-site cultural camp in order to more easily integrate cultural activities and skill development on a daily basis.	
LK	Student outreach to Elders in the Community (food is good). Connect via food preparation and then	

	visitation to Elders homes and community member places of gathering to engage in oral learning and sharing over food students/staff have prepared. Culture Camp continues	
CSEC	Investing in family by the development of the family tree project, and also community leaders into the school to participate in Sandy Creek trips and culture camps. Invite Elders and Community leaders into the school to share language, oral traditions, crafts and cultural activities e.g. Mitten making, cooking etc. Participate in local ceremonies and cultural practices.	

School Specific Performance Indicators	School	Wise Practice
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	JBT	
	PWK	
	HC	
	PA	
	DJ	
	DN	
	LK	
	CSEC	

K. Strengthening Core and Immersion Indigenous Language Instruction

In most NWT schools, Indigenous language programming is offered as a core language program with instructional time averaging 90 hours a year. A few schools in the NWT have implemented Indigenous language immersion programs, and others have recently begun the immersion implementation process.

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.	The SSDEC has set students up for success using research proven instructional strategies such as the Neurolinguistic approach to second language acquisition. This approach emphasizes the development of full sentence and meaningful conversations between students that are both functional and authentic. The approach is literacy based (listen-speak-read-write) with an early emphasis on oral language acquisition. We encourage students to take their language home and have specific strategies that promote the use of the language at home and in the community. Our IL staff members are trained in the latest assessment strategies and are collecting fluency data from all IL students. ILE are supported in-school by literacy coaches, regionally by the RILE (inc. school visits and 2 2-day workshops each year).
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
# of new ILIs in the region	0		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	Goal	Explanation on status of goal
JBT	<p>Core Cree and Chipewyan Language Programming – Have all staff participate in language by using all greetings in all classrooms and all school settings Use repetitive language as a tool to learn, express emotions– e.g. Brown Bear Brown Bear in Cree Have Cree and Chipewyan teachers work closely together to use similar successful strategies in both classrooms (e.g. puppets for oral language, all students will make a Brown Bear story in Chipewyan & Cree) Karen (Cree) Steve (Chipewyan) All year and Chipewyan, poems, songs, chants. An additional Goal: Expanding Immersion, Indigenous Language Program OR Creating an ILE Team JBT has an ILE team and will Invite Metis, SRFN, SLFN, DEA leaders to attend and reps to attend JBT ILE *Propose to meet every 2nd Wednesday @ 3:30 throughout the school year</p>	
PWK	<p>Offer both local languages (Chipewyan & Cree) Grades 7-9 all-year 125 hours Grades 10-12 semestered 125 hrs Indigenous Language Awards</p>	
HC	<p>ILE teacher trainee employee to ensure continuity of program Elders are mentors and Language consultants All teachers infuse ILE teaching in year plans and classroom environments. ILE school committee to plan and share Dene Kede and OLE infusion into curricula during STIP. Whenever possible elders are hired to teach traditions, history, culture and language. Track student and staff language acquisition of common phrases and greetings.</p>	
PA	<p>ILE teacher trainee employee to ensure continuity of program Elders are mentors and Language consultants All teachers infuse ILE teaching in year plans and classroom environments. ILE school committee to plan and share Dene Kede and OLE infusion into curricula during STIP. Whenever possible elders are hired to teach traditions, history, culture and language. Track student and staff language acquisition of common phrases and greetings.</p>	

DJ	<p>Having our newly established .2 ILE support assistant be the champion of the language and make it fun by speaking to and challenging staff and students to respond in the language daily.</p>	
DN	<p>Continue to provide opportunities for students to authentically use the language Master trainee position to ensure continuity, planning and assessments with regional coordinators, real-world language use, oratories, daily announcements, signage, active use among staff. Cultural camp to effect more embedded daily use.</p>	
LK	<p>Bringing the language beyond the school (it is a regular part of our monthly newsletters that go home) Family/Community involvement as much as possible Regular talks by Elders Bringing the language into our school and beyond so staff and students know basic commands and greetings.</p>	
CSEC	<p>Core Dene Yatie Language Programming – 45 minutes a day plus average of 1.5 days/month on-the-land experiential education in the language at Sandy Creek Have all staff participate in language by using all greetings in all classrooms and all school settings Use the language as a tool to learn, express emotions – feelings; describe family members Indigenous language awards and other awards based on Dene Laws and characteristics of a capable person Fluency assessments continuous throughout the year Strengthening IL instructor knowledge and use of language by working with mentor Establish regular meetings of ILE collaborative learning community for ILE instructor to share ideas for language instruction with supporting teachers such as: -ILE school committee to plan and share Dene Kede and OLE infusion into curricula during STIP. -All teachers will include Dene Kede and OLE objectives in their year plans. -Whenever possible elders are hired to teach traditions, history, culture and language. -Track student and staff language acquisition of common phrases and greetings.</p>	

L. Engaging Community in Indigenous Language Programs

Engaging Community in Indigenous Language Programming is emphasized in the *Dene Kede* and *Inuuqatigiit* curricula and reminds educators that community involvement can take many forms. Schools should look for opportunities to engage with the community to promote, use and celebrate Indigenous languages. Students can be offered many activities where language speakers from the community may come into the school or the students may go out into the community. Some examples are participating in a culture camp with language use, attending a local government meeting, working with a health care nurse attending to Elders, or talking in the language while visiting at a store.

<p>Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)</p>	<p>SSDEC schools actively engage community members in all aspects of school cultural programming. Elders will be frequently invited to the school to tell stories lead key cultural experiences and present an Indigenous perspective on current topics.</p> <p>Many SSDEC schools have created school yard cultural camps so that the connections and experiences between students and community members can take place in a more traditional setting. Once covid protocols are relaxed, our schools hope to again offer an array of on-the-land activities which always involve community members.</p> <p>Our Indigenous Language instructors actively encourage the use of the language at home and in the community. Our goal is to push the language out of the classroom – into the hallways and playground and into the community and homes of our students. Parents and Elders have responded very positively to this initiative and it encourages our students to become proud carriers of their language.</p>
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ILE Action Plan Goal for Engaging Community in Indigenous Language Programs		
School	Goal	Explanation on status of goal
JBT	Create dual language books with students in Cree and Chipewyan	
PWK	Fall/ winter/ Spring Cultural Open House	
HC	-Host events and invite community participation; Dene games, Feasts, Student performances -Literacy Week Activities Indigenous Gratitude Bingo and Reading with families Selfies -Parent/School FB page for parent viewing of student work and language use. -Invite parents and elders to participate in school culture day in June to celebrate National Indigenous Peoples Day.	
PA	-Host events and invite community participation; Dene games, Feasts, Student performances	

	<p>-Literacy Week Activities Indigenous Gratitude Bingo and Reading with families Selfies -Invite parents and elders to participate in school culture day in June to celebrate National Indigenous Peoples Day.</p>	
DJ	<p>Developing stronger partnerships with indigenous parents and indigenous groups within our community.</p>	
DN	<p>Cultural camp with embedded language use, using the language at the grocery store.</p>	
LK	<p>Use technology to showcase students using the language (e.g. pod casts, radio etc.). Create a relationship with the Band Language Director to see what ways students can highlight /showcase their language skills. Dene Games – inviting community to watch and participate</p>	
CSEC	<p>Holding events outside of the school Include families in language learning by bringing language beyond the school – through FaceBook videos, postings, language booklets home, language challenges Celebrate and identify family connections through the family tree project and artifact collection.</p>	

N. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.</p>	<p>The SSDEC has a regional target that At least 80% of SSDEC trustees, staff and students will be able to engage and respond to greetings (How are you?, I’m fine, You?), express a word of appreciation (well done/that’s good), say thank you, and use at least three more phrases of salutation / thanks in the local Indigenous language(s) (8 phrases to engage/respond without reminder)</p> <p>SSDEC schools will set goals within their Indigenous Language & Education Committees that directly relate to Employing the Whole School Approach to Language Use. The ILE committee will take time during each Community Education Planning day to review those goals.</p> <p>Our RILE and Indigenous language instructor team are tasked with helping establish and/or support ILE committees in each school as well as sharing best practices.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
JBT	Using greeting and thank you cards in all languages, including Cree and Chipewyan. Expanding our cultural area and having a permanent cultural area on site used weekly/regularly. Elders brought in weekly. Teachers can then sign up for extra cultural time weekly.	
PWK	By June 2022 80% of students and staff will be able to engage and respond to greetings (How are you, I am fine...), express words of appreciation (Well done, That's good...), say Thank you and use at least two more phrases of salutation/ thanks in at least one of the local Indigenous languages [Chipewyan or Cree] without reminder - 8 in total Word (Phrase of the week) Room signage in both Indigenous languages with QR codes Announcements/ Class Greetings	
HC	All staff will engage in the use of common Dene Yatie phrases and greetings daily. This will be supported with: - School signage in Dene Yatie (not just classrooms but items in rooms) -Culture classes for all students even if the second language choice is not Dene Yatie. -Add books written in Dene Yatie and Indigenous themes to library. -Apps downloaded with South Slavey Language -Play games that use Dene Yatie -ILE instructors and visitors stay in the language when teaching. -Encourage students to speak in sentences when using Dene Yatie.	
PA	All staff will engage in the use of common Dene Yatie phrases and greetings daily. This will be supported with: -School signage in Dene Yatie (not just classrooms but items in rooms) -Culture classes for all students even if the second language choice is not Dene Yatie. -Add books written in Dene Yatie and Indigenous themes to library. -Apps downloaded with South Slavey Language -Play games that use Dene Yatie -ILE instructors and visitors stay in the language when teaching.	

	-Encourage students to speak in sentences when using Dene Yatie.	
DJ	Authentically incorporating language by using basic phrases on announcements, in the classrooms and hallways of DJSS.	
DN	Cultural camp with embedded language use, using the language at the grocery store.	
LK	Weekly cultural activities Use of language in all classrooms/ hallways Students doing school announcements in the language	
CSEC	Regular use of common phrases by staff and students tracked. Strengthening IL instructor knowledge and use of language by working with mentor Establish regular meetings of ILE collaborative learning community for ILE instructor to share ideas for language instruction with supporting teachers such as: -ILE school committee to plan and share Dene Kede and OLE infusion into curricula during STIP. -All teachers will include Dene Kede and OLE objectives in their year plans. -Whenever possible elders are hired to teach traditions, history, culture and language.	

School Specific Performance Indicators	School	Initiatives	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	JBT	All students will make their own small book song chant (e.g. Brown Bear Brown Bear) in Cree and Chipewyan		
	PWK	All rooms Morning & transition announcements Student Staff Phrase use (90%)		
	HC	-Signage and items labelled. -Track successes for using the language. -Morning announcements -Assembly land acknowledgement and Dene Yatie student performances -Cultural Camp visits where the language is spoken for authentic purposes.		

		-Reading and writing books written in Dene Yatie		
	PA	-Signage and items labelled. -Track successes for using the language. -Morning announcements -Assembly and acknowledgement and Dene Yatie student performances -Cultural Camp visits where the language is spoken for authentic purposes. -Reading and writing books written in Dene Yatie		
	DJ	80% of students and 100% of staff able to engage respond without reminder for 8 Dene Yatie & French phrases.		
	DN	Daily announcements, phrase of the week, reinforcement and practise of using the language in the halls; 100% language participation in grades JK-9; use of language at all cultural activities; Dene Kede is the centrepiece of all classrooms.		
	LK	Signage throughout the school Items labeled Part of morning announcements – students participate All students JK-9 in daily IL classes; majority if Gr. 10-12 students involved Monthly Chipewyan Challenges		
	CSEC	Daily signs displayed throughout the school such as No, Thank you etc Greetings regularly used by staff and students (tracked) Use of language mentors to model language. Regular ILE committee meetings to support staff. Weekly cultural experiences for all students.		

O. Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Fort Resolution	16,097	23,000				
Fort Smith	27,929	35,000				
Hay River	26,834	26,834				
Kát'odeeche First Nation	11,681	11,681				
Lutsel K'e	15,497	16,000				
TOTAL	\$98,038	\$112,515	Budgeting less in Indigenous Education and Resource Development			

P. Resource Development for OLC and ILE

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and *the Indigenous Language and Education (ILE) Handbook*.

This funding is to be used only for:

- a) Developing resources for the implementation of OLC and ILE Handbook in schools;
- b) Training and workshops for Indigenous Language Instruction (ILI) staff to further their professional development in OLC and ILE implementation; and
- c) Technology needs that support OLC and ILE implementation.

Note: Ensure a copy of any resources produced are submitted to ECE-ILES.

Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
\$144,325	\$100,000	Re-allocation to staff 2 IL apprentices		

Resources in the region	Type and amount of Indigenous language resources being developed or purchased to support OLC.	Type and amount of Indigenous language resources being developed or purchased to support ILE.
OLC/ILE Professional Development in the region	Number of ILI's attending and type of professional development opportunity	Number of school staff attending professional development to support OLC and/or ILE implementation.

Appendix B: Operating Plan - Operating Budget

**South Slave Divisional Education Council
Statement of Revenues and Expenditures
Annual Budget**

	<u>2021/22</u> <u>Budget</u>	<u>2020/21</u> <u>Approved</u> <u>Budget</u>	<u>2020/21</u> <u>Projected</u>
<u>Revenues</u>			
Government of the NWT			
Regular Contribution	\$24,102,384	\$24,103,092	\$25,294,194
French Language Contribution	\$193,000	\$260,000	\$391,800
Indigenous Language and Education			
Other ECE Contributions (includes NDJ)	\$210,000		\$2,292,724
Total ECE Contributions	\$24,505,384	\$24,363,092	\$27,978,718
Other GNWT Contributions	15,000	15,000	
Total GNWT	\$24,520,384	\$24,378,092	\$27,978,718
Federal Government - Jordan's Principle	\$2,181,815	\$0	\$2,525,160
Federal Government Other	\$0	\$0	\$0
Council Generated Funds			
Investment Income	\$50,000	\$150,000	\$55,000
Non-GNWT Contributions	70,000	70,000	90,316
Other			20,000
Total Council Generated Funds	\$120,000	\$220,000	\$165,316
Total Revenues	\$26,822,199	\$24,598,092	\$30,669,194
<u>Expenditures</u>			
Administration	\$2,316,332	\$2,290,826	\$2,559,289
School Operations	16,208,156	16,221,070	18,816,316
Inclusive Schooling	7,139,485	5,140,009	7,576,422
Indigenous Languages and Education	2,163,440	2,312,840	2,737,833
Total Expenditures Before Amortization	\$27,827,413	\$25,964,745	\$31,689,860
Amortization (see Schedule 6)	26,236	0	26,236
Total Expenditures	\$27,853,649	\$25,964,745	\$31,716,096
Surplus/(Deficit)	(\$1,031,450)	(\$1,366,653)	(\$1,046,902)
Accumulated Surplus/(Deficit) - Opening *	\$3,294,377	\$4,341,279	\$4,341,279
Accumulated Surplus/(Deficit) - Closing *	\$2,262,927	\$2,974,626	\$3,294,377

* Accumulated Operating Surplus exclusive of Investments in TCA's and LED Reserve. CSFTNO excludes liability to GNWT.

**South Slave Divisional Education Council
Details of Expenditures - Consolidated
Annual Budget**

	Administration	School Programs	Inclusive Schooling	Indigenous Languages and Education	Jordan's Principle	Total
Salaries						
Teachers Salaries		\$13,291,368	\$1,938,874	\$1,325,701	\$598,888	\$17,154,831
Support Assistants			\$2,151,869	\$217,102	\$1,492,927	\$3,861,898
Regional Coordinators		\$169,456	\$338,912	\$169,456	\$90,000	\$767,824
Counsellors						\$0
Non-Instructional Staff	\$1,255,000	\$1,450,881				\$2,705,881
Board Trustee Honoraria	\$5,000					\$5,000
Employee Benefits						
Benefits/Allowances	\$300,000					\$300,000
Leave/Termination Benefits						\$0
Staff Development						
		\$200,000				\$200,000
Acquired Services						
Professional/Technical	\$45,000	\$38,000	\$25,000	\$30,000		\$138,000
Postage/Communications	\$41,000					\$41,000
Utilities						\$0
Employee Travel	\$100,000	\$115,000	\$40,000	\$20,000		\$275,000
Student Travel						\$0
Student Transportation (bussing)		\$280,793	\$10,000			\$290,793
Advertising/Printing/Publish.	\$20,000	\$30,000	\$9,000	\$200,000		\$259,000
Maintenance/Repair	\$25,000					\$25,000
Rentals/Leases	\$163,610	\$35,000	\$10,000	\$18,000		\$226,610
Other						\$0
Contracted Services	\$30,000	\$150,000	\$72,000	\$35,000		\$287,000
Materials/Supplies/Freight						
Assistive Technology			\$120,000	\$146,181		\$266,181
Materials	\$326,722	\$425,658	\$202,015			\$954,395
Freight	\$5,000	\$22,000	\$40,000	\$2,000		\$69,000
Total	\$2,316,332	\$16,208,156	\$4,957,670	\$2,163,440	\$2,181,815	\$27,827,413

**South Slave Divisional Education Council
Details of Inclusive Schooling Expenditures
Annual Budget**

	General	Magnet Facilities	Total
<u>Salaries</u>			
Regional Coordinator	\$338,912		\$338,912
Program Support Teachers	\$2,388,042	\$149,720	\$2,537,762
Support Assistants	\$3,644,796		\$3,644,796
Counsellors	\$90,000		\$90,000
<u>Employee Benefits</u>			
Benefits/Allowances			\$0
<u>Staff Development</u>			
			\$0
<u>Purchased/Contracted Services</u>			
Professional/Technical	\$25,000		\$25,000
Travel	\$40,000		\$40,000
Student Transportation (bussing)	\$10,000		\$10,000
Other Contracted Services	\$91,000		\$91,000
<u>Materials/Supplies/Freight</u>			
Assistive Technology	\$120,000		\$120,000
Materials	\$193,015	\$9,000	\$202,015
Freight	\$40,000		\$40,000
Total	\$6,980,765	\$158,720	\$7,139,485

**South Slave Divisional Education Council
Details of Indigenous Languages and Education Expenditures
Annual Budget**

	Indigenous Education	Teaching and Learning Centres	Community Support	Total
<u>Salaries/Honoraria</u>				
Regional Coordinator		\$169,456		\$169,456
Teachers	\$1,325,701			\$1,325,701
Support Assistants	\$217,102			\$217,102
Elders in the School			\$25,000	\$25,000
<u>Employee Benefits</u>				
Benefits/Allowances				\$0
<u>Purchased/Contracted Services</u>				
Professional/Technical	\$30,000			\$30,000
Travel		\$20,000		\$20,000
Student Transportation (bussing)				\$0
Advertising/Printing/Publishing	\$200,000			\$200,000
Rentals/Leases	\$18,000			\$18,000
Other Contracted Services	\$35,000			\$35,000
<u>Materials/Supplies/Freight</u>				
Materials	\$46,181		\$75,000	\$121,181
Freight	\$2,000			\$2,000
Total	\$1,873,984	\$189,456	\$100,000	\$2,163,440

South Slave Divisional Education Council
 Schedule of Approved Person Years
 Annual Budget

	<u>PY's</u>
Administration Staff	9.00
Territorial Schools	
Teachers	84.10
Secretaries	6.20
Custodians	11.30
School Community Counsellors	
Consultants	1.00
Inclusive Schooling	
Consultants	2.00
Support Assistants	42.10
Magnet Facilities	1.60
Counsellors	0.90
Student Support Teachers	14.60
Aboriginal Languages	
Teachers	10.30
Classroom Assistants/ALS	1.80
Regional Consultant	1.00
Total Person Years	<u>185.90</u>

**South Slave Divisional Education Council
Related Party Transactions
Annual Budget**

<u>Revenue</u>	<u>2021/22 Budget</u>
Contributions from GNWT	
French As A Second Language (ECE)	\$193,000
Career Coordinator (ECE)	\$150,000
Trades Awareness (ECE)	\$60,000
Drop the Pop (HSS)	\$15,000
Contributions from Federal Government	
Jordan's Principle	\$2,181,815
Interest Revenue *	\$50,000
Other Revenue (general)	
NWTTA - SSI	\$70,000
Total Revenue	<u><u>\$2,719,815</u></u>
 Expenditures	
Compensation and Benefits	\$2,524,815
Other Expenses	\$195,000
Total Expenditures	<u><u>\$2,719,815</u></u>
 Annual Operating Surplus/(Deficit)	 <u><u>\$0</u></u>

Notes

* Interest revenue earned from short-term liquid investments and current investments with a maturity date of less than 90 days to 1 year from acquisition.

**South Slave Divisional Education Council
Contribution Agreement & Other Dedicated Funding Summary
Annual Budget**

	Second Language - French	Trades Awareness	Drop the Pop	Jordan's Principle	Career Coordinator	SSI	Total
Revenue	\$193,000	\$60,000	\$15,000	\$2,181,815	\$150,000	\$70,000	\$2,669,815
Expenses							
Salaries	\$193,000			\$2,181,815	\$150,000		\$2,524,815
Operating & Maintenance		\$60,000	\$15,000			\$70,000	\$145,000
Project Based (Minority lang.)							\$0
Other							\$0
Total Expenses	\$193,000	\$60,000	\$15,000	\$2,181,815	\$150,000	\$70,000	\$2,669,815
Surplus/(Deficit)	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Approvals

Operating Plan



Education Body Chair



Superintendent

Jun 22, 2021

Date

Jun 22, 2021

Date

Annual Report

Education Body Chair

Superintendent

Date

Date

Education Accountability Framework

Tłıchq Community Services Agency

Operating Plan

For the 2021-22 School Year



Cadre de responsabilisation en éducation

**Agence de services
communautaires ṭı̣cḥo**

Plan de fonctionnement

Année scolaire 2020-2021



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Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Agence de services communautaires ṭjcḥq (ASCT) pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités de l'Agence de services communautaires ṭjcḥq pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

L'ASCT regroupe 5 écoles accueillant environ 920 élèves. Nos écoles desservent des élèves de la prématernelle à la 12^e année et nos programmes comprennent l'immersion en ṭjcḥq, les programmes réguliers et le programme d'apprentissage à distance du Nord. Le slogan de l'ASCT, la mission de chaque école (et l'énoncé d'intention de tout le programme éducatif) est « la force de deux peuples ».

En réponse au plan stratégique de l'ASCT, les priorités et buts suivants en éducation ont été retenus pour 2018-2022 :

Littératie : Favoriser une éducation, des interventions et de la formation de grande qualité en langue orale, en lecture et en numératie

Mieux-être et soutien aux élèves : Veiller à ce que tous les élèves aient la même chance de réussir

Apprentissage permanent : Former des élèves qui seront capables d'apprendre toute leur vie

Des programmes et services respectueux de la culture : Intégrer la culture autochtone à l'éducation pour accroître les compétences des Ṭjcḥq

En réponse aux données régionales sur la littératie, l'ASCT a élaboré un plan exhaustif pour améliorer les compétences en langue orale et en littératie qui prévoit :

L'embauche d'un coordonnateur de l'alphabétisation pour appuyer l'enseignement et analyser les données sur la réussite

La proposition d'une initiative pour la réussite scolaire pour soutenir les communautés d'apprentissage professionnel par du mentorat sur place afin d'accroître la capacité de nos éducateurs

Vu le nombre important d'élèves faisant l'objet d'un plan de soutien et en s'appuyant sur les données de l'Instrument de mesure du développement de la petite enfance (IMDPE) et de l'Instrument de mesure du développement durant les années intermédiaires (IMDAI), l'ASCT se concentrera sur les éléments suivants :

Créer un environnement sain pour nos élèves grâce à une variété de programmes d'alimentation saine

Toutes les écoles de l'ASCT adhèrent aux plans de sécurité dans les écoles, qui sont révisés annuellement pour assurer la sécurité de nos élèves

Revoir et évaluer les plans de soutien à l'élève et les plans d'enseignement individualisé pour arriver à créer un enseignement adapté et personnalisé

Soutenir les conseillers en soins à l'enfance et à la jeunesse et les services diagnostiques et thérapeutiques dans les écoles des petites collectivités pour offrir des services de santé et de counseling à nos élèves

Constituer, dans toutes les écoles de la région t̥jch̥q, des équipes de soutien scolaire qui se rencontrent toutes les deux semaines

Continuer de soutenir les nombreux élèves de nos écoles ayant des besoins complexes dans le développement de la parole et du langage ou en matière d'ergothérapie, ainsi que les élèves autistes, en adaptant les interventions

Pour préparer les élèves et le personnel de soutien à apprendre toute leur vie, l'ASCT va :

Favoriser l'apprentissage permanent par un encadrement ciblé et l'offre de services sur place pour les éducateurs, tout spécialement dans les domaines de la lecture, de la numératie et de la langue t̥jch̥q

Appuyer la création de programmes de cheminement professionnel de qualité pour les élèves de la 7^e à la 12^e année (comme le plan de programme et de carrière, document MyBlueprint et le travail avec des conseillers en orientation et en éducation)

Comme la langue et la culture sont une part essentielle de l'identité de notre agence, de notre personnel et de la collectivité, l'ASCT s'efforce de faire preuve d'innovation et de leadership dans les domaines de la langue, de la culture et du mode de vie t̥jch̥q. Par conséquent, l'ASCT poursuivra et étendra plusieurs initiatives clés :

Toutes les écoles de la région de l'ASCT offrent des cours de t̥jch̥q langue seconde, et une école offre de l'immersion en t̥jch̥q de la maternelle à la deuxième année

Le programme Les Aînés à l'école et le projet pilote de santé et de mieux-être des Aînés autochtones proposent des activités comme des séances de contes, des campements sur les terres ancestrales, des journées de célébration, des Fêtes du patrimoine, et plus important encore, ils font entrer l'identité t̥jch̥q dans les écoles

Pour planifier leurs activités, les écoles de l'ASCT font appel aux forces de leurs éducateurs, de leurs aides-enseignants, de leurs élèves et des membres de la collectivité, ce qui encourage l'établissement d'une relation positive entre la communauté et l'école; ces activités prennent la forme de journées d'orientation culturelle tenues par chaque école au cours de l'année scolaire.

La région t̥jch̥q offre depuis très longtemps déjà des programmes linguistiques riches et originaux; nous voulons maintenir cette pratique en créant des ressources appropriées pour différents groupes d'âge (chansons et livres)

L'ASCT continuera de soutenir l'intégration de la culture et de la langue autochtone en éducation par l'intermédiaire de ressources élaborées dans la région, notamment le programme culturel intégré, l'histoire t̥jch̥q et de nombreux livres en langue t̥jch̥q

L'ASCT a adopté la vision du chef Jimmy Bruneau : « Une école sera construite... sur mes terres... et cette école sera dirigée par mon peuple; ce sont les miens qui travailleront dans cette école et nos enfants apprendront les deux cultures, la nôtre et celle de l'homme blanc. » Pour préparer notre avenir, nous

faisons confiance aux mots d'Elizabeth Mackenzie, qui est d'avis que l'ancien chef Jimmy Bruneau nous a ouvert la voie de l'avenir pour que nos enfants acquièrent « la force de deux peuples ».

L'année 2020-2021 comporte son lot d'incertitudes compte tenu de la pandémie de COVID-19. L'ASCT s'engage à offrir et à maintenir un milieu de travail sain et sécuritaire pour tous les élèves et les employés, en collaborant avec ses partenaires territoriaux pour appliquer les recommandations les plus à jour du Bureau de l'administrateur en chef de la santé publique (BACSP). Cette nouvelle réalité modifie peut-être notre façon de travailler, mais pas notre motivation. L'ASCT s'engage à respecter sa raison d'être, sa mission et ses objectifs stratégiques. Deux écoles t̄chq̄ (l'école Chief Jimmy Bruneau et l'école communautaire Mezi) ont adopté une plateforme d'apprentissage mixte pour leurs élèves de niveau secondaire afin de suivre les recommandations liées à la réouverture sécuritaire.

Operating Plan - Executive Summary

The Tłıchq Community Services Agency's Operating Plan for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Tłıchq Community Services Agency's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

The TCSA consists of 5 schools that house approximately 915 students. Our schools serve students from JK-12 and our programs include Tłıchq Immersion, regular and transitional programs, and Northern Distance Learning. "Strong Like Two People" is the mission of the agency, each school, and the intent of all educational programming.

In response to the TCSA strategic plan, education has set the following goals and priorities for 2018-22.

1. Literacy: Supporting high quality instruction, interventions, and training for oral language, reading, and numeracy.
2. Wellness and Student Support: Ensure all students have equal opportunity to succeed.
3. Lifelong Learning: Developing capable lifelong learners.
4. Culturally responsive programs and services: Indigenizing education in the support of developing capable Tłıchq people.

In response to regional literacy data the TCSA has developed a comprehensive plan to improve oral language, and literacy that includes:

- A Literacy Curriculum Coordinator to strengthen instruction, analyse student achievement data; and
- Student Success Initiative (SSI) proposal to provide support for Professional Learning Communities (PLC) through onsite coaching to build capacity in our educators.

Due to the significant number of students with support plans, and in response to the results of the Early Development Instrument (EDI), and Middle Years Development Instrument (MDI), the TCSA will focus on:

- Creating a healthy environment for our students through a variety of healthy food, counselling, recreation, and rehabilitation (SLP/OT) programs;
- All schools within the TCSA adhere to Safe Schools Plans that are reviewed annually to ensure the safety of our students;
- Improving SSPs and IEPs goals to be responsive to assessments;
- Supporting the Indigenous Health and Wellness Elders (IHWE), Child and Youth Care Counsellors (CYCCs) and Northern Counselling and Therapeutic Services (NCTS) in providing healing and counselling services to our students;
- All schools in the Tłıchq region have School-Based Support Teams (SBST); and

- Continue to support our student population which includes a significant number of students with complex needs such as speech and language, Occupational Therapy, literacy and other academic gaps, and students on the autism spectrum with responses to intervention.

To prepare students and support staff to be lifelong learners, the TCSA will:

- Foster lifelong learning through purposeful coaching and in-servicing for educators specifically in the areas of reading, mathematics, and Tłıchǵ language; and
- Support quality career path programming for students in grades 7-12 (such as CPP, myBlueprint, and working with Career Education Advisors (CEA)).

As language and culture is such a vital part of the identity of our agency, staff, and community, the TCSA strives to be innovators and leaders in the area of Tłıchǵ language, culture, and way of life. As such the TCSA will continue to and expand on several key initiatives:

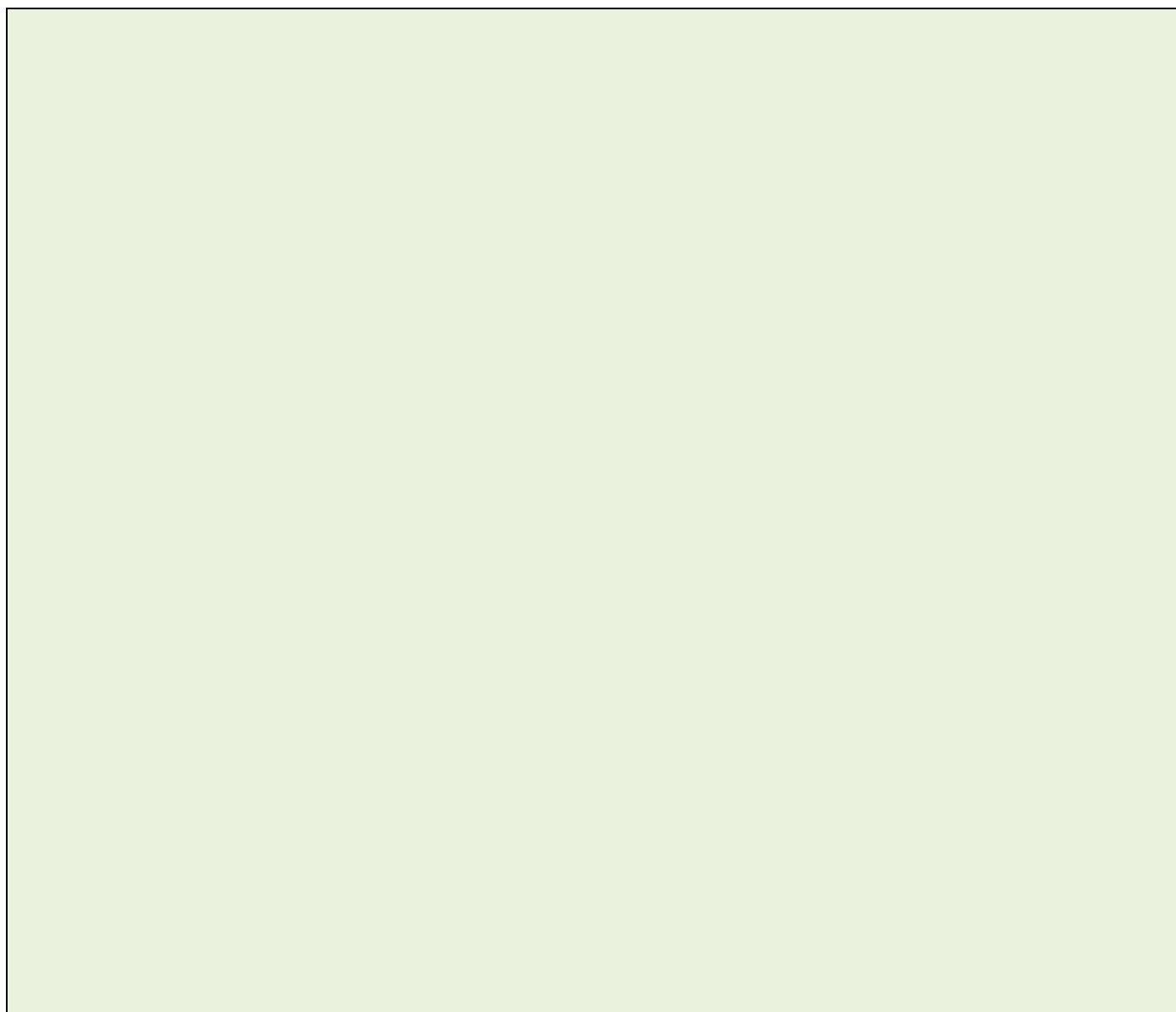
- All schools in the TCSA region offer Tłıchǵ as a second language, and one school offers Tłıchǵ immersion in K-2;
- The Elders in Schools Program and Indigenous Health and Wellness Elder provides activities such as storytelling, on-the-land camps, celebration days, and heritage fair, and most importantly create Tłıchǵ identity within the schools;
- TCSA schools plan events using the strengths of the educators, support assistants, students, and community members to promote a positive relationship between community and school. These include culture orientation days which are held throughout the year at each school;
- The Tłıchǵ region has a long and rich history of offering innovate and unique language programming and intends on continuing that practice by developing age appropriate resources (songs and books); and
- The TCSA will continue to support indigenizing education through regionally developed resources including Culture Based Integrated Planning (CBIP), locally developed courses, Tłıchǵ History, and numerous Tłıchǵ language books.

The TCSA has embraced Chief Jimmy Bruneau's vision: "a school to be built... on my land... and that school will be run by my people, and my people will work at that school and our children will learn both ways, our way and the white man's way". To our future we look to Elizabeth Mackenzie's belief that the old Chief Jimmy Bruneau looked far ahead for us, so that our children will be 'strong like two people'.

Annual Report - Executive Summary

The Tẖcẖ Community Services Agency's Annual Report for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:



1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

The TCSA was established under the Tłıchǫ Agreement effective August 4, 2005. It is a unique organization in the Northwest Territories in two significant ways. Firstly, it is a Government of the Northwest Territories Agency, while incorporating the values and principles of the Tłıchǫ people and having the longer term objective of transforming itself into an agency of the Tłıchǫ Government. Secondly, the Agency is the only one in the Northwest Territories to deliver health and social services as well as education programs under one entity as defined under the *Tłıchǫ Community Services Agency Act*. A copy of this legislation is available in the GNWT website at <http://www.justice.gov.nt.ca/>.

As a result of the Agency delivering the health and social services as well as education programs, it is accountable to the Government of the Northwest Territories Department of Health and Social Services and the Department of Education, Culture and Employment. The deliveries for both health and education programs operate under two different year ends: March 31 and June 30, respectively. The Agency prepares annual audited financial statements for the combined health and education programs as at March 31 for the Government of the Northwest Territories fiscal year end, as well as audited statements solely for the education program year ending June 30.

The Agency, unlike other Education and Health & Social Services authorities in the NWT, has three dimensions, as outlined in Figure 1.

Figure 1: Three Dimensions of the TCSA



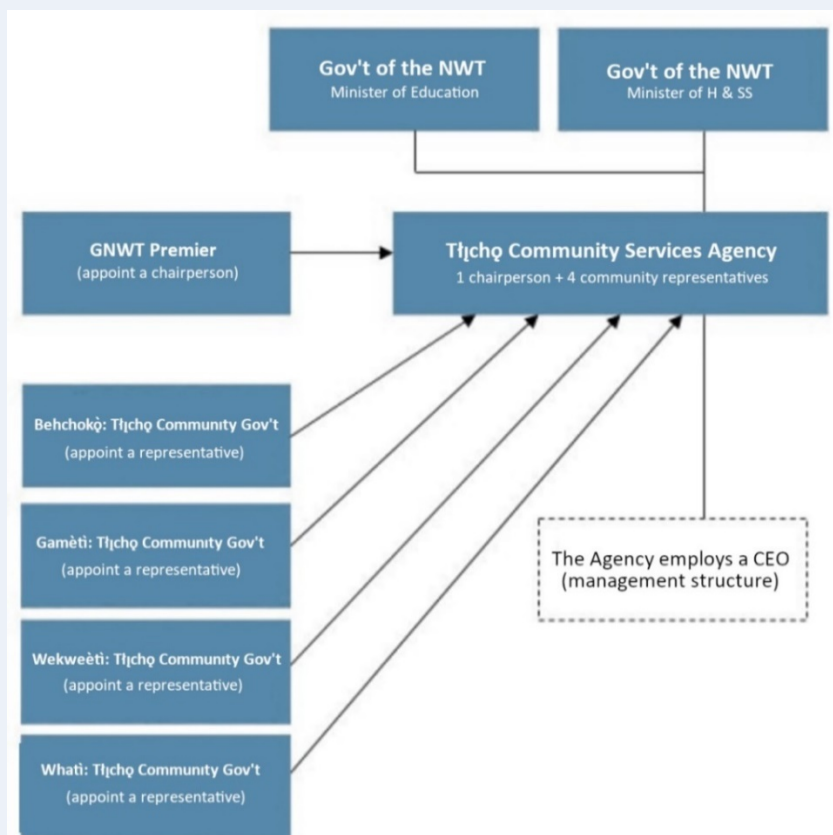
The Agency is governed by a Board made up of four members and a chairperson. The Tłıchq Community Governments (Behchokò, Gamètì, Wekweètì and Whatì) each appoint one member to represent their community on the Agency Board. The GNWT Minister of Aboriginal Affairs appoints the chairperson after consultation with the Agency appointees and the Tłıchq Government. The term for Agency Board members is determined by the entity appointing them and may not exceed four years. Members may be reappointed for consecutive terms. The TCSA Board meets quarterly throughout the year: additional meetings are scheduled as/when the need arises.

The current TCSA Board members will be appointed in July 2021:

- Chairperson – Ted Blondin
- Behchokó Representative – TBA
- Whatì Representative – TBA
- Gamètì Representative – TBA
- Wekweètì Representative – TBA

The term for the current Chairperson was extended on July 23, 2019. The terms for each of the current TCSA Board members end in the 2020-21 school year (June 2021) and a new board will be appointed by July 2021.

Figure 2: Governance Structure of the Tłıchq Community Services Agency



The TCSA is an intergovernmental services agency and delivers programs in the areas of Education, and Health and Social Services. Thus, the administrative structure is different than that of other education authorities. The Agency employs a Chief Executive Officer who is responsible to direct the work of a management team consisting of a Director of Education, a Director of Health and Social Services, and a Director of Corporate Services as outlined below:

- Chief Executive Officer – Kevin Armstrong
- Director of Education – Linsey Hope
- Director of Health and Social Services – Rebecca Nash / Sara Nash
- Director of Finance and Corporate Services – Rose Jiang

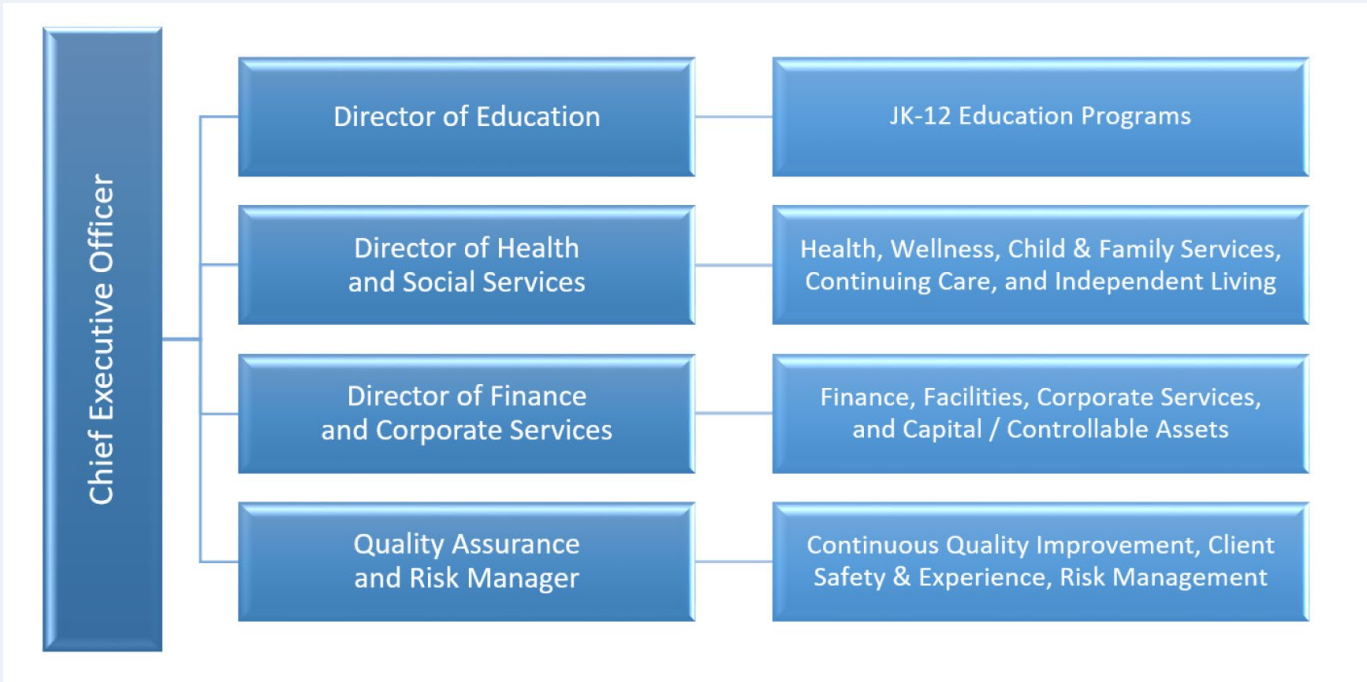
The CEO fulfills legislated roles under GNWT legislation including that of “Deputy Head” for the public service, and “Superintendent” under the Education Act. The Early Childhood and First Nations Social Programs, initially transferred to the TCSA by the Tłıchǫ Government, were returned to the Tłıchǫ Government in 2012 as a step towards self-government.

B. Functional Organizational Chart

The following table details the functional organization of the Education Body:

Tłchq Community Services Agency Functional Organizational Chart

Figure 3: Management and Program Function Structure of the Tłchq Community Services Agency



All senior management positions of the TCSA are indeterminate. Each senior manager undergoes a performance evaluation annually.

C. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
Board Orientation	CEO and Director	TCSA Board	September 2021		
*TBA		TCSA Board	November 2021		
*TBA		TCSA Board	February 2022		
*TBA		TCSA Board	June 2022		

*The new TCSA Board will be appointed in September and will set the training schedule at that time

D. Education Body Meetings

According to section 109 of the *Education Act*, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? <i>(Yes/No)</i>	If No, why not?
September 2021	Yellowknife and TBD		
November 2021	Yellowknife and TBD		
February 2022	Yellowknife and TBD		
June 2022	Yellowknife and TBD		

E. School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori). **Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.**

Total Number of Schools in District	5	Total Anticipated Student Head Count	915
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School Name	Community	Grades Offered	Programming Highlights
Mezi Community School (MCS)	Whatì	JK – 12	<ul style="list-style-type: none"> - Culturally responsive programming - Tłıchǰ language whole school approach - Multi-grade and split-grade programming - NDL School - Transitional Program (new 2021-22)
Chief Jimmy Bruneau School (CJBS)	Behchokǰ	JK – 12	<ul style="list-style-type: none"> - Culturally responsive programming - NDL School - Tłıchǰ language whole school approach - Multi-, and split-grade programming - APPLE School - Transitional Program (new 2021-22)
Elizabeth Mackenzie Elementary School (EMES)	Behchokǰ	JK – 6	<ul style="list-style-type: none"> - Tłıchǰ Immersion (K-2) - Culturally responsive programming - Tłıchǰ language whole school approach - Split-grade programming
Jean Wetrade Gamètì School (JWGS)	Gamètì	JK – 12	<ul style="list-style-type: none"> - Culturally responsive programming - Tłıchǰ language whole school approach - Multi- and split- grade programming - NDL School
Alexis Arrowmaker School (AAS)	Wekweètì	JK – 10	<ul style="list-style-type: none"> - Culturally responsive programming - NDL School - Tłıchǰ language whole school approach - Multi-grade programming

Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (*% of students on a Regular Education Program (REP) with a Student Support Plan (SSP) for Accommodations, % of students on a Modified Education Program (MEP) with an SSP for Modifications, and % of students on an Individualized Education Program (IEP)*), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.**

The Tłıchǫ Community Services Agency (TCSA) consists of 5 schools with approximately 915 students for the 2021-2022 school year. Our schools house students from JK – 12 and include Tłıchǫ Immersion, and English programs. The student population is 99% Tłıchǫ; the remaining students are non-Indigenous, or Inuit. The students strive to be “Strong Like Two People”, which is taken from Chief Jimmy Bruneau’s vision statement. “Strong Like Two People” is the mission of the agency, each school, and the intent of all educational programming.

The Tłıchǫ region of the Northwest Territories is located between Great Bear Lake and Great Slave Lake, of which only two of five communities (Behchokǫ and Edzo) are located on a year-round road. All other Tłıchǫ communities are geographically isolated, fly in communities with limited access by ice road in winter.

Table 1: Enrolment (FTE) by School as of September 30, 2020.

School	Total FTEs	Aboriginal FTEs
Chief Jimmy Bruneau School	391.5	389.5
Elizabeth Mackenzie Elementary School	212	206
Jean Wetrade Gameti School	52	49
Alexis Arrowmaker School	23	21
Mezi Community School	164.5	163.5

Table 2: Student Supports for Grade 1-9 as of April 2021

Program Type	# of Students
Regular Program	23
Regular Program with Accommodations for Difficulty	170
Modified Program	265
Individual Education Plan	17
Total	475

Table 3: Student Supports for Grade 10-12 as of April 2021

Program Type	# of Students
Regular Program	261
Regular Program with Accommodations for Difficulty	70
Individual Education Plan	13
Total	344

We are a Professional Learning Community (PLC) region, with a focus on increasing our student’s oral language and reading levels with the intention to support more students to work in regular programming.

The TCSA experienced a decrease in actual enrollment during the COVID pandemic. Particularly in the students over 19 the TCSA experienced a significant change in attendance patterns with many students struggling with distance/blended learning.

F. Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention. **Please include any specific information related to the COVID-19 pandemic.**

There are 184 employees, 88 NWTTA positions staffed within the TCSA including 1 Regional Coordinating Principal, 5 Principals (1 teaching Principal), 2 Vice Principals, 6 Indigenous language instructors, 7 program support teachers, classroom teachers (including 2 Tłıchǫ immersion teachers), and 6 regional consultants, in addition to UNW school support staff. The average length of employment for staff is approximately 6.7 years. The turnover rate at the TCSA has been approximately 10-15 teachers (11-17%) each year, with fly-in communities having the most turnover. For the 2021-22 school year the TCSA is expecting 25 new teachers. The higher than normal turnover is linked to many staff choosing to return to their home provinces due to isolation (travel restrictions). The TCSA boasts a large population of Indigenous staff (85 of 184 or 46%), which has strengthened the cultural and language programming throughout the region. Several support assistants have been identified as candidates for teacher training; the TCSA is working with those staff to complete the university programming while continuing their employment.

The TCSA is planning for the succession of Tłıchǫ language instructors. Many of our current language instructors will retire in the next 1-3 years. Efforts to recruit new Tłıchǫ teachers has been successful with three new Tłıchǫ Instructors. The TCSA is currently working to provide mentoring to develop their Tłıchǫ language and classroom skills.

Like most regions across Canada the Tłıchǫ is experiencing a teacher shortage. There has been a decrease in quality applications for classroom positions over the last 5 years. In addition to recruiting challenges, there is an increasing awareness of retention concerns. Specifically, housing has been cited as one of the main reasons for teachers leaving the region. Securing safe, maintained, and available housing remains difficult in all five Tłıchǫ communities.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p>The guiding principles and values of the TCSA strategic plan acknowledge Elders as keepers of the living memory, and value the cooperation and self-sufficiency which comes from knowledge of our history, culture, and language. The foundational principles include the development of strong, capable, healthy Tłıchǫ communities, providing quality integrated programs and services in an effective, efficient, and timely manner, and enabling people to take responsibility for their own health, education, and well-being.</p> <p>The over-arching Strategic Plan for the TCSA were published in the TCSA Strategic Plan in 2019.</p> <p>Strategic Plan Priorities:</p> <ol style="list-style-type: none"> 1. Deliver Responsive Quality Programs and Services 2. Be Innovators in Strengthening Tłıchǫ Identity 3. Strengthening Partnerships 4. Implementing Operational Sustainability 5. Ensuring Integrated Accessible Standards and Services for All <p>In response to the strategic plan, education has set the following goals and priorities for 2018-22:</p> <ol style="list-style-type: none"> 1. Culturally responsive programs and services: Indigenizing education in the support of developing capable Tłıchǫ people. 2. Student Achievement (Literacy and Mathematics): Supporting high quality instruction, interventions, and training for oral language, reading, and numeracy through innovative and responsive strategies. 3. Wellness and Student Support: Ensure all students have equal opportunity to succeed by adapting programing in response to student centered decision making.
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	<p>4. Lifelong Learning: Developing capable lifelong learners by providing professional development that supports innovative teaching, and quality career focusing.</p> <p>While the 'how' of delivering quality education continues to change during the COVID-19 pandemic, the 'why' and the TCSA's strategic direction does not. We are committed to prioritizing our targets regardless of the delivery model.</p>
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Regional Performance Indicators	Regional Targets
<p>Culturally responsive programs and services:</p> <ol style="list-style-type: none"> 1. Support for 'Our Languages' Curriculum Implementation 2. Strengthen ILE teams in every school to support whole school approaches to language. 3. Develop local resources and courses to support high level of cultural instruction. 	<ol style="list-style-type: none"> 1. Mentoring for every ILE through onsite planning, modeling, and coaching with the resources and assessments developed to support the OLC. 2. Fully functional ILE teams in every school that develop and enhance the whole school approach to Tłıchǫ language. 3. Update and/or develop at least 2 locally developed courses (Trails of Ancestors, Tłıchǫ Agreement, Spirituality, and Child Development) and develop teacher resources to support the Drumming course.
<p>Reading and Literacy:</p> <ol style="list-style-type: none"> 1. Oral Language (TROLL) 2. Reading (Fountas and Pinnell) 3. Numeracy (CTBS) 	<ol style="list-style-type: none"> 1. TROLL: by Spring 2022, 60% of Kindergarten students at or above the 25th percentile with 25% above the 50th percentile 2. F&P Close the Gap: by spring 2022, 50% of students will close their reading gap by improving more than one grade level. 3. CTBS Close the Gap: by spring 2022, 50% of students will close their numeracy gap by improving more than one grade level.
<p>Wellness and Student Support</p> <ol style="list-style-type: none"> 1. Provide culturally innovative mental health and wellness programming 2. Integrated SSPs, IEPs, MEPs, and SBSTs that respond and drive referrals and supports 3. Provide responsive programming for students with complex needs. 	<ol style="list-style-type: none"> 1. Expand on the territorial CYCC program with fully integrated Health and Wellness Elders 2. The RISC will work with PSTs to establish and provide on-going monitoring protocols. 3. Increase access to services and programming that support the delivery of SSP, MEP and IEP goals.
<p>Lifelong Learning:</p> <ol style="list-style-type: none"> 1. Purposeful coaching and in-servicing for staff. 2. Quality career path support for students in grades 7-12 3. Increase the capacity to utilize technology across the region. 	<ol style="list-style-type: none"> 1. Ensure every staff receives a variety of onsite coaching throughout the year to meet individual needs. 2. Develop and expand interagency efforts to promote career focused programming and supports. 3. Support and expand on IT instruction and capacity through the region.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of regional priorities and goals that align with the 5 Shared Priorities.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>All TCSA schools review and adapt their School Improvement Plans annually, under consultation with community, and staff. Each year schools consider previous year’s growth, challenges, regional and territorial priorities to create responsive plans. The SIP reflects the regional strategic priorities, which align with territorial initiatives such as Our Languages Curriculum, Indigenizing Education, and Inclusive schooling. Specifically, schools target reading/oral language, Tłı̨cẖ culture and language, student wellness, and lifelong learning. The school improvement process is linked to the school review process.</p> <p>In addition to the SIP planning process the TCSA recognizes the significant time, and effort by all staff, students, and our communities to ensure schools continue to be a safe place for all. During the COVID-19 pandemic this commitment continues. As new recommendations from the OCPHO are made TCSA schools will adjust and implement accordingly.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
<p>% of schools in the region for which School Improvement Plans are developed in consultation with the community.</p>	<p>100%</p>		
<p>% of schools in the region for which School Improvement Plans are submitted.</p>	<p>100%</p>		

% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region’s approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

For the 2021-22 school year each region is able to determine how best proceed with annual school reviews.

<p>Regional approach to the completion of Annual School Reviews, including any specific information related to the COVID-19 pandemic.</p>	<p>The Annual School Review is based on the Strategic Plan, Operating Plan, and School Improvement Plans. Each school reviews their progress against the regional and school targets. TCSA has developed an ‘Annual School Review’ process in consultation with the TCSA board. The TCSA will conduct a school review of each school on a rotating basis (1 school each year), and may review additional schools as necessary. The Annual School Review will include inspections of COVID-19 safety protocols, OHS, building safety, climate and culture, culture and language programming, and focuses on the school’s ability to deliver effective education programs.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which Annual Reviews are completed.	20%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

D. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012).

The following tables detail the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA encourages a rotational schedule, whereby staff evaluations are provided for: 1) new staff in their first and second year, 2) returning staff every 5 years, and 3) upon request of the teacher or principal. The TCSA follows the process outlined in the <i>Promotion of Professional Growth For Teachers in Northwest Territories Schools</i> (2004) and <i>Direction on Principal Growth and Evaluation in the Northwest Territories</i> (2012) in conducting the evaluations. The TCSA does not expect an interruption to these evaluations due to COVID-19, however priority will be placed on completing evaluations for 1st and 2nd year staff. The TCSA is part of the PD and Training territorial sub-committee working on updating the teacher evaluation process.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	44		
Number of principals and assistant principals formally evaluated in the school year.	3		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	6		
Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region’s training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA dedicates a considerable amount of resources to providing training and in-servicing to our educators. For 2021-22 school year this includes: a regional conference, one language instructor in-service, two cultural orientation days, and collaborative STIP time. In addition to these training activities, the TCSA also offers extensive onsite coaching in PLCs, literacy, numeracy, and Indigenizing education. COVID-19 may continue to limit our ability to provide in person coaching; distance and online platforms will be used to ensure personalized training continues. Administrative days are used to complete administrative tasks not in-servicing or training. The TCSA also utilizes the GNWT myHR course offerings to support all GNWT staff in areas such as supervisor training, working safely, cultural sensitivity, IT and information security, and many others.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on shared priorities	100%		
Number of administration days dedicated to training and in-service.	0		
% of collaborative STIP time dedicated to regional priorities	100%		
Number of schools which implemented STIP as per the Ministerial Directive	5		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

F. Literacy Coordinators

Literacy coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.5	0.5	1.0			

** As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body, otherwise not allocated.*

The following tables detail the region’s role of their Literacy Coordinator, and the relevance of the position to regional and shared priorities, including regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>The Literacy Coordinator position is directly related to the reading and oral language regional priorities and goals which are stated in the strategic plan as “Literacy: Supporting high quality instruction, interventions, and training.” In an effort to disperse leadership the Literacy Coordinator is a shared position. Through peer coaching, literacy through the disciplines, and by using evidence based approaches to drive instruction and prioritize supports, the TCSA has set oral language, reading, and mathematic targets:</p> <ul style="list-style-type: none"> - TROLL: by Spring 2022, 60% of Kindergarten students at or above the 25th percentile with 25% above the 50th percentile - F&P Close the Gap: by spring 2022, 50% of students will close their reading gap by improving more than one grade level. - CTBS Close the Gap: by spring 2022, 50% of students will close their numeracy gap by improving more than one grade level. <p>Supporting oral language development in JK-2 classrooms in response to baseline data from the EDI, SLP screening, and early language assessments is critical. The TCSA will continue to support teachers with onsite coaching for reading instruction, and intervention (grades JK-9), as well as, strengthening instruction through Reading in the Disciplines (grades 7-12).</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Targets													
<p>Relevance of the Healthy Foods for Learning program to regional priorities, including any specific information related to the COVID-19 pandemic.</p>	<p>The Tłıchǫ Community Services Agency offers Healthy Food programming in all of our schools. Currently, the programs we offer are:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4F81BD; color: white;">Program Name</th> <th style="background-color: #4F81BD; color: white;">Schools Involved</th> </tr> </thead> <tbody> <tr> <td>Breakfast programs</td> <td>All Schools</td> </tr> <tr> <td>Drop the Pop</td> <td>All Schools</td> </tr> <tr> <td>Apple Schools</td> <td>CJBS</td> </tr> <tr> <td>Lunch Program</td> <td>CJBS</td> </tr> <tr> <td>Traditional Food Day</td> <td>All Schools</td> </tr> </tbody> </table> <p>The TCSA will continue to explore opportunities to provide healthy foods to our student population. During the 2019-20 school year a Healthy Foods Policy was approved by our TCSA board. We also are working with our HSS partners to develop an ‘Indigenous Foods in School’ policy to increase traditional food available to students.</p> <p>The TCSA has followed the recommendations from the OCPHO in preparation and delivery of food in our schools. We anticipate additional costs associated with these recommendations (ex: individual plating, increased IPAC, serving containers, etc.).</p>	Program Name	Schools Involved	Breakfast programs	All Schools	Drop the Pop	All Schools	Apple Schools	CJBS	Lunch Program	CJBS	Traditional Food Day	All Schools
Program Name	Schools Involved												
Breakfast programs	All Schools												
Drop the Pop	All Schools												
Apple Schools	CJBS												
Lunch Program	CJBS												
Traditional Food Day	All Schools												

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	100%		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Frequency of program <i>(Monday - Friday)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
EMES	Breakfast	Monday to Friday	200	All Welcome		
EMES	Snack	Monday to Friday (twice a day)	200	All Welcome		
CJBS	Breakfast	Monday to Friday	300	All Welcome		
CJBS	Snack	Monday to Friday (twice a day)	300	All Welcome		
CJBS	Lunch	Monday to Friday	300	All Welcome		
MCS	Breakfast	Monday to Friday	100	All Welcome		
MCS	Snack	Monday to Friday (twice a day)	100	All Welcome		
JWGS	Breakfast	Monday to Friday	45	All Welcome		
JWGS	Snack	Monday to Friday (twice a day)	45	All Welcome		
AAS	Breakfast	Monday to Friday	18	All Welcome		
AAS	Snack	Monday to Friday (twice a day)	18	All Welcome		
TOTAL	--	--	1,626	All Welcome		

** Please complete one row for each program offered in a school. Ex: complete two rows if a school offers both breakfast and snack programs.*

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers’ Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development. Under the proposal summary, indicate whether this is a continuation of previous year’s SSI project.

<p>SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.</p>	<p>This project is very specifically designed to build greater capacity in the pedagogical skills of our teaching staff for the direct purpose of enhancing student achievement (Marzano, Frontier, & Livingston, 2011), and to provide targeted and systematic interventions to all students as soon as they demonstrate need (Buffum, Mattos, & Weber, 2010). By creating a coordinated, collective and collaborative approach to ongoing, job-embedded professional development we will develop greater teacher expertise in aligning curriculum, instruction, and assessment, and commit ourselves to high levels of learning for every student. The specific intent of moving our organization toward being a true professional learning community “is a focus on and commitment to the learning of each student” (Dufour, Dufour, Eaker, & Many, 2010).</p> <p>The interventions supported by this project work to develop literacy skills along the spectrum from oral language development to reading comprehension. As such evidence of student need is provided by four main measures: Early Development Instrument (EDI), Teacher Rating of Oral Language and Literacy (TROLL), student program type, and Fountas and Pinnell: Benchmark Reading Assessments (F&P).</p>
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region who participate in SSI PD activities.	100%		
% of support staff from across the region who participate in SSI PD activities.	25%		
Areas of Strength			

Areas for Development	
Additional Comments, including any specific information related to the COVID-19 pandemic.	

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? <i>(Yes/No)</i>	If No, why not?
Response to Intervention - Tier 1, 2, and 3	Data Collection - Spring and Fall Coaching and PLC Team meeting ongoing Final reporting - Spring		

I. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2021-2022	2022-2023	2023-2024
CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA	BDEC SSDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. This refers to programming that is offered to all students, rather than targeted programs for individual students.

Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.</p>	<p>As part of the TCSA strategic goal to improve student health and wellness, each school in the region has developed a unique plan to incorporate healthy relationship curricula that is responsive to the needs of their students. Examples are: Fourth R, HRPP, Second Step and Social Thinking. In addition to these programs the TCSA has embraced the philosophy of trauma-informed practice, increased access to counselling services (CYCC and NCTS), and implemented self-regulation strategies.</p> <p>The TCSA uses ‘Second Step’ and ‘Social-Emotional Thinking’ to support the Healthy Relationship Programming in JK-6. The TCSA encourages approaches that are not ‘program’ based, instead focuses on processes. Including Indigenized approaches like social stories, sharing circles, building and modeling healthy relationships, and developing capable people. TCSA schools have found best practice in processes that utilize a model of spiral learning, gradual release of responsibility through co-regulation, and holistic frameworks.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	0%		

% of schools with grade 4-6 students offering LEADS.	0%		
% of schools with grade 7-9 students offering the Fourth R.	100% (excluding elementary schools)		
% of schools with grade 10-11 students offering HRPP.	100% (excluding elementary schools)		
Were there any difficulties accessing training for the above programs?			
Are there any recommendations for making training for the above programs more accessible?			
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	EMES	Second Step K-6 (with bullying prevention add-on)		
	CJBS	Second Step K-8 (with bullying prevention add-on) 4 th R 7-9 HRPP+ 10-12		
	MCS	Second Step K-8 (with bullying prevention add-on) Social Thinking K-12 4 th R 7-9 HRPP+ 10-12		
	AAS	Second Step K-8 (with bullying prevention add-on)		

		4thR 7-9		
	JWGS	Second Step K-8 (with bullying prevention add-on) 4thR 7-9 HRPP+ 10-12		

K. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

School Name	Language of SL <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)</i>	Type of SL program <i>(core, immersion, intensive)</i>	Grades of SL program <i>(per program type)</i>	% of students enrolled <i>(per program type)</i>	Frequency of SL Program <i>(min/week)</i>	Actual Frequency of SL Program <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
EMES	Tłı̨chǫ	Core	JK-6	100%	30 mins/4 day 120 mins/week		
EMES	Tłı̨chǫ	Immersion	K-2	10%	300 mins/day 1500 mins/week		
CJBS	Tłı̨chǫ	Core	JK-12	100%	JK-9: 25 mins/day 125 mins/week 10-12: 300 mins/week		
MCS	Tłı̨chǫ	Core	JK-12	100%	35-45 mins/day 175-225 mins/week		
AAS	Tłı̨chǫ	Core	JK-10	100%	30-45 mins/day 150 - 225 mins / week *Whole school		

					language lesson 15 mins / day		
JWGS	Tĩchọ	Core	JK-12	100%	30 mins/day 150 mins / week		

**Please include a row per school /per language /per type of instruction*

L. Northern Distance Learning

Northern Distance Learning (NDL) provides opportunities for small community high school students to have equitable access to higher-level academic courses. Schools participating in NDL are responsible for ensuring that an In-Class Support Person (ISP) is retained to support students during their NDL classes, all classroom supplies are purchased and to ensure a classroom with access to a long distance telephone and document camera is provided. All other equipment and supplies for the NDL program are provided.

The following tables detail the number of allocated, budgeted and actual (ISPs) in place to provide support to Northern Distance Learning program, and the explanation for any variance between each.

School Name	Allocated (\$)	Education Body Contribution (\$)	Total Budgeted (\$)	Actual (\$)	Explanation for Difference (if applicable)
AAS	\$31,500	In kind	\$31,500		
CJBS	\$26,500	In kind	\$26,500		
JWGS	\$31,500	In kind	\$31,500		
MCS	\$31,500	In kind	\$31,500		
TOTAL	\$121,000	In kind	\$121,000		

School	Number of ISPs in place	Number of years at the school per ISP	Source of each ISP (CUSO volunteer, local hire, etc.)	Successes and challenges related to ISPs
AAS				
CJBS				
JWGS				
MCS				

The following tables detail the region’s to regions approach, and includes regional and school specific performance indicators and targets set for the upcoming school year related to Northern Distance Learning, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Northern Distance Learning, including any specific information related to the COVID-19 pandemic.</p>	<p>CJBS and MCS were the first schools in the Tłchq region to become NDL schools. Dedicated staff, and space have often been challenging to secure for the NDL program. In 2020-21, JWGS and AAS schools joined the NDL program.</p> <p>The TCSA contributes ‘in kind’ to the NDL program through administrators’ time (ex: CUSO agreements, housing issues, space arrangements, purchasing materials), financial and IT administrative time (ex: reporting, financial record keeping), use of school purchased materials such as textbooks and science equipment, as well as through in kind contributions of housing/travel/IT services.</p> <p>It is anticipated that it will continue to be a challenge to find In-Class Support People (ISP) due to limited local options, and housing.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
<p>% of eligible high schools offering NDL programming. <i>(NDL schools / Eligible high schools x 100)</i></p>	<p>100%</p>		
<p>% of NDL courses completed with credits acquired within the school year, based on total # of enrolment. <i>(# of courses passed / # of course enrolments x 100)</i></p>	<p>100%</p>		
<p>% of NDL students passing diploma exams (for NDL courses) written within the school year. <i>(# of exams passed / # of exams written x 100)</i></p>	<p>100%</p>		
<p>% of diploma exam marks (for NDL courses) with a <15% difference from the school awarded mark. <i>(# of exams with <15% difference / # of exams written x 100)</i></p>	<p>100%</p>		
<p>Areas of Strength or promising practices for the region, including examples of positive impacts that NDL may have had on students.</p>			

Areas for Development for the region	
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Number of students participating in at least one NDL course, per school, per year.	CJBS	8		
	MCS	3		
	AAS	2		
	JWGS	1		
Number of NDL courses offered by school. <i>(8 available per year for schools with one end point / 16 available per year for schools with two end points)</i>	CJBS	5		
	MCS	4		
	AAS	3		
	JWGS	1		
Number of NDL endpoints actively in use, per school, per year. <i>(one endpoint or two endpoints)</i>	CJBS	1		
	MCS	1		
	AAS	1		
	JWGS	1		

School Specific Reporting	School	School level Reporting
Top one or two challenges experienced with the implementation of NDL at each participating school.	CJBS	
	MCS	
	AAS	

	JWGS	
Top one or two supports that would help schools better implement NDL next year at each participating school.	CJBS	
	MCS	
	AAS	
	JWGS	

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.0	1.43	Non-compliance request use of 0.43 PST position to over staff RISC due to high need		

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of RISCs allocated as less than a 1.0 FTE	Full FTE allocated		

B. Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
MCS	1.34	1.00	Unable to staff partial position. Limited housing.			
CJBS	3.25	3.00	Unable to staff partial position. Limited housing.			
EMES	1.84	2.00	High level of complex needs.			
JWGS	1.00	1.00	-			
AAS	0.50	0.50	-			
TOTAL	7.93	7.50	Non-compliance request to use 0.43 to add part time RISC			

C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Please ensure that Support Assistants funded through Jordan’s Principle and Children’s First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
MCS	2.49	2.61 *3.48	Complex Needs *JP funded		
CJBS	6.48	6.07 *7.83	Difficulty staffing part time position. *JP funded		
EMES	3.41	5.22 *10.44	Complex Needs *JP funded		
JWGS	0.87	1.74 *2.61	Complex Needs *JP funded		
AAS	0.29	0.87 *2.61	One full SA position *JP funded		
TOTAL	13.53	16.51 *26.97 = 43.48	Complex Needs *JP funded		

D. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$87,195	\$87,195			

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Onsite coaching - Leveled Literacy Intervention (LLI) and Reading Behaviours	PSTs / Educators	Literacy Coordinator, Contractor (F&P)	3 sessions planned (Sept. winter, spring) Date: TBD Location: CJBS / EMES/MCS		
Workshop: SSP writing IEP writing	PSTs / Educators	RISC	Dates: TBD Location: YK		
Workshop: Self-Regulation	PSTs	RISC and Regional Post-Secondary Coordinator	Dates: TBD Location: YK		
Workshop	PSTs	RISC and	Dates: TBD		

Assessment and Reading Disability		Contract Provider	Location: YK		
Video conferencing: SLP Training	Support Assistants	SLP Coordinator, EMES SLP, and Contractors (Stanton and TinyEye)	2 Thursdays a month. Date will depend on SLP availability		
Workshop: OT training SLP training	Support Assistants	SLP Coordinator and Contractors (Stanton and TinyEye)	2 times a year during clinics and when requested		
Onsite / video conferencing: Assistive Technology	Support Assistants / PSTs / Educator	RISC or Contractor (as needed)	As needed		

The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA’s approach to Inclusive Schooling Professional Development has been a responsive and individualized method. Rather than offer blanket professional development on all topics for all staff, the TCSA has opted to provide the training when the need is presented. For example, a new PST or teacher may require coaching or workshops to support the use of class profiles whereas another PST may need support in assistive technology. Rather than one size fits all approach, the TCSA focuses on providing targeted intervention and training when need arises.</p> <p>As such, Inclusive Schooling Professional Development is provided on a needs basis. This includes: use of class profiles, flexible strategies, MAP sessions, and assistive technology.</p> <p>The TCSA has identified the referral process as an area that will need additional focus for the 2021-22 school year, as access to specialized services provides the direction for SSP and IEP goals.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
<p>% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?</p>	<p>100%</p>		
<p>% of staff trained, in the past two years, in the SBST process?</p>	<p>100%</p>		
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			

Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.	
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The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	Reason for using a contractor rather than a GNWT-provided service <i>(GNWT service unavailable, etc.)</i>	School(s) impacted by Service	Length of Contract	Total (\$)

** This table refers to contractors procured using Inclusive Schooling funding, and does not include others such as those procured by Jordan's Principle / Child First Initiative Funding.*

E. Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student/ etc.)	Total Over / Under Allocation (\$)
\$82,484				

F. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)³⁰	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
TCSA	\$117,146	\$117,146				
TOTAL	\$117,146	\$117,146	Reported regional under non-compliance request to allow flexibility in supports			

G. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<p>As part of our strategic goals, the TCSA has set a priority to ensure all students have equal opportunity to succeed. This will be achieved through regular reviews and audits of SSPs and IEPs by the School Based Support Team (SBST), Regional Inclusive Schooling Coordinator (RISC), Program Support Teachers (PST), teachers, parents, and students. Through regular reviews and revisions of the SSPs and IEPs, teachers will be responsive in creating differentiated instruction.</p> <p>SSPs and IEPs are reviewed with parents at the start of the year, and whenever changes are suggested. Copies are sent home to parents (where in person meetings are not available due to COVID) in the first report card (if not already shared) for signatures.</p> <p>An area of focus for the region is to use the recommendations from assessments (ex: SLP, OT, ASD, Ed Psych, TROLL, Reading and oral language, math, etc.) to set targeted goals in SSPs and IEPs. As the benchmarks become more attainable students meet with regular success and the targets adjust.</p> <p>Making a Plan (MAP) sessions are a vital piece of SSP and IEP programming particularly for students in transition.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		

% of IEPs that will be reviewed and signed by parent(s)/caregiver(s) (if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
Number of students not able to participate in the Common Learning Environment in their home community.	4		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	60%		
% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	0		
Number of times per month that the RISC meets with PSTs via video/phone conference?	1		
Number of times per year that the RISC meet with the PSTs in person	2 (territorial) and school visits		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

H. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.</p>	<p>As part of our regional strategic goals the TCSA has set a priority to foster lifelong learning and providing individualized coaching and mentoring. Thus the TCSA takes the approach that not all staff need the same supports. Personalized coaching, small group workshops, and mentorship approaches are taken over a one size fits all approach.</p> <p>Principals use student achievement data to create conditions for each teacher to receive support in the area they need. This is most often provided by the PSTs, but often supported by the Literacy Coordinator, Math coach, RISC, Curriculum Coordinator, SLP Coordinator, TBST, or a contract provider.</p> <p>Regardless of the provider of the support – the approach is to use evidence to make informed instructional decisions. This includes use of classroom profiles, creating responsive SSPs/IEPs, flexible and dynamic assessments and observations, and oral language focused lessons.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities?	100%		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

I. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA has set a strategic priority to ensure all students have equal opportunity to succeed. This will be achieved in part by providing wrap-around services for students that are developed in effective SBST meetings. SBSTs have been established in every school. Efficient and collaborative processes will continue to be reinforced in the 2021-22 school year including refining the referral, recording keeping, and procedures associated with the SBST.</p> <p>Based on the evidence from the 2020-21 tracking sheet (minute log) nearly all referrals to the SBSTs focus on solving specific problems. Thus support for SBSTs will focus on ensuring priority referrals, refining SSPs/IEPs goals, and access to appropriate interventions.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have an established an operational SBST by the end of the first month of school.	100%		
% of teachers accessing the SBST	100%		
% of schools that are using referral forms to notify SBST about specific student needs.	60%		
% of schools that keep written records of SBST meetings.	100%		

% of schools that include CYCCs/NCTS in SBST meetings.	100%		
% of SBST meetings that focus on developing strategies to support classroom teachers.	25%		
% of SBST meetings that focus on solving specific problems.	50%		
% of SBST meetings that address systemic issues in the school.	25%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	MCS	Weekly for 1 hour		
	CJBS	Weekly for 1 hour		
	EMES	Weekly for 1 hour		
	JWGS	Biweekly for 1 hour		
	AAS	Biweekly for ½ hour		

J. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA has set a strategic priority to ensure all students have equal opportunity to succeed. This will be achieved through regular reviews and audits of SSPs and IEPs by the Regional Inclusive Schooling Coordinator (RISC), Program Support Teachers (PST), teachers, parents, and students. Through regular reviews and revisions the SSPs and IEPs, teachers will be responsible for creating responsive and appropriate support for students. The TCSA has identified the need to improve communication on the distinction and interpretation of program types (SSPs and IEPs) with parents/guardians. The region will continue a team approach involving family and other partners to build supports and develop transition planning for students with complex needs. The region requires all SSPs and IEPs to be signed annually and IEPs to be resigned when updated. This is most often achieved with home visits during the start of the school year and lead by PSTs. Regular contact between the school and family is facilitated by PSTs.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who are developing SSPs for which they are responsible.	100%		
% of teachers who are developing IEPs for which they are responsible	100%		
% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	100%		
% of parents participating in developing IEPs for those students requiring them <i>(more than signing)</i> .	100%		
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%		

% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to **teacher support activities**
- no more than 25% of the PST’s time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.</p>	<p>Based on data from the Early Development Instrument (EDI), Middle Year Development Instrument (MDI), speech and language assessments, reading and oral language assessments, and the high number of students on SSPs and IEPs, the demands on PSTs are extremely high. The complex needs of our students make it difficult to comply with the priority use guidelines. This is due to a large administrative load to support teachers in the development of SSPs and IEPs for a very large percent of our population (75-85%), and coordinate additional student supports (speech, OT, educational and psychological assessments). The PSTs are also an integral part of the tier 2 and 3 intervention blocks that support student achievement in reading and literacy. As a result, the PSTs are working directly with students more than the recommended 25%.</p> <p>Schools with more than 1 PST often share the priority use targets unequally; PSTs that have strengths in coaching spend more time coaching, and those with certifications/experience in interventions spend more time directly supporting students.</p> <p>Students with complex needs have additional barriers when schools are required to move to online and blended learning platforms. Should the COVID-19 pandemic response required this change, the TCSA is committed to supporting these families with additional resources.</p> <p>While we have increased the number and availability of service providers which is a benefit to our students (ex: SLP, OT, ASD, TBST, CDT, reading intervention, educational psychology, etc.), the increase has put additional responsibility on the PSTs to coordinate and administer these services (ex: referrals, parental permissions, reports, debriefs, record keeping, communication with other staff, etc.). As a result, the PSTs are working to support teachers through the administration of these services more than the recommended 15%.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	30%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	30%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	30%		
% of PSTs allocated as less than a 1.0 FTE	AAS funded and staffed at 0.5 (AAS)		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
1.0	1.0			

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school’s ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation if the ILE Team was not in place or active during the year.

Indigenous Language and Education Team			
School	ILE Team Composition <i>(Principal, PST, etc.)</i>	Meeting Frequency	Explanation if ILE Team was not in place or active <i>(if applicable)</i>
EMES	Principal (and or VP), five classroom teachers and two support assistants, IHWE	Monthly	
CJBS	Principal, Vice Principal, Indigenous Language Instructors, IHWE, PE teacher, SAs, Activity Coordinator, Cultural EA, teachers	3x per month	
MCS	Principal, custodians, ILI, SA, IHWE	Every other week	
JWGS	Principal, custodians, ILI, SA, IHWE	Every other week	
AAS	Principal, ILI, SA, secretary	Monthly	

C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual ILI (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
MCS	1.75	1.0	The full time position supports language programs in the school. The school hires an outdoor education teacher and local staff to run cultural programming.		
CJBS	4.03	4.0			
EMES	2.23	3.0 5.61*	Tłıchǫ Immersion program and core = 3 ILE plus 0.87 culture/language instructor plus 1.74 SA to support immersion program		
JWGS	1.00	1.0			
AAS	0.50	1.0	Position supports language and cultural programming.		
TOTAL	9.51	12.61	Some positions are shared across region to allow for full positions and programming at each school.		

Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.

Some Regions have indicated difficulty in filling ILI positions. The following table details the planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

<p>Accommodations made to maintain Indigenous language instruction in the region, if any?</p>	<p>We have accepted several young Tłıchʼo language speakers with experience working in our schools, that require a strong commitment from the TCSA to provide mentorship and coaching. The TCSA regularly supports language instructors to participate in professional development not only provided by the territory and region, but through programs like Canadian Indigenous Language and Literacy Development Institute (CILLDI), Program for the Education of Native Teachers (PENT), and the Mentor-Apprentice Program (MAP). Our Elders in schools (both Indigenous Health Wellness Elders (IHWE) and other Elders) are an additional level of support in schools for mentoring these new language instructors.</p>	
<p>Plans to recruit and retain language teachers, if any?</p>	<p>Continued support for language instructors and school staff to access the above listed programs. Improving the quality of the Tłıchʼo language programs, including offering longer language rich camps to ensure new graduates have strong Tłıchʼo language. Working with partners to encourage university and college programs that prepare a new workforce who are equipped with strong pedagogy and language skills.</p>	
<p>Challenges and/or barriers faced in the region?</p>	<p>Many of the new young Tłıchʼo language Instructors have less confidence in their oral, and written language. Another challenge identified through coaching is instructional pedagogy; many instructors require supports beyond language acquisition extending into instructional areas such as assessment, inclusive schooling, and reporting.</p>	
<p>What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?</p>	<p>No impact in filling the positions, however as most positions are now filled with new ILE it is difficult to provide training online.</p>	

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) & Source (If applicable)
CJBS	\$42,400	\$42,400				
MCS	\$37,800	\$37,800				
JWGS	\$31,500	\$31,500				
EMES	\$31,800	\$31,800				
AAS	\$31,500	\$31,500				
TOTAL	\$175,000	\$175,000				

The following table details whether schools choose to allocate funding for an Elder and/or Cultural Support Worker that works at the school daily.

School	Elder in Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
AAS	Yes	No	Daily - Elder Monthly - CSW	IHW Elder – Jordan Principle Elders and CSW – Indigenous Education funding	
JWGS	Yes	No	Daily - Elder Monthly - CSW	IHW Elder – Jordan Principle Elders and CSW – Indigenous Education funding	
MCS	Yes	No	Daily - Elder Monthly - CSW	IHW Elder – Jordan Principle Elders and CSW – Indigenous Education funding	
EMES	Yes	Yes	Daily - Elder Daily - CSW	IHW Elder – Jordan Principle Elders and CSW – Indigenous Education funding	
CJBS	Yes	Yes	Daily - Elder Daily - CSW	IHW Elder – Jordan Principle Elders and CSW – Indigenous Education funding	

E. Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>As part of our strategic goals, the TCSA has set a priority to promote Tłıchǵ language, culture, and way of life by contributing to revitalization, maintenance, and promotion of Tłıchǵ culture and language through active involvement of community members in seasonal cultural activities including camps (fish camps, winter camps, and rites of passage), in-school supports, and advisory committees.</p> <p>The TCSA has a history of promoting the family to school relationship through home visits for report card delivery, family literacy nights, school name-day feasts, school hosted events (career fair, guest speakers, heritage fairs), and participation in community events such as hand games and drum dances. This also includes partnering with community organizations to participate in Tłıchǵ Aquatic Environmental Monitoring Program (TAEMP) camps, and Ìmbe Program.</p> <p>School facilities are often the location for community events like Tłıchǵ Government meetings and the annual Tłıchǵ Gatherings. Tłıchǵ Government Youth Council gatherings are also hosted in the schools.</p> <p>Through Jordan Principle funding Indigenous Mental Health and Wellness Elders (IHWE) will continue in each school. The Indigenous Health and Wellness program is a joint TCSA Education and Health and Social Services program that was originally started in 2018 to complement the CYCC program.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Elders hired for regular school programming,	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal
EMES	Videos of students and staff created for and posted on our Facebook page to show what we are doing and how we are using language in the school.	
CJBS	Build awareness and connection between school and community through strengthening our use of technology and social media outlets (especially during COVID). Utilize the cultural knowledge and expertise available in the school community to encourage collaboration and empower all staff as educators for our students.	
MCS	Bannock and soup lunch by homeroom class for parents/families. (COVID dependent)	
JWGS	Increase communication: <ul style="list-style-type: none"> - Facebook - meet outside with families in school ground - phone calls home - email/text sent to families when students leads the prayer or morning announcement - invite RCMP to camp 	

	- cultural resource people hired from community	
AAS	Distribute newsletters to communicate about the activities that take place at school.	

Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences

F. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA contributes to revitalization, maintenance and promotion of Tłıchǫ Culture and Language through authentic Tłıchǫ philosophy and worldview, and our vision statement “Strong Like Two People”. TCSA schools and staff actively participate in regional and territorial training opportunities (N2NEC, Regional Conference, and Culture Days). In addition, TCSA schools plan events using the strengths of the educators, support assistants, students, and community members to promote a positive relationship between community and school.</p> <p>In alternating years all staff receive the Residential Schools Awareness training from the region/territory, and all new teachers receive this training at the N2N conference.</p> <p>The TCSA has required all staff to complete the GNWT myHR training, “Living Well Together” by the end of the 2021-22 school year. This training aims to create awareness and understanding of the impact of colonization, understanding their role in reconciliation, and providing a foundation to move towards cultural competency.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools holding local Teacher Cultural Orientation Days.	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	See above – all staff		
% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	Goal	Explanation on status of goal
EMES	All teachers to attend our camps and take opportunities to interact with Elders, knowledge keepers, and staff leaders. Teachers do the pre-teaching for camps. Use the camp guidebook created by TCSA to help prepare these lessons.	
CJBS	Adopt a teacher – look for informal opportunities to connect with new staff. ILE team to ensure opportunities for staff to engage in cultural activities.	
MCS	Look at alternative ways to run PD so teachers can learn history, culture and language.	
JWGS	New staff training: N2N, Regional cultural orientation, ILI training, mentorship for new staff, safety training on land.	
AAS	Interact with Elders and knowledge keepers. Collaborate with community members in implementing traditional activities.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Type of activities local Cultural Orientation Days.	AAS	Regional (Aug) – Living Well Together May – Tradition medicine		
	JWGS	Regional (Aug) – Living Well Together May – Tradition medicine		
	MCS	Regional (Aug) – Living Well Together May – Tradition medicine		
	EMES	Regional (Aug) – Living Well Together May - Fish and water knowledge		
	CJBS	Regional (Aug) – Living Well Together May – Tradition medicine		

G. Fostering Student Wellbeing

Fostering Student Wellbeing requires educators to support the development of each student as an NWT **capable person** in a holistic manner. Elders in the NWT have explained that each child is born with inherent gifts. In order to nurture those gifts as a **capable person**, students must be well in body, mind, heart and spirit.

NWT schools need to cultivate healthy environments that nurture student gifts through the development of physical, intellectual, emotional and spiritual self. In collaboration, schools and communities can guide students to strengthen their wellbeing and foster development of their identity, through opportunities to connect to the land, the language and the teachings of their Elders

<p>Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)</p>	<p>The TCSA has embraced the approach of a capable person holistically by using the grounding influences; Circle of Self, Methodology, and Interconnectedness (taken from presentation by Angela James). This approach considers the growth and development of body, mind, heart, and spirit as well as understanding the ways of knowing, doing, and believing. The TCSA believes in an approach that connects our vision statement, “Strong Like Two People” in all aspects of our work for example:</p> <ul style="list-style-type: none"> • Emotional and spiritual development through integrated mental health supports such as Indigenous Health and Wellness Elders (IHWE) that complement the clinical supports provided by the CYCC/NCTS. • Students connect with their identity through regional efforts such as the Culture Based Integrated Planning (CBIP), Tłıchǫ History project, and camps that are strongly supported by community knowledge keepers and Elders. • Embracing the Indigenous pedagogy of spiral learning by ensuring fully integrated supports for students at all levels of learning. <p>The TCSA believes that a student’s sense of identity and wellbeing is impacted when these shaping influences are present in all aspects of our teaching and learning practices.</p>
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ILE Action Plan Goal for Fostering Student Wellbeing		
School	Goal	Explanation on status of goal
All Schools	<p>Indigenous Health & Wellness Elders</p> <p>Daily prayers.</p> <p>Supporting culture and language programming, identity, mental health & wellness and curriculum delivery through Indigenous pedagogies.</p> <p>JWGS – leading feeding of the fire on first Friday of each month, recognize ancestors and traditional healing.</p>	

School	What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
JWGS and AAS	One Indigenous Health & Wellness Elder available to students at all times. Elders advise School Based Support Team to ensure a respectful approach rooted in worldview and culture is maintained. Elders interact with students daily through Tłıchǝ language and culture activities to instill a strong sense of identity and pride in culture. Feeding of the fire ceremony regularly offered to all staff and students.	
CJBS, EMES, & MCS	Two Indigenous Health & Wellness Elders available to students at all times. Elders advise School Based Support Team to ensure a respectful approach rooted in worldview and culture is maintained. Elders interact with students daily through Tłıchǝ language and culture activities to instill a strong sense of identity and pride in culture.	

H. Indigenizing Teaching and Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłıchǵ Culture and Language through the Tłıchǵ History project, seasonal camps, language revitalization projects, Tłıchǵ dictionary, and TRC initiatives. These support Tłıchǵ world view, ways of knowing, doing, being, and believing. As previously indicated the TCSA already takes an Indigenized approach to Indigenizing content for curricula and programming. There are no school level targets as all schools aim to work towards spiral, holistic, relational, and experiential approaches. While this looks different for new verses veteran teachers, high school verses elementary teachers, or Indigenous verses non-Indigenous teachers, we expect all teachers to actively Indigenize their practice.</p> <p>We pride ourselves in the Tłıchǵ region on delivering expert Indigenized education. We have a long history of supporting Indigenized approaches that embrace the holistic, spiral, relational, and experiential nature of education. As the Indigenous approach asks us to embrace all of these practices we do not prioritize one over the other. We encourage every staff to build their own knowledge using developed resources, experts from the community, and collaborative approaches to develop their learning practices. The TCSA is committed to providing opportunities for educators to embrace Indigenous history at local, regional and national levels to explore the history and impact of colonization. In most cases, teachers are encouraged to use the CBIP and Tlıcho History resources as they were developed with the Indigenized Teaching and Learning practices in mind.</p>
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	<p>TCSA schools embrace an authentic way of teaching and learning for both students and school staff. As such, there is no differentiation in the targets or expectations for each school. All staff are expected to provide to the best of their abilities:</p> <ul style="list-style-type: none"> - Experiential opportunities that integrate the land, the people, the traditional knowledge and language; - Holistic approaches founded in the Dene Kede teachings (relationship with the land, with others, the spiritual world and with one's self); - Spiral teaching and learning practices that give students the opportunity to revisit curriculum and material; and - Founded in relationships between all school staff, community members, elders, and students.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal
EMES	By implementing regional resources (CBIP, and Tlichó history) teachers experience spiral, experiential, holistic, and relational teaching and learning practices. Thus each teacher grows in their practice by experiencing these Indigenized practices.	
CJBS	Utilize culture and language opportunities to promote positive self-reflection and personal growth; to reinforce Dene Laws and restorative practices in school practices. By implementing regional resources (CBIP, and Tlichó history) teachers experience spiral, experiential, holistic, and relational teaching and learning practices. Thus each teacher grows in their practice by experiencing these Indigenized practices.	
MCS	By implementing regional resources (CBIP, and Tlichó history) teachers experience spiral, experiential, holistic, and relational teaching and learning practices. Thus each teacher grows in their practice by experiencing these Indigenized practices.	
JWGS	Assign local staff in each classroom to increase language, use of language added to classroom checks, monthly feeding of fire, and spiral camp focus. By implementing regional resources (CBIP, and Tlichó history) teachers experience spiral, experiential, holistic, and relational teaching and learning practices. Thus each teacher grows in their practice by experiencing these Indigenized practices.	
AAS	By implementing regional resources (CBIP, and Tlichó history) teachers experience spiral, experiential, holistic, and relational teaching and learning practices. Thus each teacher grows in their practice by experiencing these Indigenized practices.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	EMES			
	CJBS			
	MCS			
	JWGS			
	AAS			

I. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłıchǵ Culture and Language through “Strong Like Two People” as a way of life and vision statement for TCSA schools. The mission is integrated into all subjects and grades, including a graduation designation that honours students who demonstrate through course work a dedication to becoming “Strong Like Two People”. This content is founded in the Dene Kede curriculum and the Our Languages Curriculum, and supported by regionally developed resources including CBIP, Tłıchǵ History, Traditional games, and numerous Tłıchǵ language books. The Dene Kede remains the foundational document that teachers, and administrators use to plan for lessons, camps, and other events. On-going professional development for teachers to authentically implement cultural responsive programming will be continued by regional staff, principals, and PSTs.</p> <p>To support new staff collaboratively designed initiatives such as Culture Based Integrated Planning (CBIP), Camp Guidebook, Tłıchǵ History Project, Indigenous Health and Wellness Elders, and numerous resources dedicated to camps and Tłıchǵ language development offer a foundation on which to build their capacity to deliver Indigenized approaches to educations. New in 2021-22 is an increased focus on using traditional skills as strengths in SSPs and IEPs.</p> <p>During 2020-21, 5 locally developed courses (LDC) that support the delivery of Indigenous knowledge were updated: Gonàowok’e 15, 25, 35, Beading and Embroidery, and Drumming. In the 2021-22 school year the following LDC are scheduled to be updated or developed: Trails of Our Ancestors, Parenting/Child Development cluster, and</p>
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	<p>Spirituality. In addition, to strengthen instruction of these courses in smaller communities the TCSA will develop resources to support the Drumming course.</p> <p>All TCSA principals have regular ‘classroom walk-throughs’ where they are monitoring the use of curriculum including the Dene Kede.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%		
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
EMES	Use of the Tł̥ch̥q History Project and associated resources.	
CJBS	Integration of Dene Kede in CBIP and Integrated Studies JK – 9. Build Tł̥ch̥q culture into IEP and SSP. Ensure student success with hands-on activities and cultural programming. Encourage teachers to incorporate Indigenous content in all subject areas	
MCS	Integrate Dene Kede in lesson planning through CBIP.	
JWGS	-Student announcements and prayer in	

	language -Building Gamètì history into high school courses – English – shared connections with their communities (Tłchq History Project) -Offer Gonàowok'e program -CTS foods – heritage foods	
AAS	Integrate Dene Kede in lesson planning through CBIP.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	EMES			
	CJBS			
	MCS			
	JWGS			
	AAS			

J. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłı̨chǫ Culture and Language through authentic application of cultural and language values and traditions. Examples of key cultural experiences are feasts, feeding of the fire, traditional food preparation, puberty camps, and traditional arts and crafts. Each year the TCSA hosts a regional conference that orients all staff to the Tłı̨chǫ region. Past cultural orientation days have included authentic activities such as canoeing tours, traditional craft demonstrations, tours of sites of local importance, traditional food and medicine, Dene games, introduction to local artist and writers, and dancing. These opportunities give staff the experience to draw on when teaching their own class. In 2019-20, the TCSA developed a Camp Guidebook to better prepare all staff to collaboratively offer activity rich on the land learning based in the Dene Kede with clear links to classrooms, curriculum, and Indigenous Education. The guide includes pre/during/post activities to be done on the land or in the classroom, roles and responsibilities of all participating staff, as well as traditional knowledge and legends.</p> <p>Students are given multiple opportunities to learn on the land; at least 3 seasonal camps per school (some overnight), exchange programs, rites of passage camps, camps provided by community partners (TAEMP, and ı̨mbe), and activities for culture based programming. In addition to the on the land experiences the TCSA has excelled at bringing the land to the classroom. For example, students have opportunities to learn to set traps in class before going on the land, sewing their own beaver mitts with IHWEs, offering Dene and hand games as part of physical education, all ensure students have the opportunity to build skills and knowledge beyond camp experiences.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal
EMES	Bringing relevant cultural experiences into the classroom. Bring the classroom onto the land. Use of the Camp Guidebook to promote pre- and post- activities.	
CJBS	To have consistent opportunities throughout the year for students to experience culture e.g. seasonal camps and/ or cultural activities within school. Bring the land into class (ex: using traditional plants and animals in Science classes)	
MCS	More Indigenous sports and games – integrated into physical education and CBIP programs. Used as part of celebrations (start / end of year, reading goals reached). Focus on Dene Games.	
JWGS	Increase camps: Fall fish, rabbit, building shelters, seasonal camps, traditional camp chores All staff (local and non-Indigenous) and all students at camp	

AAS	All students participate in activities that use traditional skills – at least 3 camps per year with pre/post activities. Typically, setting nets, snares, camp skills, beading/sewing, puberty rites, fish / meat/ hide preparation.	
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School Specific Performance Indicators	School	Wise Practice
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	EMES	
	CJBS	
	MCS	
	JWGS	
	AAS	

K. Strengthening Core and Immersion Indigenous Language Instruction

In most NWT schools, Indigenous language programming is offered as a core language program with instructional time averaging 90 hours a year. A few schools in the NWT have implemented Indigenous language immersion programs, and others have recently begun the immersion implementation process.

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.</p>	<p>As part of the TCSA strategic plan, the TCSA prioritizes our role in contributing to the revitalization, maintenance, and promotion of Tłıchǵ Language and Culture. Targets are set to mentor every Indigenous Language Educator (ILE), and for every school to have a fully functioning ILE team that develops and enhances the whole school approach to Tłıchǵ language.</p> <p>The region has developed extensive resources to support language instruction in all classrooms. Every school actively promotes culture and language rich instruction, heritage fairs, and culturally integrated classrooms. Other resources include books, posters, artifacts, and culture kits created to support Dene Kede units. Literacy resources are being digitized and moved into libraries to allow for greater access.</p> <p>Regional and territorial coordinators, PSTs, and Elders provide mentorship and support instruction as required. Often this includes not only language development but support for unit and lesson planning, differentiating for student needs, and in class resource development. As the Tłıchǵ immersion program continues to grow additional classroom resources are supported for the program. There is a strong need for qualified Tłıchǵ speaking teachers to take over for existing immersion teachers who are nearing retirement.</p> <p>The regional approach to supporting the delivery of Indigenous language instruction is aligned and supported through the region’s Professional Learning Communities (PLC) as well as targeted oral language instruction. Immersion teachers work as a PLC using evidence to make informed instructional decisions.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
# of new ILIs in the region	4 of 8 = 50%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	Goal	Explanation on status of goal
EMES	Using OLC resources (e.g. puppets) to create content through the Dene Kede.	
CJBS	To continue to support ILI teachers in the use of the OLC curriculum through consistent professional development and support from ECE staff, as well as, Elders and other staff who are fluent in the language. To utilize the skills of all staff who are fluent in the language to support each other in passing the language on.	
MCS	Speaking Tłıchǫ as much as possible. School radio station to interview Elders and share stories.	
JWGS	Mentorship with Wekweeti and RILE, coaching on implementing OLC program	
AAS	Engage students by participating in role play in dramatic presentations	

L. Engaging Community in Indigenous Language Programs

Engaging Community in Indigenous Language Programming is emphasized in the *Dene Kede* and *Inuuqatigiit* curricula and reminds educators that community involvement can take many forms. Schools should look for opportunities to engage with the community to promote, use and celebrate Indigenous languages. Students can be offered many activities where language speakers from the community may come into the school or the students may go out into the community. Some examples are participating in a culture camp with language use, attending a local government meeting, working with a health care nurse attending to Elders, or talking in the language while visiting at a store.

<p>Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)</p>	<p>Due to the TCSA’s long commitment to developing Tłıchǫ resources such as books, songs, posters, and translations the Teaching & Learning Center (TLC) is well stocked with a variety of Tłıchǫ resources. These are regularly shared with our partners in the community, however during the COVID pandemic the sharing was increased. Many copies of Tłıchǫ books were provided to families to ensure they had access to Tłıchǫ language resources during the school closures and continued through the 2020-21 school year. Resources were digitalized for all staff to use, shared with community libraries and other community organizations, and brought to classrooms. This promotion has inspired others to share what they have and the region has seen an increase in locally developed resources and materials shared with the schools including ‘Journal of a Travelling Girl’, several teachers/staff writing their own books/songs, ‘Saga of a Missionary Bishop’, and Tłıchǫ Governments efforts to document traditional knowledge in video recording with free access on their site.</p> <p>In addition to resource development and sharing across the region, all camps focus on language by promoting the use of language in this setting. As the TCSA is an integrated agency; public health, education updates, and many other notices are shared on Facebook and on radio in both languages.</p>
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<p>ILE Action Plan Goal for Engaging Community in Indigenous Language Programs</p>		
<p>School</p>	<p>Goal</p>	<p>Explanation on status of goal</p>
<p>EMES</p>	<p>Sharing Tłıchǫ books with families (print and digital). Document and share language with community organizations and families using basic technology.</p>	
<p>CJBS</p>	<p>To utilize the skills of all staff who are fluent in the language (custodians, bus drivers, SAs) to support each other in passing the language on. Offer</p>	

	professional development and opportunities for staff to learn teaching strategies.	
MCS	Community orientation for school staff	
JWGS	Local SA in each room to speak Tłıchǫ in the class. Local residents focus on using language at camps	
AAS	Sharing Tłıchǫ books with families (print and digital).	

M. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.</p>	<p>To honour Tłıchǰ Yatı (language), DǰNàowó (Culture) and Gonàowok’e (Our Way of Life) Tłıchǰ language will be promoted throughout the school every day. The Tłıchǰ region has a long and rich history of offering innovative and unique language programming including the Tłıchǰ immersion, cultural programming, barren land hunts, Tłıchǰ family language supports, numerous resources (Tłıchǰ books, songs, posters, videos, alphabet charts, chants), and development of extensive kits to support families and schools. In the strategic plan, the TCSA has prioritized continuing to contribute to revitalization, maintenance and promotion of Tłıchǰ culture and language through whole school approaches to Tłıchǰ Yatı. This includes daily morning greetings, O’ Canada and prayers in Tłıchǰ, songs, and Tłıchǰ words/phrases throughout school routines. This whole school approach to language supports reconciliation and honours the valuable gifts of language and culture.</p> <p>Tłıchǰ customs are also promoted by including “Feeding of the Fire” at the beginning of the school year and at other important events. All teachers are supported to understand and promote these customs through initiatives like Culture Based Integrated Planning (CBIP), Camp Guidebook, Tłıchǰ History Project, and Dene Kede.</p> <p>The TCSA has demonstrated the commitment to a whole school approach by ensuring that ILE action plans are mixed groups with varied language abilities, offering co-teaching where possible particularly for CBIP, and providing community updates and lessons on Facebook/radio in Tłıchǰ.</p> <p>Whole school activities like language celebrations have been limited during COVID – typically whole community comes to these celebrations and participates. The TCSA schools and community look forward to when these activities can resume under the Emerging Wisely plan, as such the ILE Action plan goals are limited to school level activities.</p>
--	---

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
EMES	Attention grabbing greetings and commands. Mapping for themes and seasons.	
CJBS	Encourage and support staff to engage in MAP training with fluent speakers. Introduce key phrases on a regular basis to be used by all staff and students.	
MCS	House Meetings Tḥchq Bingo – Monthly	
JWGS	Focus on basic dates and/or writing, use common language or phrases, and build language lesson into staff mtg.	
AAS	Use greetings and have students use the language	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Initiatives in place to promote a Whole School Approach to Language Use.	EMES	School wide phrases connected to the goal above.		
	CJBS	One key phrase or expression each week.		
	MCS	School wide phrases connected to the goal above.		
	JWGS	School wide phrases connected to the goal above.		
	AAS	School wide phrases connected to the goal above.		

N. Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
TCSA	\$88,073	\$88,073				
TOTAL	\$88,073	\$88,073				

O. Resource Development for OLC and ILE

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and *the Indigenous Language and Education (ILE) Handbook*.

This funding is to be used only for:

- a) Developing resources for the implementation of OLC and ILE Handbook in schools;
- b) Training and workshops for Indigenous Language Instruction (ILI) staff to further their professional development in OLC and ILE implementation; and
- c) Technology needs that support OLC and ILE implementation.

Note: Ensure a copy of any resources produced are submitted to ECE-ILES.

Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
\$116,795	\$116,795			

Resources in the region	Type and amount of Indigenous language resources being developed or purchased to support OLC.	Type and amount of Indigenous language resources being developed or purchased to support ILE.
OLC/ILE Professional Development in the region	Number of ILI's attending and type of professional development opportunity	Number of school staff attending professional development to support OLC and/or ILE implementation.

**Department of Education, Culture & Employment
Council/District Approved 2021-2022 Budget**

**Tlcho Community Services Agency
Statement of Operations
Annual Budget - Consolidated**

	2021-2022 Budget	2020-2021 Approved Budget	2020-2021 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	17,905,791	17,482,236	17,829,888
Northern Distance Learning (Schedule 8)	121,250	0	121,250
Minority Language (Schedule 8)	0	0	0
Education Renewal Initiative (Schedule 8)	0	0	0
ECE Other Contributions	140,000	140,000	1,095,569
Sub-Total ECE	18,167,041	17,622,236	19,046,707
GNWT Other Contributions	125,750	125,200	149,702
Total GNWT	18,292,791	17,747,436	19,196,409
Federal Government Jordan's Principle (Schedule 8)	6,045,281	5,263,070	4,335,954
Federal Government Other	0	0	0
Property Tax Requisitioned	0	0	0
Other Education Bodies	0	0	0
Education Body Generated Funds			
Rentals	0	0	0
School Fees	0	0	0
Investment Income	25,000	30,000	27,618
Donations	0	0	0
Other	10,000	168,906	239,741
Total Generated Funds	35,000	198,906	267,359
TOTAL REVENUES	24,373,072	23,209,412	23,799,722
<u>EXPENSES</u>			
Administration (see Schedule 2)	1,427,078	1,357,674	1,103,660
School Programs (see Schedule 2)	18,549,229	16,840,443	16,835,483
Operations and maintenance (see Schedule 2)	0	0	0
Inclusive Schooling (see Schedules 2&3)	3,157,102	3,272,123	3,294,520
Indigenous Languages and Education (see Schedules 2 & 4)	2,034,286	2,171,696	2,218,077
Student/Staff Accomodations (see Schedule 2)	0	0	0
Debt Service	0	0	0
Other	0	0	0
Sub-Total Expenses Before Amortization	25,167,695	23,641,936	23,451,740
Amortization (see Schedule 6)	56,565	40,000	56,565
TOTAL EXPENSES**	25,224,260	23,681,936	23,508,305
ANNUAL OPERATING SURPLUS (DEFICIT)	-851,188	-472,524	291,417
ACCUMULATED SURPLUS (DEFICIT) OPEN *	1,185,685	894,268	894,268
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	334,497	421,744	1,185,685

*Accumulated Operating Surplus exclusive of investment in TCAs, and LED Reserve. CSFTNO excludes liability to GNWT.

Reconciliation of Total Closing Accumulated Surplus:

Closing Operating Surplus from above	334,497	421,744	1,185,685
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	226,260	282,826	282,826
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Total Closing Accumulated Surplus	391,062	461,744	1,576,747

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**Tlcho Community Services Agency
Consolidated Expenses - (Schedule 2)
Annual Budget**

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/Cultural Programs	Student/Staff Accommodation	Total
SALARIES							
Teachers' Salaries		8,406,736					8,406,736
Regional Coordinators (RISC/RILE)				166,279	215,669		381,948
Program Support Teachers				1,119,336			1,119,336
Support Assistants		3,124,212		1,567,148	463,617		5,154,977
Indigenous Language Instruction					1,033,205		1,033,205
Cultural Resource Staff							0
Elders in Schools							0
Non Instructional Staff	1,113,578	4,050,904			34,000		5,198,482
Board/Trustee Honoraria	30,000						30,000
EMPLOYEE BENEFITS							
Employee Benefits/Allowances		150,000					150,000
Leave And Termination Benefits							0
STAFF DEVELOPMENT (Including Travel)							
							0
SERVICES PURCHASED/CONTRACTED							
Professional/Technical Services							0
Postage/Communication	32,200	90,200					122,400
Utilities							0
Heating							0
Electricity							0
Water/Sewage							0
Travel	91,500	37,608		32,195	10,000		171,303
Student Transportation (Busing)		648,474					648,474
Advertising/Printing/Publishing							0
Maintenance/Repair	2,500	54,350			5,000		61,850
Rentals/Leases	6,000	45,900			4,500		56,400
Other Contracted Services	128,000	1,104,933		182,144	48,000		1,463,077
MATERIALS/SUPPLIES/FREIGHT							
Assistive Technology							0
Materials	21,500	794,619		88,500	220,295		1,124,914
Freight	1,800	41,293		1,500			44,593
DEBT SERVICE							
							0
OTHER							
							0
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,427,078	18,549,229	0	3,157,102	2,034,286	0	25,167,695
AMORTIZATION							
		56,565					56,565
TOTAL	1,427,078	18,605,794	0	3,157,102	2,034,286	0	25,224,260

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**Tlcho Community Services Agency
Inclusive Schooling - (Schedule 3)
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	166,279		166,279
Magnet Facility Teachers			
Program Support Teachers	1,119,336		1,119,336
Support Assistants	1,567,148		1,567,148
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances			0
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	32,195		32,195
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services			0
Student Transportation (Busing)*			0
Other Contracted Services	182,144		182,144
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology			0
Materials	88,500		88,500
Freight	1,500		1,500
TOTAL	3,157,102	0	3,157,102

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**Tlcho Community Services Agency
Indigenous Languages and Education - (Schedule 4)
Annual Budget**

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<u>SALARIES</u>				
Regional ILE Coordinators			215,669	215,669
Indigenous Language Instruction			1,496,821	1,496,821
Cultural Resource Staff	34,000			34,000
Elders in Schools				0
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances				0
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services				0
Travel			10,000	10,000
Student Transportation (Busing)*				0
Advertising/Printing/Publishing				0
Rentals/Leases	9,500			9,500
Other Contracted Services	13,000	25,000	10,000	48,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	118,500	91,795	10,000	220,295
Freight				0
TOTAL	175,000	116,795	1,742,490	2,034,285

Department of Education, Culture & Employment Council Approved 2021-2022 Budget

Tlicho Community Services Agency Approved Person Years - (Schedule 5) Annual Budget

	<u>Person Years</u>
Administration Staff	7.00
Territorial Schools:	
Teachers	55.80
Consultants	2.31
Classroom Assistants	
Secretaries	4.54
Custodians	9.13
Other - Specify	
Reg Principal/Student Coord	2.00
Kitcehn Staff	1.87
Bussing	5.00
Jordan's Principle	48.05
Librarian	1.97
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	7.50
Support Assistants	15.64
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	12.61
Other - Specify	
Total Person Years	<u><u>175.42</u></u>

**Department of Education, Culture & Employment
Council/District Approved 2021-2022 Budget**

INPUT	YK1
CALCULATED	YCS
FORMAT	BOTH

**Tlich Community Services Agency
Reconciled Accumulated Surplus - (Schedule 6)
Annual Budget - Consolidated**

	2021-2022 Budget	
<u>TOTAL ACCUMULATED SURPLUS OPEN</u>	1,576,747	1,576,747
Opening Balance Investment in Tangible Capital Assets	282,826	
Less : Amortization (enter negative)	-56,565	
Plus : Capital acquisitions	0	
Plus : Debenture principal repayment	0	
Closing Balance Investment in Tangible Capital Assets	226,260	
Opening Balance LED Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	0	
<u>TOTAL ACCUMULATED SURPLUS CLOSING</u>		617,323
REPRESENTED BY:		
<u>ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY</u>	391,062	391,062
REPRESENTED BY:		
Opening Balance Operating Surplus	1,185,685	
Plus : Annual Surplus (enter positive) or	0	
Less : Annual Deficit (enter negative)	-851,188	
Amortization	56,565	
Capital acquisitions	0	
Debenture principal repayment	0	
Plus : Transfer from Investment In Capital Assets	56,565	
Plus : Transfer from (to) Decentralized Accumulated Surplus	0	
Plus : Transfer from (to) Capital Fund Reserve	0	
Plus : Transfer from (to) LED Reserve	0	
Closing Balance Operating Surplus	391,062	391,062
Opening Balance Decentralized Surplus	0	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Surplus	0	0
Opening Balance Capital Fund Reserve	0	

Transfer from (to) operating fund surplus
Closing Balance Capital Fund Reserve

0

0

0

Approvals

Operating Plan



Education Body Chair



Superintendent

__July 8, 2021_____
Date

__July 8, 2021_____
Date

Annual Report

Education Body Chair

Superintendent

Date

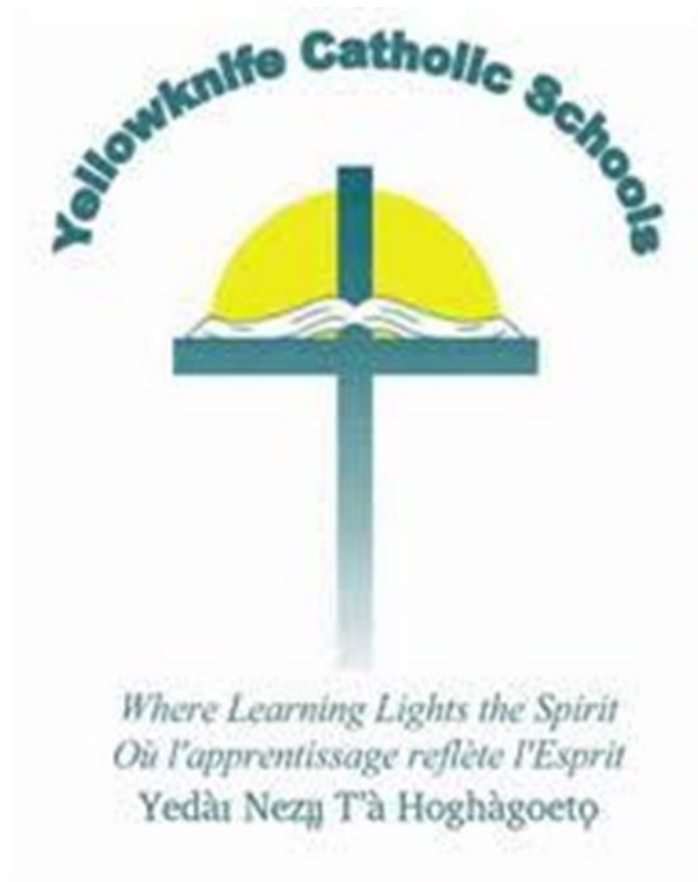
Date

Education Accountability Framework

Yellowknife Catholic Schools

Operating Plan

For the 2021-22 School Year



Cadre de responsabilisation en éducation

Écoles catholiques de Yellowknife

Plan de fonctionnement

Année scolaire 2020-2021



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Plan de fonctionnement – Sommaire

Le plan de fonctionnement des Écoles catholiques de Yellowknife pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités des Écoles catholiques de Yellowknife pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

Buts et objectifs des Écoles catholiques de Yellowknife (ECY) pour 2020-2021

En raison des répercussions de la COVID-19 sur la programmation opérationnelle, le conseil d'administration des Écoles catholiques de Yellowknife n'a pas été en mesure de boucler la planification stratégique comme prévu au printemps 2020. Le conseil a tout de même tenu une séance de planification stratégique préliminaire le 13 juin 2020, et a prévu de poursuivre la planification stratégique de concert avec les parties prenantes à l'automne 2020. À ce titre, les Écoles catholiques de Yellowknife élaboreront un plan stratégique de quatre ans arrimé aux cinq priorités communes des leaders en éducation et du ministère de l'Éducation, de la Culture et de la Formation (MÉCF), ainsi qu'aux priorités et aux objectifs régionaux spécifiques. Conscientes du travail que représente le processus de planification stratégique, les Écoles catholiques de Yellowknife prévoient de lancer et diffuser le nouveau plan stratégique au cours de l'année scolaire 2020-2021, à compter de l'automne 2021.

Ainsi, nos objectifs pour l'année 2020-2021 demeurent les suivants :

Favoriser le questionnement et la collaboration au moyen de l'intégration d'outils techniques et de la création de salles de classe du 21^e siècle

Fournir des cours de littératie et numératie dans le cadre de programmes axés sur la collaboration et l'aide

Développer des citoyens riches sur le plan spirituel et culturel, qui montrent un sens de la justice sociale et une conscience communautaire

Soutenir la santé et le bien-être des employés et des élèves, tant physique que mental, et encourager la pleine conscience, l'autorégulation et la connaissance de soi

Cibles :

Augmenter le nombre de membres du personnel et d'élèves capables de leadership dans l'utilisation des technologies comme outils d'apprentissage et d'enseignement

Élaborer un plan d'alphabétisation exhaustif et mettre en œuvre des outils d'évaluation en matière

de littératie et de numératie

Soutenir le personnel dans l'élaboration de stratégies d'enseignement et d'acquisition de la littératie et de la numératie

Continuer de travailler avec le personnel pour intégrer les pratiques spirituelles aux différents volets du programme le cas échéant

Se mettre totalement au diapason de la nouvelle directive sur les langues et cultures autochtones

Proposer aux trois écoles l'aide du personnel de soutien en langues et cultures autochtones

S'assurer que les enseignants soient bien outillés (connaissances, compétences et outils) pour offrir un enseignement de qualité de la maison, le cas échéant

Operating Plan - Executive Summary

Yellowknife Catholic Schools' Operating Plan for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with Yellowknife Catholic Schools' priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

Yellowknife Catholic Schools (YCS) has developed a new three year strategic plan; ***Developing Capable People Together*** outlining goals that will develop the characteristics and skills we want for our students, now and in the future. Realizing that thinking, well-being and relationships are the core of our work, our strategic plan is built on our *Vision of a Learner for YCS*. As a learning community we look forward and think about the many ways our world is changing, to ensure our students are prepared to adapt to changes as they emerge. As such we are excited that our new strategic plan has three key priorities - ***to inspire thinking, cultivate well-being, and build relationships through the lens of our Catholic faith.***

Inspiring Thinking

Our learning community will inspire critical thinking through inquiry and innovation.

- Students will engage in discovery and exploration opportunities
- Educators will design a culture of resilience that supports making mistakes to promote growth
- The district will nourish socially responsible people that can think critically about their ideas and explore their faith

Cultivating Well-Being

Our learning community will promote empathy and a commitment to well-being.

- Students will nurture their spiritual, physical, social-emotional, cultural, and intellectual well-being
- Educators will foster a faith community of socially responsible individuals with the ability to adapt and apply new knowledge
- The district will prioritize faith, dignity, and equity in inclusive classrooms

Building Relationships

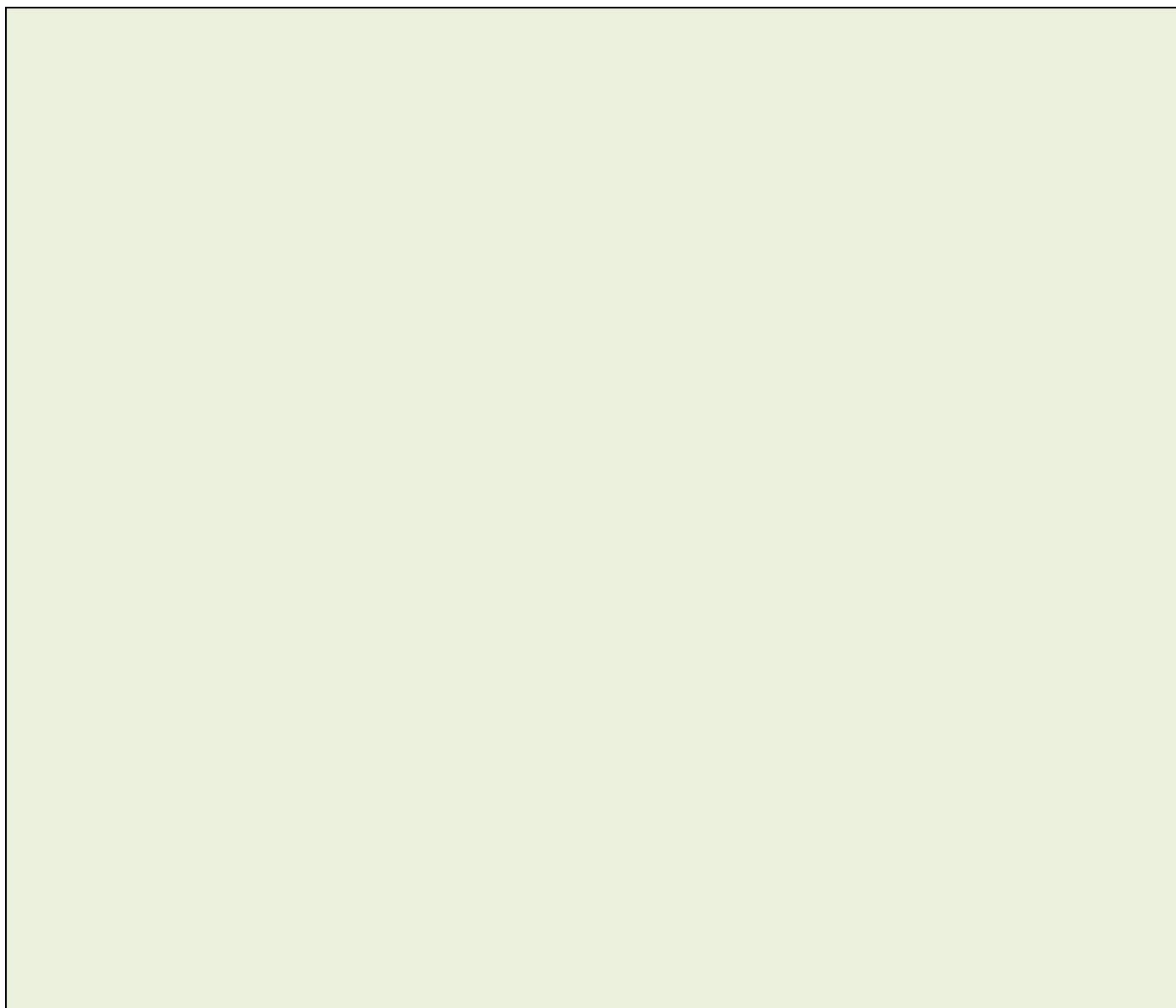
Our learning community will value relationship building as the foundation for students to thrive.

- Students will recognize that feelings and emotions impact every area of life
- Educators will build safe and caring classroom cultures that promote collaboration
- The district will strengthen partnerships with the parish, our families, community members, Education, Culture, and Employment, and the Indigenous people of the NT.

Annual Report - Executive Summary

Yellowknife Catholic Schools' Annual Report for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:



1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

Yellowknife Catholic Schools is governed by a District Education Authority of seven trustees, who were elected in October 2018. This is a three-year term with the next election scheduled in October 2021. DEA members may choose to run in elections as many times as they wish. There is no limit to the number of years an individual can serve as a School Board Trustee.

The current DEA is made up of the following individuals:

- > Erin Currie (Chair)
- > Steven Voytilla (Vice-Chair)
- > Revi Lau-a
- > Lori MacMillan-Gallant
- > Candace Meadus
- > Tina Schauerte
- > Susan Waddell

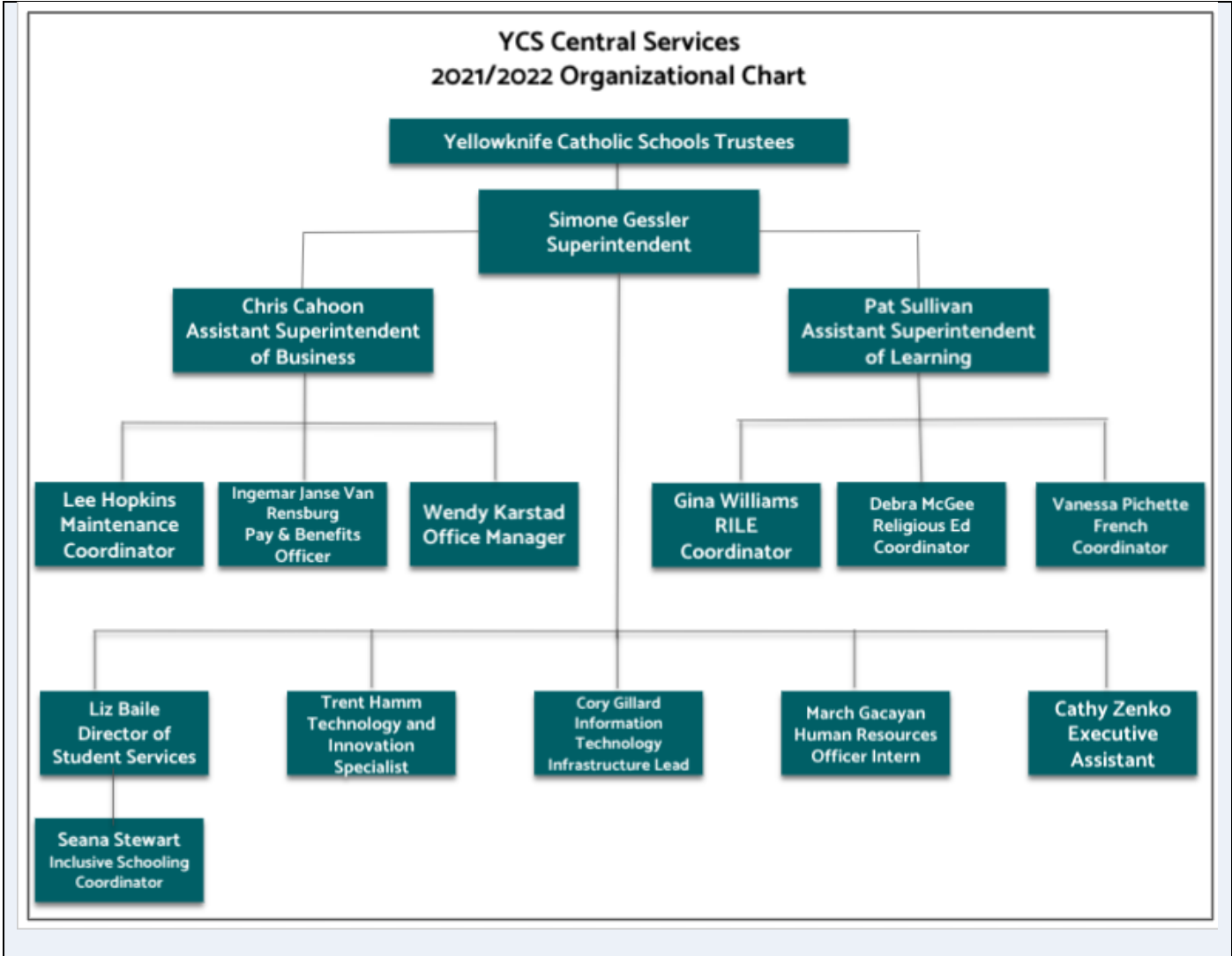
The Superintendent is the only YCS employee under the Board's direction.

The DEA meets once a month for the regular scheduled public meeting that takes place on the third Wednesday of the month in the evening, except for the March meeting that takes place at noon. The DEA also has monthly lunchtime committee meetings. The committees are for Finance and Facilities, and Committee of the Whole. Other meetings take place on an as-needed basis.

The Yellowknife Catholic School Board is seeking a change to the *Education Act* that will allow for Trustee elections to align with the City of Yellowknife Municipal Elections. As such there will be a one-time one (1) year term for Trustees in order to realign with the municipal elections in 2021. YCS Trustees have been working closely with ECE in order to ensure the October election will be the most cost-effective for our ratepayers.

A. Functional Organizational Chart

The following table details the functional organization of the Education Body:



A. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
Strategic Planning	Superintendent	DEA	YCS May 2021		
Board Orientation	DEA and Superintendent	DEA	YCS November 2021		
Alberta Catholic Schools Trustees Convention	Alberta Catholic Schools Trustee Association Board	DEA and Superintendent	AB or Virtually November 2021		
Alberta School Board Association Convention	Alberta School Board Association Board	DEA and Superintendent	AB or Virtually November 2021		
Observable Impact Review	Superintendent and Principals	DEA	YCS May 2022		

B. Education Body Meetings

According to section 109 of the *Education Act*, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? <i>(Yes/No)</i>	If No, why not?
September 8 - Finance and Facilities Committee 9 - Committee of the Whole 16 - Regular Board Meeting	Virtual Virtual Central Services		
October 13 - Finance and Facilities Committee 14 - Committee of the Whole 21 - Regular Board Meeting	Virtual Virtual Central Services		
November 9- Finance and Facilities Committee 10 - Committee of the Whole 18 - Regular Board Meeting	Virtual Virtual Central Services		
December 7 - Finance and Facilities Committee 9 - Committee of the Whole 16 - Regular Board Meeting	Virtual Virtual Central Services		
January 11 - Finance and Facilities Committee 13 - Committee of the Whole 20 - Regular Board Meeting	Virtual Virtual Central Services		
February 8 - Finance and Facilities Committee 10 - Committee of the Whole 17 - Regular Board Meeting	Virtual Virtual Central Services		
March 10 - Regular Board Meeting	Central Services		
April 12 - Finance and Facilities Committee 14 - Committee of the Whole 21 - Regular Board Meeting	Virtual Virtual Central Services		
May	Virtual		

10 - Finance and Facilities Committee 12 - Committee of the Whole 14 - Regular Board Meeting	Virtual Central Services		
June 7 - Finance and Facilities Committee 9 - Committee of the Whole 16 - Regular Board Meeting	Virtual Virtual Central Services		

C. School Profiles

The following table details the total number of schools in the District, the expected student headcount for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori). **Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.**

Total Number of Schools in District	Three	Total Anticipated Student Head Count	YCS - 1,454 ESJS - 615 WCS - 350 ESPHS - 489
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School Name	Community	Grades Offered	Programming Highlights
Ecole St. Joseph (ESJS)	Yellowknife	JK-7	French Immersion, Learning Through the Arts, Willideh Yati language instruction, Bilingual JK (French/English), Options, MakerSpace
Weledeh Catholic (WCS)	Yellowknife	JK-7	Early French Immersion, Bilingual JK(French/English), Willideh Yati language instruction, Genius Hour, Literacy Intervention, MakerSpace, Wolves On The Land (Nq̄d̄ı Dech̄ıta Nàgedè).
Ecole St. Patrick (ESPHS)	Yellowknife	8-12	Trades, MakerSpace, Alternative Learning Centre, French Immersion, Willedeh Yahti, Coding, Music Production and Recording/String and Percussion Program.

D. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (*% of students on a Regular Education Program (REP) with a Student Support Plan (SSP) for Accommodations, % of students on a Modified Education Program (MEP) with an SSP for Modifications, and % of students on an Individualized Education Program (IEP)*), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.**

Our schools are all very multicultural, with families from all over the world. YCS will have an estimated Indigenous population of 33.70% next year.

Based on our present student profiles, our Indigenous population per school is predicted to be as follows:

Ecole St. Joseph School 19.50%
 Ecole St. Patrick School 35.58%
 Weledeh Catholic School 56.00%

Based on TieNet 2020/2021 data, student profiles are reporting **18** JK -2 High Needs **22** Gr. 3-12 students on IEPs, **62** students on Modified Programs and **461** students on Regular programs with Accommodations. We are seeing a higher percentage of students entering preschool with significant language and emotional challenges. In some cases, they have not yet been identified by Health. The number of students coming into our system who have low incidence disability or rare medical conditions seems to be increasing. This requires support to be redirected until well into the first months of school. We anticipate some changes in the Program Type categories with new intake, Inclusive Schooling processes and revisions of programming.

Limitations to Health Services (Speech Language Pathology, Occupational Therapy, and Audio) is a challenge to provide a multidisciplinary approach for those students who are complex. Families are advocating and asking why we are not able to provide one to one speech services at school. Student Support will work with school teams and possible southern supports in how to support those students who fit under the profile of speech services.

Child and Youth Care Counselors are providing support to the ever-increasing population of students with mental health challenges and diagnosis of trauma. We are experiencing an increase **regionally** as well as within our **transient** student populations having complex profiles in the area of Trauma, Fetal Alcohol Spectrum Disorder, Learning Disabilities, and emotional mood disorder regulation.

E. Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first-year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention. **Please include any specific information related to the COVID-19 pandemic.**

Yellowknife Catholic Schools continues to have a large percentage of teachers remain with the district for five years or longer, however, we have also had a number of long-term teachers resign or retire. Five teachers resigned as a result of leaving Yellowknife, one teacher accepted a position with Education, Culture and Employment, and three teachers accepted a position outside of the district. We also had five retirees, and two teachers whose contracts were not renewed. We have 12 new teachers joining Yellowknife Catholic Schools for the 2021/2022 school year.

Our French Immersion numbers continue to increase and English numbers decrease. We have introduced new early Immersion programming at Weledeh Catholic School in Grade One. Recruiting French Immersion teachers continues to be difficult.

Number of New Teachers to the North	3
Number of First Year Teachers	12
Number of Teachers with Full Experience (11+ years)	55/100 = 55% 27 @ 6,11 17 @ 5,11 11 @ 4,11
Number of Teachers from NWT	9

Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p><i>Developing Capable People Together; Vision of Learning - Inspiring Thinking, Cultivating Well-Being, and Building Relationships through the lens of our Catholic Faith.</i></p> <p>Inspiring Thinking <i>Our learning community will inspire critical thinking through inquiry and innovation.</i></p> <ul style="list-style-type: none"> • Students will engage in discovery and exploration opportunities • Educators will design a culture of resilience that supports making mistakes to promote growth • The district will nourish socially responsible people that can think critically about their ideas and explore their faith <p>Cultivating Well-Being <i>Our learning community will promote empathy and a commitment to well-being.</i></p> <ul style="list-style-type: none"> • Students will nurture their spiritual, physical, social-emotional, cultural, and intellectual well-being • Educators will foster a faith community of socially responsible individuals with the ability to adapt and apply new knowledge • The district will prioritize faith, dignity, and equity in inclusive classrooms <p>Building Relationships <i>Our learning community will value relationship building as the foundation for students to thrive.</i></p> <ul style="list-style-type: none"> • Students will recognize that feelings and emotions impact every area of life • Educators will build safe and caring classroom cultures that promote collaboration • The district will strengthen partnerships with the parish, our families,
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community members, Education, Culture, and Employment, and the Indigenous people of the NT

COVID19 restrictions may continue to impact the way we provide professional development. Much of our professional development and our SSI projects will take place virtually with expert facilitators. We will continue to align our professional development, collaborative time, early dismissal work and SSI projects to ensure we provide support and learning in our priority areas. In addition, we will dedicate specific learning to our staff to ensure they are transitioned into our new strategic plan and the focus of our regional priorities

Yellowknife Catholic Schools integrates the five shared priorities agreed to by Education Leaders and the Department of ECE in the following ways:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

Integration of Student achievement in Literacy and Numeracy

Our literacy initiatives this year will continue to be based on a district-wide plan that is being revised with professional development support from Dr. Leyton Schnellert and Dr Donna Kozak. This will be followed by one PD day in 2021 - 2022 dedicated solely to literacy development. Further, YCS is working with Dr. Donna Kozak to create a virtual manner in which to support staff with literacy strategies. Finally, select staff will work to provide suggestions on how to better incorporate an Indigenous perspective into literacy practices.

Similarly, YCS will continue to work with Cathy Coers, math consultant, Alberta Regional Professional Development Consortia. Cathy’s work with YCS in 2019 - 2020 was cut short due to COVID, and significant modifications will be made this year, because the original project was based on an in-class coaching model.

Cathy will also assist YCS in two math- focused SSI projects. This year, the Numeracy Essentials will focus on assessment tools for math, and the Daily 3 training will focus primarily on new staff to the district.

Finally, YCS has agreed to once again participate in the Canadian Achievement Test 5 (CAT 5) norming process, which was cancelled in May due to COVID.

These results will be used in the future as additional information to guide teaching in math.

Integration of Student & Educator Wellness

YCS’s Student Wellness SSI project will serve as the foundation for all related initiatives. District led and school- based staff will have the opportunity to learn about a variety of topics and the impact on learning, including self-regulation, trauma, social emotional learning and restorative practices.

YCS administrators and select school reps will also participate in the research validated RULER (Yale Centre for Emotional Development). This train-the-trainer model will be used to create better staff awareness related to social/emotional development and is directly related to the key competencies.

Finally, YCS will continue with its district-led Staff Wellness committee, who are tasked with raising awareness of the importance of being well in order to best serve students, and to create opportunities for staff to participate in non-work related activities. Again, this was cut short in 2019 - 2020 due to COVID and will have to align with current restrictions.

Integration of Language and Culture

The YCS Indigenous Language and Culture program continues to be a priority for our schools. Each school has an Indigenous Language Education team committed to finding ways to integrate a whole school approach to Indigenous Language and build common phrases in Wiliideh Yati to the school community. Opportunities to infuse Dene Kede in classroom instruction are supported with an outdoor tent frame, key cultural experiences offered such as culture camps, resources such as videos, books and kits, and co-planning support for teachers with the ILE Coordinator. We continue to work with a team of excellent cultural resource workers and Elders. We are building our team of Indigenous Language Instructors to allow more opportunities for Language instruction at all of our schools.

This year, we are working towards making our projects more visible, and sharing promising practices with our teaching staff. We are creating more videos and capturing audio recordings of our Elders speaking language to encourage more use in the classroom.

Integration of Personalized and Inclusive Education

	<p>YCS Inclusive Schooling Goals continues to weave, “I AM A CAPABLE PERSON” by providing opportunities for students, families and staff to become more aware and consistent contributors in the importance of PLACE, BELONGING, PERSONALIZED IDENTITY, and SOCIAL/EMOTIONAL/INTELLECTUAL LEARNING. Strengthening school and classroom cultures where students are able to learn in alignment with their peers and that each student’s student agency is robust and active.</p> <p>Integration of Key Competencies</p> <p>YCS continues to focus on key competencies as part of our teaching and learning through curriculum compacting, essential learnings, standards based assessment at the 8-12 level, integration of competencies into our IEP process, as well as focusing on the competencies of a capable person. This is integrated throughout our programming and instruction in all four of the other four shared priorities.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of regional priorities and goals that align with the 5 Shared Priorities.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Observable Impact Plans will be developed and aligned with regional priorities and departmental priorities. The approach that will be used is as follows:</p> <ul style="list-style-type: none"> • Regional priorities will be set • School leadership teams in conjunction with their Observable Impact Teams will create Observable Impact Plans to measure evidence of priorities • Draft will be shared with school staff for feedback • Draft will be presented at a Parent Advisory Committee meeting for feedback • Final plan submitted to Superintendent by November 1st • Observable Impact Plan will be reported to the Board of Trustees in May, 2022
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		

% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region’s approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

For the 2021-22 school year each region is able to determine how best proceed with annual school reviews.

Regional approach to the completion of Annual School Reviews, including any specific information related to the COVID-19 pandemic.	YCS will complete the established process in place for annual school reviews. One school will be reviewed each year. Areas of focus for the review will include district and departmental mandates, learning outcomes, and school culture.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	33% (1 of 3 schools)		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

D. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following tables detail the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to the completion of Staff Evaluations , including any specific information related to the COVID-19 pandemic.	Teaching and administrative staff are evaluated every five years, as per the collective agreement. Teachers are evaluated by school administration. YCS’ <i>Professional Teaching Rubric</i> tool is based on the direction of the district with a more collaborative approach. Staff are required to identify where they are on the continuum and what actions they will take to help them move forward. Throughout the process discussions take place between the teacher and evaluator. At the end of the process the teacher presents their evidence of growth. Completed performance tools are provided to the Superintendent for review and filing.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	33		
Number of principals and assistant principals formally evaluated in the school year.	1		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	0		

Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region’s training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>The restrictions applied due to COVID 19 impacted teacher training and professional development. Although we were able to offer a considerable amount of PD virtually, the impact was not as great. Therefore, we will continue to focus on two major areas: student agency and student wellness.</p> <p>We will also continue to align the work of our collaborative teams with our SSI projects. We plan to continue our current SSI projects with necessary modifications to reflect the changes in our strat plan and new learning since the projects began.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on shared priorities	100%		
Number of administration days dedicated to training and in-service.	2.0		

% of collaborative STIP time dedicated to regional priorities	100%		
Number of schools which implemented STIP as per the Ministerial Directive	3		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

F. Literacy Coordinators

Literacy coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	1.5	2.0			

* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body, otherwise not allocated.

The following tables detail the region’s role of their Literacy Coordinator, and the relevance of the position to regional and shared priorities, including regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.	YCS does not have a Literacy Coordinator. Our Assistant Superintendent of Learning is responsible for this area. However, the literacy coordinator funding is used to support .5 of two teaching positions. One position at ESJS and one position at WCS. In addition, funding has been received through Jordan’s Principle for 3 literacy support facilitators, one at each of our three schools. This role is specifically
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	<p>designed to support Indigenous students in overcoming barriers that may be impacting literacy development.</p> <p>All teachers serving in these roles are expected to work with small groups of students requiring intervention support, and to assist/coach classroom teachers in further developing skills in this area.</p> <p>YCS is in the process of creating a new literacy plan for the next three years.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Targets	
Relevance of the Healthy Foods for Learning program to regional priorities, including any specific information related to the COVID-19 pandemic.	YCS recognizes the negative impact of food insecurity on student learning. All three schools have well established food programs to ensure that no student goes hungry. Although these programs are designed to support an identified population, no child in need is turned away. YCS has a healthy food policy that meets the standards of Canada’s Food Guide.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Frequency of program <i>(Monday - Friday)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
ESJS	Breakfast	M-F	15	Everyone		
	Snack	M-F	50	Everyone		
	Lunch	M-F	30	Everyone		
	Food Bag Friday	M-F	18/week	Family Request		
	Copperhouse	M-F	10	Family Request		
WCS	Breakfast	M-F	20	Everyone		
	Snack	M-F	60	Everyone		
	Lunch	M-F	60	Everyone		

	FoodBag Friday	Friday	43	Family Request		
	Copperhouse	Friday		Family Request		
ESPHS	Breakfast	M-F	50	Everyone		
	Snack	M-F	125	Everyone		
	Lunch	M-F	150	Everyone		
	FoodBag Friday	Friday	15	Family Request		
	Food First Fridays	Bi-weekly Friday	10	Family Request		

* Please complete one row for each program offered in a school. Ex:) complete two rows if a school offers both breakfast and snack programs.

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development. Under the proposal summary, indicate whether this is a continuation of previous year's SSI project.

<p>SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.</p>	<p>SSI Projects for YCS will include a focus on:</p> <ul style="list-style-type: none"> - Student Agency (teaching staff) - Student Wellness (teaching staff) - Literacy & Numeracy Essentials (select staff) - Literacy Daily 5 & Math Daily 3 (all grade 1-7 teachers) - Curricular Compacting and Standards Based Assessment (gr 8 - 12 teachers) - Courageous Leadership (select students, select teachers, & YCS Leadership Team)
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
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% of teaching staff from across the region who participate in SSI PD activities.	75%		
% of support staff from across the region who participate in SSI PD activities.	0%		
Areas of Strength			
Areas for Development			
Additional Comments, including any specific information related to the COVID-19 pandemic.			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? (Yes/No)	If No, why not?
Student Agency	2021 - 2023		
Student Wellness	2021 - 2023		
Literacy/Numeracy Essentials	2021 - 2023		
Compacting the Curriculum	2021 - 2023		
Courageous Leadership through Observable Impact	2021 - 2023		

I. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2021-2022	2022-2023	2023-2024
CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA	BDEC SSDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. This refers to programming that is offered to all students, rather than targeted programs for individual students.

Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.</p>	<p>All YCS schools are mandated to provide healthy relationship programming. This is done through our Religion program, Health program and others. In early 2021, twelve YCS staff, including all three principals, participated in Yale’s RULER training. This training is required for any district planning to implement this social emotional teaching tool. The team of twelve will serve as the facilitators in training all district staff in the implementation of the RULER components.</p> <p>YCS has invested heavily in staff training in restorative practices, Shanker’s self- regulation and most recently RULER. Each of these approaches are designed in recognition of the importance of establishing healthy relationships between staff and students, and students and their peers.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	0%		
% of schools with grade 4-6 students offering LEADS.	0%		
% of schools with grade 7-9 students offering the Fourth R.	100%		
% of schools with grade 10-11 students offering HRPP.	100%		
Were there any difficulties accessing training for the above programs?			
Are there any recommendations for making training for the above programs more accessible?			
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region including any specific information related to the COVID-19 pandemic.	
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	ESJS	SEL-School wide Fourth R - grade 7 Self - Regulation-school wide RULER – school wide		
	WCS	Restorative practices-School wide Self- Reg-school wide Fourth R - grade 7 RULER – school wide		
	ESPHS	Fourth R - gr 8 & 9 HRPP - gr 10 Self- regulation – school wide RULER – school wide		

K. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

School Name	Language of SL (Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)	Type of SL program (core, immersion, intensive)	Grades of SL program (per program type)	% of students enrolled (per program type)	Frequency of SL Program (min/week)	Actual Frequency of SL Program (min/week)	Explanation for difference (if applicable)
ESJS	Wilı̨deh Yatı (Tłı̨ cho)	Whole class	Jk-2	100%	3 times 35 min per 6 day cycle		
ESPHS	Wilı̨deh Yatı (Tłı̨ cho)	Core	8-9	30%	Daily, 6 week		

					blocks 84 minutes daily		
WCS	Wilidéh Yatı (Thı cho)	Core	Jk-7	39%	3 times 40 mins per 6 day cycle		
ESJS	French	Bilingual	JK	78%	1880 min./cycle (6 days cycle)		
ESJS	French	Immersion	K-2	67%	1880 min./cycle (6 days cycle)		
ESJS	French	Immersion	3-7	52%	1560 min./cycle (6 days cycle)		
WCS	French	Bilingual	JK	50%	1590 min./cycle (5 days cycle)		
WCS	French	Immersion	K	50%	1590 min./cycle (5 days cycle)		
ESPHS	French	Immersion	8-9	16%	336 min./cycle (2 days cycle)		
ESPHS	French	Immersion	10-12	11%	166 min./cycle (2 days/cycle)		
ESJS	French	Core	1-7	100%	120 min./cycle (6 days cycle)		
WCS	French	Core	1-7	61%	120 min./cycle (5 days cycle)		
ESPHS	French	Core	8-11	35%	166 min./cycle (2 days cycle)		

**Please include a row per school /per language /per type of instruction*

2. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	1.00			

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of RISCs allocated as less than a 1.0 FTE	0		

B. Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
ESJS	3.25	4.00				
WCS	2.97	2.00				
ESPHS	3.25	3.50				
TOTAL	9.47	9.50				

C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Please ensure that Support Assistants funded through Jordan’s Principle and Children’s First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
ESJS	22.86	12.00			
WCS		7.00			
ESPHS		4.00			

TOTAL	22.86	23.00	Increased total amount to 23 in order to meet the needs and offset the .86		
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D. Magnet Facilities

The Territorial Treatment Centre provides services to students with very challenging needs. This facility is deemed a ‘magnet facilities’ and has been identified as requiring additional supports.

The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

Positions	Allocated (PY)	Budgeted (PY)	Explanation for variance (if applicable)	Actual (PY)	Explanation for variance (if applicable)
Teachers	1.00	1.00			
Support Assistants	1.00	1.00			
TOTAL	2.00	2.00			

The following table details the total amount of allocated, budgeted and actual funding spent on O&M for Magnet Facilities, and the explanation for any variance between each.

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
\$16,000	\$16,000			

E. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$85,107	\$85,107			

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training & Topic	Audience Intended <i>(PSTs, Educators, Support Assistants, Principals, etc.)</i>	Training Provider <i>(RISC, ECE, Contractor, etc.)</i>	Planned Date & Location	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
Self-Regulation Mehrit Centre Foundations 1-4 Early Childhood SR SR Framework School Series ECE Book Study Topics by District SR Facilitator-RISC	All Staff	Mehrit Centre RISC SRF	Online TMC District workshops Sept-June		
Tier 1, 2, 3 Behaviour Supports District, School/Classwide Behaviour Supports Social Emotional Safety Plan training and procedures	YCS Staff	RISC SBST Contractors	Oct/Jan Schools District		
Working with a	ESJ Teacher	Calgary VI CNIB	Online		

Student w Visual Cortical Impairment (CVI) CNIB	Classroom Assistants PST RISC	Sandy Summers Deb Bignell	August-June		
Programming for Students with VP shunts and complex medical syndromes/conditions	ESJ Staff RISC	Renfrew Educational Services	Online Sept Jan		
Programming for Students with Down's Syndrome	ESJ Teacher Classroom Assistants PST RISC	RISC/PSTS PREPP	January		
Autism, Physical Education and Wellbeing	Physical Education Teachers PSTS	Online	October		
Collaborative Planning in Inclusive Schooling Phase 3 Lesson Study Diverse Learners through IBL, UDL Literacy, Student Autonomy and Pedagogy	PSTs/ Grade 8&9,10, 11 teachers and select teachers from K-7	Dr. Leyton Schnellert	Online In Person Sept November February May		
FASD Emotional Social Peer Strategies Life Skills	Classroom Assistants	Amanda Johnston FASD Clinic	Online In Person October February		
Autism/DD and Challenging Behaviour a) Visual Systems and Communication b) Behaviour Management c) Autism and Self -	Teachers Classroom Assistants PSTS	Robyn Combres	Online In Person Sept. -May Early Thurs, PD Scheduled Days		

Regulation d) Trauma Informed e) Social Stories					
Sensory Systems Play Based a) Sensory Integration Communication b) Self-Regulation c) Social Communication and Play-based Communication	Classroom Assistants EC Teachers PSTS	Jackie Brooks	Online Jan-May Early Thursdays Scheduled by Schools		
Strategies for DCD Students Profiles	YCS Classroom Assistants PSTS Teachers	Merril Dean	Online In Person January		
Complex Learner Profiles at Secondary Level Anxiety b) Developing Mental Toughness c) How to work best with Students with Trauma, Anxiety and complex learning profiles (ADHD, ADD, SLD)	ESPH Classroom Assistants ESPH Teachers PSTS	Dr. Brent MacDonald	Online In person Sept Nov Feb May		
YCS Inclusive Schooling and Growing Teams YCS CB IEP Phase 3	YCS Staff Teachers/ PSTS	Shelley Moore SBST and RISC RISC	OCT 1 District PD day Sept-June		
Creating EC environmental design	JK/K Teachers	RISC/PSTS	District		

for diverse learners					
Read, Write, Google AT APPS	Staff	Trent Hamm	Schools		
Autism	Speciality Teachers	Autism Awareness Centre	October		
EC Oral Language Development and Communication	WCS JK-1 Teachers and PSTS	Hanon Centre	WCS Fall		
Teaching Hearing Impaired Students	Teachers, CAs PSTs	Barb Neufield	Fall/Spring		
Classwide Wrap Around Systems	SBSTs	RISC	District Schools Fall /Spring		
Trauma Informed Practices	Staff	TBA	Sept-May		
Visuals Behaviour as Communication SIVA New PST Training Days Toileting/Personal Care CA Orientations MAPS Self Regulation Social Emotional Learning Plans CA/Teacher as TEAMS Instructional & Environmental Planning (UDL) Sensory Make/Take	YCS Staff	RISC	In Person Sept- May		

The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Staff will be provided a number of training opportunities. PST/Teacher Collaborative Teamwork Phase 3 (3 years new cohort) with Dr. Schnellert and Shelley Moore. Collaboration in Instructional Design as PSTs and Teachers continues as the core to Inclusive Schooling success. Instructional designing for diverse learners will continue to go deeper in UDL and/or IBL as collaborating pairs, triads, school teams and a district with guided mentorship and scheduled times throughout the year. . The Lesson Study format will continue as it has yielded very positive, observable results from and for classroom teachers in building their skill and confidence with instructional UDL/IBL mindsets. This Collaborative Team aligns with the district’s priorities in Instruction.</p> <p>In the areas of program design for students with disabilities such as Autism, Downs, CVI, FASD, LD, DD and Mental Health targeted resourcing will continue. General training to student specific professional development will continue to be organized to meet staff readiness.</p> <p>A special focus will take place in the areas of growing and strengthening the Teacher and Classroom Assistant TEAM. As YCS increases with young students who have complex needs, challenging social and emotional behaviours as well as in the number of JP CAs we are obliged to make this a priority for IS. IEP planning and design in the time of COVID is another new expectation and training component which will take place in early fall for PSTs.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?	100%		
% of staff trained, in the past two years, in the SBST process?	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.	

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	Reason for using a contractor rather than a GNWT-provided service <i>(GNWT service unavailable, etc.)</i>	School(s) impacted by Service	Length of Contract	Total (\$)

** This table refers to contractors procured using Inclusive Schooling funding, and does not include others such as those procured by Jordan's Principle / Child First Initiative Funding.*

F. Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student / etc.)	Total Over / Under Allocation (\$)
\$84,459				

G. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
ESJS	\$114,351	\$26,023				
WCS		\$45,787				
ESPHS		\$42,541				
TOTAL		\$114,351	\$114,351			

H. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<p>PSTs use effective IS processes with teachers that assist students in accessing curriculum. The RISC does SSP/IEP audits on TIENET and provides summative TIENET at Leadership team meetings. Our aim is to decrease the number of SSPs where appropriate and increase UDL systems in classrooms through our YCS Pyramid of Supports processes.</p> <p>The next phase of support for teachers with SSP/IEPS is by layering a new process called CLASSROOM WRAP AROUND. SBST and the RISC will be trying this new process to yield a better impact of resources.</p> <p>Some YCS classes are heavily weighted in student profiles, SSPs and IEPs with large class size. SBSTs will be working with the RISC on a specialized process throughout the school year to provide systematic and proactive support to those targeted classrooms.</p> <p>Specialists are coordinated throughout the year to support staff with instructional strategies and special needs techniques for effective IEP/SSP programming and UDL planning. We will be monitoring the effectiveness and benefits of online support.</p> <p>SSP data is discussed at district meetings: Why, Who, How many, and are the SSP ACTIVE in the classroom. We are reviewing teachers' understanding of SCRIBE and READER next year.</p> <p>We are reviewing our understanding of the teacher's role and responsibility of MODIFIED programming at the highschool PST level.</p> <p>The RISC will continue to lead PSTs and keep Administrators informed about the work on the revised NT Pilot CB IEP along with ECE staff.</p> <p>The following practices are in place to review and align resource allocation for students:</p> <ul style="list-style-type: none"> • Class reviews • SBST meetings • PST/RISC meetings • RISC and Admin meetings • Feedback and assessment reviews
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
Number of students not able to participate in the Common Learning Environment in their home community.	0		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%		
% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	0		
Number of times per month that the RISC meets with PSTs via video/phone conference?	Email daily new PSTs weekly check ins		
Number of times per year that the RISC meet with the PSTs in person	Monthly except for Dec/Mar. Specialized training events as per outline		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

I. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.</p>	<p>Principals lead schools with an IS lens and are supported by accessing IS resources, PD opportunities for staff and allocated IS funds.</p> <p>YCS leadership and PSTs have finalized a tool called, YCS Pyramid of Supports to guide teachers in understanding tiered levels of instruction and support for different learners.</p> <p>YCS Leadership and PSTs have committed to using the Pyramid of Supports next year as an anchor and guideline of the essential instructional supports required to meet diverse needs. Each school has their own implementation plan of how they will use these tiered levels of best strategies giving teachers choice, guidance and affirmation of good teaching for their classroom profiles. . The RISC will support the SBSTs and Principals to ensure the plans are being actualized through planning time, resources and IS PD.</p> <p>Principals work with the RISC /PSTS in supporting teachers to have time to plan and gain confidence in using flexible responsive strategies and healthy classroom culture on a regular basis. SBSTs are working on new ways to give teachers release time to plan. This has been significantly challenged due to COVID. PSTS have increased scheduling themselves in the classroom to support teachers in this area.</p> <p>Assistive technology in the classrooms is understood but not realized for all learners. PSTs and other staff will continue to work in this area.</p> <p>A special target next year will be educating staff on class wide support and strategies for hearing impaired students.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		

% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% of schools that have a fair process for equitable access to extracurricular activities?	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

J. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.	<p>All PSTs and Admin are committed to meeting weekly. The RISC visits the SBSTs for observation, contribution and when invited to help with specific yearly issues and/or stressors. Principals set up specific team times in the school timetables. Principals and PSTs invite staff to refer students to the team. Principals meet with PSTs on a regular basis to move programming forward. The Superintendent ensures Principals are committed to SBST time</p> <p>Principals work with PSTs to ensure team referrals, minutes and follow through are completed in a timely fashion. RISC provides support to SBSTs for required expertise and/or support services to ensure goals and objectives are achieved.</p>
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	ZOOM /GOOGLE MEET meetings are coordinated with RISC and School Teams on a monthly basis if needed. Google meetings/emails and conference calls with parents take place to share team meeting actions plans. SBSTs will take on a new process next year called CLASSROOM WRAPAROUNDS Meetings.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have established an operational SBST by the end of the first month of school.	100%		
% of teachers accessing the SBST	100%		
% of schools that are using referral forms to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
% of schools that include CYCCs in SBST meetings.	100%		
% of SBST meetings that focus on developing strategies to support classroom teachers.	100%		
% of SBST meetings that focus on solving specific problems.	100%		
% of SBST meetings that address systemic issues in the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	ESJS	100%		
	WCS	100%		
	ESPHS	100%		

K. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the NWT Education Act, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.</p>	<p>Relationships are strengthened between staff and PSTs by having instructional mentors and guided work time to plan, design effective IEPs, SSPs and UDL supports in person and online. We continue to persevere in understanding how we move to Competency Based IEPs in our district meetings.</p> <p>YCS continues its work with teachers and families to focus on strengths and competencies rather than a clinical deficit approach. The RISC , Elementary School PSTs and classroom teachers have identified IEP/SSP as a continued priority. PSTs are slowly working with classroom teachers and parents on piloting the new format.</p> <p>PSTS/RISC are collecting samples of evidence and data on IEP work that classroom teachers are doing. The plan is to review this district data at PST meetings to enrich our understanding of how SSPS and IEPS are EVOLVING as teachers change their teaching methods and as the number of children/youth identified with special needs increases. Student progress and how that is reported to parents will be added as a TARGET area for the RISC/PST team and will be encouraged with classroom teachers and classroom assistants as well. Students will have more opportunity to determine what samples of work they want to show as evidence of learning. This will be done through SEESAW, video and slide decks.</p> <p>Parent participation is a top priority for YCS. The level of involvement from parents and staff for school transitioning,</p>
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	<p>especially from a new school is critical to IS. Parent meetings whether in person, online or by phone are the many ways YCS connects to families. Principals or designate continue to lead SBSTs and attend parent meetings around IEP development, challenges and success.</p> <p>Parents of MATURE, aged out students at the high school level are invited to several meetings in Grade 11, 12 till the student leaves high school (age 21) to understand the complexity of school to work transitioning / community living, pathway barriers and limitations. These transition meetings have been well received and appreciated by parents and will continue at the high school level.</p> <p>YCS SBSTs have established ways to outreach to parents and students during COVID via GOOGLE MEET. While not ideal, new learnings and protocols have been established for each school. RISC will be working with PSTs on IEP PLANNING and DESIGN in times of remote learning.</p> <p>TINYEYE speech therapy is offered to families during REMOTE LEARNING periods. Parents are offered online YCS consultants support during COVID. This is appreciated by families who can organize in their homes and schedules.</p> <p>YCS will increase staff opportunity and accessibility to learn from experts. A range of consultants and PSTs will help staff translate IEPs and/or SSP and Social Emotional Safety plans more effectively. Increasing staff confidence is critical for follow through when implementing SSPs/IEPs.</p> <p>Increasing staff awareness of their own wellness when working with challenging behaviours, and trauma will continue as a focus for YCS. Increased access during the school day with shorter, more consistent release time has provided visible impacts for learning for students and staff. YCS will continue to explore how to best support staff in this area.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who are developing SSPs for which they are responsible.	100%		
% of teachers who are developing IEPs for which they are responsible	100%		
% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	100%		

% of parents participating in developing IEPs for those students requiring them (<i>more than signing</i>).	100%		
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

L. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to **teacher support activities**
- no more than 25% of the PST’s time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic..	Superintendent and Principals understand and provide flexibility with the yearly pressure points for PSTs and delivery of support. RISC and PSTs follow a pre-planned yearly schedule of timelines and scheduled for school and district events. The RISC and PSTs meet regularly to review time management; design ways to problem solve and work with principals to ensure effectiveness. RISC meets regularly with new PSTs in their skill development and helps them to prioritize duties. RISC mentors each new PST on the
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	<p>standards of practice. New PSTs receive support from PSTs and RISC on time management at monthly district meetings. The RISC works with PSTs to design and use checklists and tools that streamline and align the different duties and expectations.</p> <p>The PSTs share their experiences as a collaborative team of how to best use their ability to maintain the priority use targets. RISC encourages Elementary PSTs from different schools to meet as a PST collective beyond the district get together to learn and share from each other. PSTS set yearly priorities with the RISC on where they need further development aligned with the time use targets. Classroom WrapAround Process will be monitored to see if it reduces or adds to the PST role. RISC is continually designing digital tools and databases to support the PST role and responsibilities. Tool creation is a collaborative process and is accessible to not only the PSTs but to the District Leadership Team.</p> <p>PSTS will be required to log all supports daily accessed for ECE which will be added to their responsibilities.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%		
% of PSTs allocated as less than a 1.0 FTE	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

3. Indigenous Languages Instruction

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
1.00	1.00			

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school's ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation of the was not in place or active during the year.

Indigenous Language and Education Team			
School	ILE Team Composition (Principal, PST, etc.)	Meeting Frequency	Explanation if ILE Team was not in place or active (if applicable)
ESJS	Assistant Principal, Community Liaison, Literacy Support Teacher, Teachers	Monthly meetings	

WCS	Principal, PST, Teachers, ILI	Once per term, and as needed for events	
ESPHS	Principal, PST, Teachers, Classroom Assistants	Every Second month, or as needed	

C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual ILI (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
ESJS	4.83	1.5	Currently have a .5 position, advertising to fill the other. 5 and will use .5 for language resource people		
WCS		1.83	Currently have a 1.0 position. Will use .83 for language resource people and our elder in school language speaker		
ESPHS		1.5	Currently have a .5 position, advertising to fill the other. 5 and will use .5 for language resource people		
TOTAL	4.83	4.83	Due to inability to hire language teachers, we use any additional language funds to hire our resource people and elders in the school to support language exposure as much as possible. This includes our culture support worker.		

Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.

Some Regions have indicated difficulty in filling ILI positions. The following table details the planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

Accommodations made to maintain Indigenous language instruction in the region, if any?	Accommodations made to maintain language instruction include resources in binders (provided for each individual camp), presentations to classes by ILE coordinator sharing language, video and audio resources (eg. camp vocabulary, prayer, etc), focus on language during culture camps, language hyperdocs/QR codes/slides, signage at all schools, promotion of staff language opportunities/courses (mitt making stitch and speak, college Nordique).	
Plans to recruit and retain language teachers, if any?	We currently have one position posted to recruit and hire an additional Language teacher	
Challenges and/or barriers faced in the region?	Difficult to find a teacher who can speak the language	
What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?		

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenous education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenous education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) & Source (If applicable)
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ESJS	\$97,389	\$27,480				
ESPHS		\$35,721				
WCS		\$34,188				
TOTAL	\$97,389	\$97,389				

The following table details whether schools choose to allocate funding for an Elder and/or Cultural Support Worker that works at the school daily.

School	Elder in Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
ESJS	N	Y (Liaison Position)	Full time	Jordan's Principle Funding	
ESPHS	N	Y(Liaison Position)	Full time	Jordan's Principle Funding	
WCS	Y		3 days per week	ILE program funds	
		Y(Liaison Position)	Full time	Jordan's Principle Funding	

E. Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>In order to build school and community relationships, we are building the knowledge capacity in our schools to ensure that staff and students understand the community they are a part of and what is needed to build reconciliation and positive relationships. This is done through lessons in our tent frames, and through teacher training sessions.</p> <p>We honour the traditional territory that we live on and provide land acknowledgement in school and throughout the district to give respect to the land and the local Indigenous peoples. At our high school, land acknowledgement signs are posted to be visible to all students and staff.</p> <p>YCS typically plans many cultural events with our families such as the YCS Hand games tournament, sewing workshops, the Weledeh Feast, and Jigging performances. Due to COVID, we are not sure if we will be able to continue to host these events in the same capacity. In order to maintain relationships with our community, we will continue the process of offering our events where possible virtually, such as jigging videos sent home, or sharing our key cultural activities through videos and newsletters.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Elders hired for regular school programming,	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal
ESJS	<ul style="list-style-type: none"> • Invite Elders/Knowledge Keepers/Community Resource people into the school 	
ESPHS	<ul style="list-style-type: none"> • Invite community members in to ESPHS to lead/teach about cultural experiences at both ESPHS school events and in relative subject areas 	
WCS	<ul style="list-style-type: none"> • Invite key members of the community (parents, elders) to cultural events outside (eg lean-to activity with parents, fish scaling outside) • Connect with community members through Zoom/Google Meet • Storytelling through video with Elders • Create a survey to send families to see what gifts and talents they are willing to share with the school community • Wolves on the Land - teachers connect curriculum with what they are doing with Wolves on the Land. Share the premise behind learning while taking safe risks during play with parents. 	

Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences
ESJS		
WCS		
ESPHS		

F. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>Our district provides many opportunities to enhance educators' knowledge of Indigenous people and history on local, regional and national level and to begin exploring the history and impact of colonization, with an intention to bring an informed and critical perspective in contemporary society.</p> <p>We provide one day PD opportunities for staff aligned with their class cultural experience to integrate Dene Kede and to learn local Indigenous history. Due to the availability and need for substitute teachers because of COVID, we plan to provide this training with a pre camp class presentation aimed to educate both the teacher and class, and to imbed knowledge at the culture camp experience. Additionally resources will be provided to the teacher to support their learning and understanding.</p> <p>As a region, we offer a PD opportunity to learn about Dene Kede and Cultural Awareness.</p>
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	<p>We encourage one on one planning sessions with the RILE coordinator to help teachers understand the Dene Kede, and to provide appropriate resources.</p> <p>Residential Schooling training - is offered through New 2 the North for incoming staff. We have also provided the Blanket project to all district staff and have done supplementary offerings to any staff that had missed the initial opportunity. Due to COVID, it will be difficult to offer the Blanket Project, we will need to look at how this can be done in the upcoming year.</p> <p>Additionally each of our schools participates in Orange Shirt Day, with a focus on education and awareness about the impact of Residential Schools.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools holding local Teacher Cultural Orientation Days.	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	100% of teachers will participate in the Living Well Together program, as well as the Blanket Project exercise		
% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	Goal	Explanation on status of goal
ESJS	Create coplanning opportunities for teachers to integrate Dene Kede and Indigenous Awareness into their teaching practise -Self-directed PD opportunities for Indigenous Topics/Teachings	
ESPHS	Educate staff about cultural opportunities, experiences, and resource people	
WCS	Blanket Project for all staff (every year, repeats welcome) - Niigaan Sinclair - guest speaker - Encourage staff to share what's happening around the city for personalizing Indigenous education (drum dances, feast, etc)	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities local Cultural Orientation Days.	ESJS	School based Feed the Fire Ceremony planned Dene Kede Training for staff		
	ESPHS	Dene Kede Training for staff Inviting new staff to Culture Camp opportunities		
	WCS	School based Feed the Fire Ceremony at the beginning of every year Dene Kede Training		

G. Fostering Student Wellbeing

Fostering Student Wellbeing requires educators to support the development of each student as an NWT **capable person** in a holistic manner. Elders in the NWT have explained that each child is born with inherent gifts. In order to nurture those gifts as a **capable person**, students must be well in body, mind, heart and spirit.

NWT schools need to cultivate healthy environments that nurture student gifts through the development of physical, intellectual, emotional and spiritual self. In collaboration, schools and communities can guide students to strengthen their wellbeing and foster development of their identity, through opportunities to connect to the land, the language and the teachings of their Elders

<p>Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)</p>	<p>YCS is committed to the development of our students and to foster their well being through our outdoor tent spaces and programs such as Wolves on the Land, through the growth of our Wiliideh Yati program, and by connecting students with Elders and resource people. The ILE teams at each school are dedicated to plan and program activities to encourage the success of all youth.</p> <p>Our students are introduced to many traditional skills as part of our ILE program. These include Traditional Arts such as beading and mitt making, and on the land skills such as trapping, preparing fur, traditional cooking, camp skills like cutting wood and starting fires, and Dene Games. While at our camps, Elders recognize the students for their strengths and support students in their learning. These key programs will continue in the 2021-2022 academic year.</p> <p>Spirituality is a key component in our YCS schools with a focus on prayer in all languages and encouraging awareness of Indigenous sacred sites, ceremonies and protocols such as drum prayer and Feed the Fire Ceremonies.</p> <p>COVID 19 may impact programming if we are not able to have Elders in our school buildings as this will limit the amount of contact time students have with Elders. We may need to only have student access to Elders in a camp setting and create virtual programing. Additionally drumming and singing may be limited at schools leading to the need to have outdoor or virtual ceremonies.</p>
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ILE Action Plan Goal for Fostering Student Wellbeing		
School	Goal	Explanation on status of goal
ESJS	-To provide students opportunities to grow in their identity and spiritual selves by offering traditional sports, learning prayers and accessing videos of teachings of Elders, lessons in the tent frame and promoting the use of language. -ILE Team is now created and focussed on ensuring ILE Goals met	
ESPHS	-Creation of the Living the Dene Law recognition to honour students who are living the teachings -team mandate from ECE; 5+ years as “Indigenous Student Success” team that has now evolved to ILE team	
WCS	-Encouraging participation in the Wolves on the Land program giving the opportunity to connect to the Land, the language and the teachings of the Elders. -Learning; Explore time dedicated for Learning Together Tuesdays (for Dene Kede)/PD	

School	What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
ESJS	-Celebrating success in a variety of skills including mitt making, Traditional sports, helping in the tent frame, etc -Growing in Wiliideh Yatı and increasing in language capacity -Support from the Community Liaison Worker to connect families, students and culture.	
ESPHS	-Growing Wiliideh Yatı and increasing in language capacity - Handgames, traditional sports, tent frame. -Support from the Community Liaison Worker to connect families, students and culture.	

WCS	<ul style="list-style-type: none"> -Restorative Practices and Restorative Circles -Talking Sticks -Wolves on the Land program to introduce a variety of skills -Celebrating success in a variety of areas, including traditional skills. 	
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H. Indigenizing Teaching and Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<p>Our schools will continue employing a number of strategies to ensure that schools and teachers are Indigenizing our teaching and learning practices.</p> <p>We will increase the use of our Indigenous outdoor spaces and many lessons will be offered in the tent frame classrooms at our schools.</p> <p>Schools use of restorative practices. This works with traditional cultural teachings as everyone is engaged in making choices, having voice, accountability, having personal control and investment in their experiences. The Dene Laws are aligned and included to give validity and directly apply to conversations in circle. Building, maintaining and restoring relationships is key in restorative practices. During restorative practices families and community are encouraged to also be included and there is a movement towards including elders. This is based on traditional teachings, as community is key.</p> <p>Incorporating a holistic pedagogy is important in finding a way of being. This includes combining Catholicism with Indigenous spirituality. Liturgical celebrations at the school include youth drummers leading prayer and</p>
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	<p>students learning prayers in Wiliideh yati. These prayers are also led by students in the classrooms. At culture camps, students are taught by elders the importance of feeding the fire and offering thanks to ancestors and Creator.</p> <p>Spiral learning is essential in Indigenous education and we have worked with elders to choose themes from Dene Kede that are age appropriate. Each grade level works with one main theme from Dene Kede during culture camps. Each year the students use prior knowledge and build their skill sets by repeating tasks but at increasing levels of challenge. We have gone from elders teaching the students, to students doing the tasks independently, to our older students working as leads at camp to teach younger students.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal

ESJS	To consolidate resource into an easily accessible location (electronic folder) To ensure teachers have access to best practices to indigenize their teaching practices.	
ESPHS	Provide students and staff at ESPHS opportunities to explore and incorporate cultural experiences throughout courses	
WCS	Post & learn language in classrooms Numbers Yes/No Listen See you later Have a good day	

School Specific Performance Indicators	School	Wise Practice
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	ESJS	
	ESPHS	
	WCS	

I. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>As a region, we encourage the Indigenizing of Content through the use of project and inquiry-based learning to allow students to define their own learning experiences through Indigenous themes. This includes using and developing students projects for other students to access. (ie: student created colouring books of legends used by younger students).</p> <p>In order to ensure success with Dene Kede, each school has been provided the opportunity for PD training in Dene Kede use. PST’s are also trained in how to implement the Dene Kede and provide support to the teachers at their schools.</p> <p>All our ILE program resources are made available for teachers to use with their courses, and ILE coordinators co-plan with teachers to provide appropriate resources and unit ideas aligned with the Dene Kede.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%		
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
ESJS	To distribute Indigenous resources to classrooms To share activities and lessons that were successful in indigenizing programming Incorporate Dene Laws into WITS and Leads	
ESPHS	Provide students and staff at ESPHS opportunities to explore and incorporate cultural experiences throughout course	
WCS	Focus an Inquiry Based Learning project on Dene Kede and Culture Use more indigenous authors and content in classes	

School Specific Performance Indicators	School	Wise Practice
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	ESJS	
	ESPHS	
	WCS	

J. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>Our regional approach to key cultural experiences focuses on two areas: experiences in our schools and experiences at Enqda T1, our district cultural camp.</p> <p>We work to promote a respect for the land and recognize its value to culture. We work to provide a variety of opportunities for Indigenous students to develop skills and attitudes needed to achieve success through mentorship both on the land and in the school. Our camp program offers an experience for our students from JK-12 to work with elders and knowledgeable resource people to create a connection to the land, animals, Creator and the community. They learn appropriate on the land skills and experience Indigenous foods.</p> <p>In schools, we have offered limited cultural experiences due to COVID. Drumming and Hand games may still not be possible in the upcoming year. Mitt-making and sewing classes continue to be a valued part of our schools.</p> <p>We have provided videos of drum prayers for special events, and used videos of our elders saying prayers for liturgies. We have been able to host Feed the Fire Ceremonies at our Elementary schools.</p> <p>We have also supported our Junior Traditional Sports activities in our two elementary schools.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal
ESJS	Schedule ILE Coordinator into classroom levels Participate in YCS Culture Camps, including use of prepared unit materials before and after camp experience.	
ESPHS	Provide students and staff at ESPHS opportunities to explore and incorporate cultural experiences throughout courses (Culture Camps, Flex options like sewing/handgames, Drummers and Prayer Song at Liturgies/Grad, Blanket Project)	
WCS	Feeding of the Fire with students Nodi Dechita Nagede (Wolves on the land program) Signage in the language	

School Specific Performance Indicators	School	Wise Practice
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	ESJS	
	ESPHS	
	WCS	

K. Strengthening Core and Immersion Indigenous Language Instruction

In most NWT schools, Indigenous language programming is offered as a core language program with instructional time averaging 90 hours a year. A few schools in the NWT have implemented Indigenous language immersion programs, and others have recently begun the immersion implementation process.

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to support the delivery of Indigenous language instruction including delivery of OLC,	<p>The delivery of Wiliideh Yati has expanded to be offered at all three of our schools.</p> <p>WCS offers a strong core Wiliideh Yati program in addition to supporting staff and whole school language learning by incorporating</p>
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<p>professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.</p>	<p>language learning at staff meetings, through Google Slide presentations and OLC resources.</p> <p>ESJS has adopted a Whole school approach to language learning offering designated classes to JK-2, as well as presentations to Grades 3-7 connected to the vocabulary of the Camp experiences. Additionally, resources and recordings of language are created with the ILI and the Literacy Support teacher to be used in the whole school.</p> <p>ESPHS offers the Wiliideh Yati program to Grade 8-9, with plans to extend to Grade 10. The ILE team has also created QR codes for Greetings and basic vocabulary to be learned by the whole school.</p> <p>Additionally, we have promoted the Tlicho Yati program at College Nordique, and shared the OLC resources so that all staff can learn.</p> <p>To support our ILI staff, we have implemented monthly Early Thursday sessions to support their training and comfort with the OLC. In class support has been offered to our ILI instructors.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
# of new ILIs in the region	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	Goal	Explanation on status of goal
ESJS	Offer opportunities to classes to learn greetings and basic phrases in Wiliideh Yati 2020-2021: ILI Instructor hired to work with JK/K classes	

ESPHS	Promote language instruction; continue classes in Grade 8 and Grade 9, and expand to Grade 10 in upcoming school year	
WCS	<p>Language Play: -Use Dene Kede and language to learn about a monthly animal- choice within class about how much vocabulary you would like to incorporate</p> <p>Whole school approach:</p> <ul style="list-style-type: none"> - Circle time- Dice rolling with emotions in Wiliideh Yati, new question prompts as time goes on to build - Attendance- Whole school greeting in morning and afternoon - Visuals in every area of school with language underneath labelling <p>Active learning:</p> <ul style="list-style-type: none"> - Students taking on adult role in classroom routines (Wiliideh Yati)- ie calendar, weather, etc 	

L. Engaging Community in Indigenous Language Programs

Engaging Community in Indigenous Language Programming is emphasized in the *Dene Kede* and *Inuuqatigiit* curricula and reminds educators that community involvement can take many forms. Schools should look for opportunities to engage with the community to promote, use and celebrate Indigenous languages. Students can be offered many activities where language speakers from the community may come into the school or the students may go out into the community. Some examples are participating in a culture camp with language use, attending a local government meeting, working with a health care nurse attending to Elders, or talking in the language while visiting at a store.

<p>Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)</p>	<p>Interaction with the community in Indigenous Language is very limited due to the restrictions of who can enter our schools during COVID.</p> <p>Students are given the opportunity to practice their language at the YCS Culture camps with our Elders and resource people. Students are encouraged to use their greetings, and answer questions in simple phrases.</p> <p>Additionally, staff and students are encouraged to take their language into the community and use their greetings when they see Elders in the stores, or other public spaces.</p> <p>Protocols such as shaking hands, of course, are not allowed during COVID.</p>
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ILE Action Plan Goal for Engaging Community in Indigenous Language Programs		
School	Goal	Explanation on status of goal
ESJS	Use Indigenous Languages in school communications (Announcements, At a Glance, newsletters)	
ESPHS	Consult with YKDFN and elders about Indigenous languages and how to incorporate language opportunities in our school community	
WCS	Use of technology: <ul style="list-style-type: none"> - Record word/phrase learned in greetings, conversations and animals of month and share on Seesaw/Social media 	

M. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.	The Whole School Approach to Language is supported in YCS by maintaining our past programming and looking at new ways to increase language. We have maintained the expectation of the use of Greetings and 8 basic phrases of Wiliideh Yati at all our schools. This has been enhanced with the creation of a Google Slide presentation with audio so that all staff and students can practice.
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	<p>We maintain displays and posters in language and our school locations are labelled in Wiliideh Yati. School prayers are completed at one of our schools, and almost completed for the other two locations.</p> <p>We have been producing many recordings of language with the support of our ILI's and our IT Specialist so that all our classes can access language. So far, resources have been created for: the sign of the cross, colours, numbers, introductions, animals, and Rabbit camp words. More videos and recordings are in the planning stages and will be completed by the end of the 2022 year.</p> <p>Access to Elders and translation services have been impacted by COVID as we are limited in the number of people in our schools. This has impacted the amount of language resources we can create.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
ESJS	Commit to learning a phrase of the month *maybe use tech QR Code Staff to use greetings at beginning and end of the day Make Wiliideh visible in the school	
ESPHS	Expose students and staff to Indigenous language	
WCS	Whole staff learning and using key words and phrases in Wiliideh Yati	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Initiatives in place to promote a Whole School Approach to Language Use.	ESJS	Creation of Google Slides for Wiliideh Language for common nouns and phrases		
	ESPHS	Promotion of Greetings, common phrases and numbers with QR codes		
	WCS	Use of Google Slides to create audio recordings of phrases, basic directions and nouns in Wiliideh Yati, as well as teaching resources such as videos and word searches.		

N. Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Yellowknife	\$44,305	\$44,305				

O. Resource Development for OLC and ILE

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and the *Indigenous Language and Education (ILE) Handbook*.

This funding is to be used only for:

- a) Developing resources for the implementation of OLC and ILE Handbook in schools;
- b) Training and workshops for Indigenous Language Instruction (ILI) staff to further their professional development in OLC and ILE implementation; and
- c) Technology needs that support OLC and ILE implementation.

Note: Ensure a copy of any resources produced are submitted to ECE-ILES.

Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
\$45,898	\$45,898			

Resources in the region	Type and amount of Indigenous language resources being developed or purchased to support OLC.	Type and amount of Indigenous language resources being developed or purchased to support ILE.

OLC/ILE Professional Development in the region	Number of ILI's attending and type of professional development opportunity	Number of school staff attending professional development to support OLC and/or ILE implementation.

Appendix B: Operating Plan - Operating Budget

**Department of Education, Culture & Employment
Council/District 2021-2022 Budget**

**Yellowknife Catholic Schools
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated**

	Budget 2021-2022	Budget 2020-2021	Projected Actual 2020-2021
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	20,281,489	20,163,605	20,951,634
Indigenous Languages Contributions			0
French Language Contributions	280,500	280,500	303,500
ECE Other Contributions	1,283,000	151,650	1,901,708
Sub-Total ECE	21,844,989	20,595,755	23,156,842
GNWT Other Contributions	0	0	56,142
Total GNWT	21,844,989	20,595,755	23,212,984
Federal Government Jordan's Principle	3,741,268	2,291,251	2,100,000
Federal Government Other	0	0	0
Property Tax Requisitioned	4,468,000	4,494,000	4,537,098
Other Education Bodies	100,000	75,000	34,678
Education Body Generated Funds			
Rentals	180,000	180,000	174,319
School Fees	0	0	60,000
Investment Income	100,000	60,000	101,000
Donations	0	0	44,420
Other	152,500	151,000	194,000
Total Generated Funds	432,500	391,000	573,739
TOTAL REVENUES	30,586,757	27,847,006	30,458,499
<u>EXPENSES</u>			
Administration (see Schedule 2)	2,419,205	1,910,740	2,150,000
School Programs (see Schedule 2)	17,280,059	16,520,768	18,450,000
Operations and maintenance (see Schedule 2)	2,395,846	2,345,575	3,100,000
Inclusive Schooling (see Schedules 2&3)	4,318,681	4,019,793	4,215,675
Indigenous Languages and Education (see Schedules 2 & 4)	771,814	750,879	750,879
Jordan's Principle	3,401,152	2,299,251	2,100,000
Debt Service	15,000	15,000	8,000
Other			
Sub-Total Expenses Before Amortization	30,601,757	27,862,006	30,774,554
Amortization (see Schedule 6)	1,600,000	1,600,000	1,625,000
TOTAL EXPENSES	32,201,757	29,462,006	32,399,554
ANNUAL OPERATING SURPLUS (DEFICIT)	-1,615,000	-1,615,000	-1,941,055
ACCUMULATED SURPLUS (DEFICIT) OPEN *	39,613,855	41,554,910	41,554,910
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	37,998,855	39,939,910	39,613,855
Reconciliation of Total Closing Accumulated Surplus:			
Closing Operating Surplus from above	2,118,999	3,278,391	2,605,249
Closing Tangible Capital Assets	35,879,896	36,661,519	37,008,646
Total Closing Accumulated Surplus	37,998,895	39,939,910	39,613,895

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**Yellowknife Catholic Schools
Consolidated Expenses - (Schedule 2)
Annual Budget**

	Administration	School Programs	Maintenance	Inclusive Schooling	Indigenous Language / Cultural Programs	Total
Salaries						
Teachers' Salaries	-	10,874,572	-	146,707	1,400	11,022,679
Regional Coordinators	-	-	-	295,636	124,706	420,342
Program Support Teachers	-	-	-	1,208,500	-	1,208,500
Support Assistants	-	352,854	-	1,440,060	-	1,792,914
Indigenous Language Instruction	-	-	-	-	359,937	359,937
Cultural Resource Staff	-	-	-	-	37,301	37,301
Elders in Schools	-	-	-	-	78,062	78,062
Non Instructional Staff	1,161,269	402,249	304,192	-	-	1,867,710
Board/Trustee Honoraria	68,000	-	-	-	-	68,000
Employee Benefits						
Employee Benefits/Allowances	365,586	3,125,137	76,704	950,053	107,708	4,625,188
Leave and Termination Benefits	450,000	105,000	-	-	-	555,000
Staff Development						
	27,850	158,979	1,950	77,758	6,000	272,537
Services Purchased/Contracted						
Professional/Technical Services	87,000	9,000	773,500	99,837	7,000	976,337
Postage/Communication	21,000	7,000	12,000	-	-	40,000
Utilities	-	-	-	-	5,200	5,200
Heating	-	-	316,000	-	-	316,000
Electricity	-	-	435,000	-	-	435,000
Water/Sewage	-	-	114,500	-	-	114,500
Travel	29,500	3,000	-	-	-	32,500
Student Transportation (Bussing)	-	450,000	-	5,000	13,000	468,000
Advertising/Printing/Publishing	53,000	5,000	-	-	7,500	65,500
Maintenance/Repair	1,000	-	345,000	-	1,500	347,500
Rentals/Leases	8,000	2,500	-	-	-	10,500
Other Contracted Services	57,000	1,213,500	15,000	-	-	1,285,500
Materials/Supplies/Freight						
Assistive Technology	-	-	-	77,630	-	77,630
Materials	90,000	237,000	2,000	17,500	22,500	369,000
O&M	-	334,268	-	-	-	334,268
Freight	-	-	-	-	-	-
	2,419,205	17,280,059	2,395,846	4,318,681	771,814	27,185,605
Jordan's Principle						3,401,152
Amortization & interest						1,615,000
Total						32,201,757

**Department of Education, Culture & Employment
Council 2021-2022 Budget**

**Yellowknife Catholic Schools
Inclusive Schooling - (Schedule 3)
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	295,636	116,707	412,343
Program Support Teachers	1,238,500		1,238,500
Wellness Counsellors	0		0
Support Assistants	1,377,738	62,322	1,440,060
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances	897,861	52,192	950,053
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	77,758	0	77,758
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services	99,837		99,837
Student Transportation (Busing)*	5,000		5,000
Other Contracted Services			0
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	77,630		77,630
Materials	1,500	16,000	17,500
Freight			0
TOTAL	4,071,460	247,221	4,318,681

*See guidelines related to Inclusive Schooling student transportation

**Department of Education, Culture & Employment
Council 2021-2022 Budget**

**Yellowknife Catholic Schools
Indigenous Languages and Education - (Schedule 4)
Annual Budget**

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<u>SALARIES</u>				
Regional ILE Coordinators	124,706	0	0	124,706
Indigenous Language Instruction	328,040	33,297	0	361,337
Cultural Resource Staff	0	0	37,301	37,301
Elders in Schools	78,062	0	0	78,062
				0
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances	113,825	0	0	113,825
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services	5,882	1,001	0	6,883
Travel	0	0	0	0
Student Transportation (Busing)*	13,000	0	0	13,000
Advertising/Printing/Publishing	0	7,500	0	7,500
Rentals/Leases	0	0	0	0
Other Contracted Services	0	0	0	0
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	18,100	4,100	7,000	29,200
Freight	0			0
TOTAL	681,615	45,898	44,301	771,814

*See guidelines related to Indigenous Languages and Education student transportation

Department of Education, Culture & Employment Council 2021-2022 Budget

Yellowknife Catholic Schools Approved Person Years - (Schedule 5) Annual Budget

	<u>Person Years</u>
Administration Staff	9.00
Territorial Schools:	
Teachers	87.00
Consultants	2.50
Secretaries	5.75
Maintenance	3.00
Other - Specify	
Junior Kindergarten	12.00
Inclusive Schooling:	
Regional Coordinator	2.00
Program Support Teachers	9.50
Support Assistants	23.00
TTC Staff	2.00
Other - Specify	
Support Assistants - Jordan's Principle	29.00
Teachers - Jordan's Principle	4.50
CLS - Jordan's Principle	3.00
Indigenous Languages and Education:	
Regional Coordinators	1.00
Indigenous Languages Instruction Staff	3.00
Other - Specify	
Total Person Years	<u><u>196.25</u></u>

**Department of Education, Culture & Employment
Council/District Approved 2021-2022 Budget**

INPUT	YK1
CALCULATED	YCS
FORMAT	BOTH

**Divisional Education Council/District Education Authority
Reconciled Accumulated Surplus - (Schedule 6)
Annual Budget - Consolidated**

	2021-2022 Budget	
TOTAL ACCUMULATED SURPLUS OPEN	39,613,895	39,613,895
Opening Balance Investment in Tangible Capital Assets	37,008,646	
Less : Amortization (enter negative)	-1,600,000	
Plus : Capital acquisitions	371,250	
Plus : Debenture principal repayment	100,000	
Closing Balance Investment in Tangible Capital Assets	35,879,896	
Opening Balance LED Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	0	
TOTAL ACCUMULATED SURPLUS CLOSING		37,998,895
ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY		
	2,118,999	2,118,999
REPRESENTED BY:		
Opening Balance Operating Surplus	2,106,196	
Plus : Annual Surplus (enter positive) or	-1,615,000	
Less : Annual Deficit (enter negative)	0	
Amortization	1,600,000	
Capital acquisitions	-371,250	
Debenture principal repayment	-100,000	
Plus : Transfer from Investment In Capital Assets	1,128,750	
Plus : Transfer from (to) Decentralized Accumulated Surplus	0	
Plus : Transfer from (to) Capital Fund Reserve	0	
Plus : Transfer from (to) LED Reserve	0	
Closing Balance Operating Surplus	1,619,946	1,619,946
Opening Balance Decentralized Surplus	499,053	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Surplus	499,053	499,053
Opening Balance Capital Fund Reserve	0	

Transfer from (to) operating fund surplus
Closing Balance Capital Fund Reserve

0

0

0

BUDGET 2021-22**Schedule 7**

School year July 2021 to June 2022

Yellowknife Catholic Schools

#	Revenue	Amount \$
1	Contributions from GNWT	
	Name of Department	
	a) ECE - Core	20,281,489
	b) ECE - Other	1,563,500
	c)	
1	Contributions from Related party Entities	
	a) Dettah DEA	100,000
	b)	
	c)	
1	Contributions - From other sources*	
2	Transfer payments (Government of Canada)	
3	Non - Renewable Resource Revenue**	
4	Interest Income (general)***	100,000
5	Other income (general)	
	From Related Party Entities:	
	a) Jordan's Principle - Government of Canada	3,741,268
	b)	
	c)	
5	Other income (general) - other sources*	
	<i>Taxation and general revenues</i>	
6	Corporate and personal income taxes	
7	Other taxes	
	From Related Party Entities:	
	a) City of Yellowknife	4,468,000
	b)	
	c)	
7	Other taxes - other sources*	
8	General	
	From Related Party Entities:	
	a) Aurora College - Tallah building rental	120,000
	b)	
	c)	
8	General - other sources*	
9	Income from portfolio investments****	
10	Sales	

	To Related Party Entities:	
a) Rental Revenue		60,000
b)		
c)		
10 Sales - Other sources*		152,500
11 Recoveries		

	From Related Party Entities:	
a)		
b)		
c)		
11 Recoveries - other sources*		
12 Recoveries of prior years' expenses		
		<u>30,586,757.00</u>

Expenses

1 Grants

	To Related Party Entities:	
a)		
b)		
c)		

1 Grants - to others*****

2 Contributions

	To Related Party Entities:	
a)		
b)		
c)		

2 Contributions -to others*****

3 Compensation and benefits 25,436,785

4 Change in valuation of allowances

5 Amortization of tangible capital assets 1,600,000

6 Other expenses

	Charged to Related Party Entities:	
a) General O&M		5,149,972
b) Interest		15,000
c)		

6 Other expenses - to others*****

	<u>32,201,757.00</u>
Annual operating surplus (deficit)	<u>(1,615,000.00)</u>

Notes

**Divisional Education Council
 Contributions - Dedicated Funding Summary
 Annual Budget**

	Northern Distance Learning	Minority Language Education and Second Language Instruction - French	Education Renewal Initiative	Jordan's Principle	Total
CONTRIBUTION REVENUES (See Schedule 1)		280,500		3,741,268	4,021,768
EXPENSES					
<u>Salaries</u>		260,500		3,540,000	3,800,500
<u>Operating & Maintenance</u>				201,268	201,268
<u>Project Based (Minority Language)</u>		20,000			20,000
<u>Other</u>					0
TOTAL EXPENSES	0	280,500	0	3,741,268	4,021,768
SURPLUS (DEFICIT)	0	0	0	0	0

Approvals

Operating Plan



Education Body Chair

Superintendent

June 22, 2021

June 22, 2021

Date

Date

Annual Report

Education Body Chair

Superintendent

Date

Date

Education Accountability Framework

Yellowknife Education

District No. 1

Operating Plan

For the 2021-22 School Year



Cadre de responsabilisation en éducation

Administration scolaire de district n° 1 de Yellowknife

Plan de fonctionnement

Année scolaire 2020-2021



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Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Administration scolaire de district n° 1 de Yellowknife pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités de l'Administration scolaire de district n° 1 de Yellowknife pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire (**incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19**) :

Dans la continuité de la planification de l'année dernière, l'Administration scolaire de district n° 1 de Yellowknife (YK1) a établi des priorités et des buts éducatifs pour 2020-2021 fondés sur trois piliers qui incorporent les politiques et les directives du ministère de l'Éducation, de la Culture et de la Formation (dont l'intégration scolaire, et l'éducation et les langues autochtones), de même que sur les priorités stratégiques de YK1. En outre, les cinq priorités définies par le MÉCF sont incluses dans nos objectifs et cibles à venir : réussite des élèves dans les domaines de la littératie et de la numératie, langue et culture, bien-être des élèves et des éducateurs, enseignement personnalisé et intégration scolaire ainsi que compétences clés.

Les priorités stratégiques de YK1 sont les suivantes :

Veiller à ce que tous les élèves atteignent le niveau d'apprentissage correspondant à leur potentiel.

Veiller à ce que tous les élèves bénéficient de programmes qui répondent à leurs divers besoins d'apprentissage, de façon respectueuse et inclusive

Veiller à ce que tous les élèves et les employés s'intéressent aux langues, aux perspectives et à l'enseignement fondé sur la culture autochtone

Veiller à ce que les élèves adoptent des modes de vie sains et établissent des relations respectueuses et bienveillantes

Les trois piliers sont les suivants :

Pédagogies inclusives, adaptation de nos pratiques aux cultures autochtones et apprentissage socioaffectif et bien-être et compétences clés

Le tableau suivant fait ressortir les objectifs et les axes retenus pour 2020-2021. Toutes les activités de perfectionnement professionnel tiendront compte de ces piliers.

NOTE : À noter que compte tenu de l'interruption de la dernière année scolaire due à la pandémie de COVID-19, et la nature des objectifs qui sont élaborés de manière à s'échelonner sur de longues années, les plans de 2020-2021 de YK1 sont pratiquement inchangés. Certaines nouvelles initiatives viennent s'ajouter et d'autres sont modifiées, mais nombre d'entre elles sont toujours en cours.

* Nouvelle initiative visée par les objectifs scolaires de 2020-2021

OBJECTIFS ÉDUCATIFS DE YK1 POUR 2019-2010

Pédagogies inclusives		Adaptation de nos pratiques aux cultures autochtones		Apprentissage socioaffectif et bien-être & compétences clés	
Priorité stratégique n° 1	Priorité stratégique n° 2	Priorité stratégique n° 1	Priorité stratégique n° 3	Priorité stratégique n° 2	Priorité stratégique n° 4
Mathématiques / Sciences/ * Alphabétisation des jeunes enfants ANG/FRA	La diversité en enseignement grâce aux pratiques pédagogiques flexibles	Plan d'action en littératie ANG/FRA Ressources Intégration	Classes de langues et de cultures autochtones	Plans de sécurité des écoles	Adaptation en fonction des résultats de l'IMDPE à l'échelle du district et des écoles
Adaptation aux résultats de l'IMDPE à l'échelle du district et des écoles	Rédaction collaborative de plans de soutien à l'élève et de plan d'enseignement individualisé	Planification de leçons pluridisciplinaires pour l'intégration du programme <i>Dene Kede</i>	Environnements adaptés aux cultures autochtones	Plans de soutien au comportement	Mise à jour des procédures de YK1
Adoption de pratiques pédagogiques fondées sur la recherche dans les programmes d'anglais et de français	Soutien aux pratiques des enseignants (60 %)	* De meilleurs résultats pour les apprenants du Nord	Aînés et détenteurs du savoir	Recours à des professionnels de l'extérieur pour soutenir l'apprentissage socioaffectif et l'autorégulation	Programmes comme la formation Quatrième R, le programme Skillstreaming
Intégration des technologies pour faciliter l'enseignement et l'apprentissage	Soutien des élèves aux besoins complexes en salle de classe		Intégrer des expériences culturelles		Soutenir la diversité, p. ex. alliances homosexuelles-hétérosexuelles
Évaluation de l'enseignement	Technologies d'assistance		Comité d'éducation et de langues autochtones dans toutes les écoles		Programmes comme l'activité physique et les arts

Plan de fonctionnement

<p>Le plan d'action en littératie comprend : ANG/FRA – alphabétisation dans toutes les disciplines, incluant les mathématiques et les sciences – pratiques fondées sur la recherche qui aident tous les apprenants</p>					<p>Classes axées sur les relations</p>
					<p>* Documentation pour le développement des apprenants, de la 1^{re} à la 8^e année</p>

Operating Plan - Executive Summary

The Yellowknife Education District No. 1's Operating Plan for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Yellowknife Education District No. 1's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

Yellowknife Education District No. 1 (YK1) has placed educational priorities and goals for 2021-2022 under three pillars that incorporate priorities agreed to by Education Leaders and the Department of ECE: **Student achievement in Literacy and Numeracy; Language and Culture, Student & Educator Wellness; Personalized and Inclusive Education; and Key Competencies.**



YK1 strategic priorities are also included in our planned goals and targets. They are as follows: **Learning:** Ensure inclusive, equitable and authentic learning experiences; **Indigenous Language & Education:** Honour and celebrate Indigenous Language and Culture for all learners; **Community:** Foster critical understanding of local, national and global issues; and **Wellness:** Cultivate a culture of holistic wellness.

The three pillars that align the aforementioned are:

1. **Learning**
2. **Indigenous Language and Culture**
3. **Wellness, Community, and Key Competencies**

The following chart highlights planned goals and foci for 2021-2022. All professional development will align with the identified pillars.

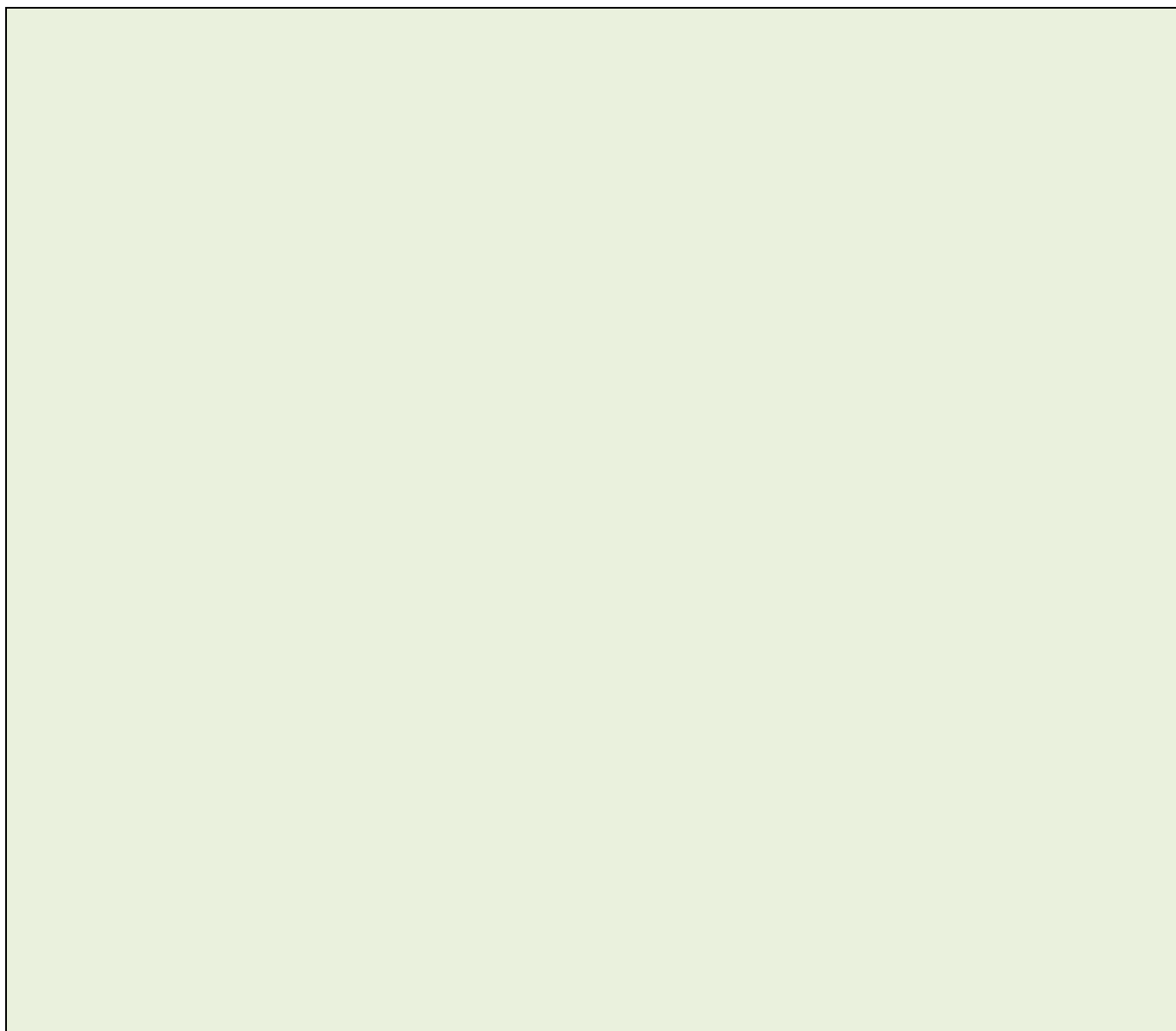
YK1 2021-2022 Educational Goals		
Learning	Indigenous Language and Culture	Wellness, Community, and Key Competencies
		
Education Leaders & ECE Shared Priorities		
Student Achievement in Literacy and Numeracy	Language & Culture	Student & Educator Wellness Key Competencies

Personalized and Inclusive Education		
 YK1 Strategic Priorities		
Learning	Indigenous Language & Education	Wellness Community
 YK1 Goals and Targets		
Responding to EDI results at district/school level	“Our Languages” implementation	Responding to MDI results at district and school levels
Implementation of YK1 Literacy Plan	ILE classes	ECE supported school-based programs <ul style="list-style-type: none"> • Fourth R Program • Talking About Mental Illness (TAMI)
Place-based, culturally responsive initiative, Engaging Learners in the Middle Years		Growth as a Learner
Science Mentors	Cross-curricular planning and integration of Dene <i>Kede</i> .	Forest and Nature School
Math/Science/Early Literacy foci EN/FR: <ul style="list-style-type: none"> • JK/K Playful Inquiry • Science Mentors • Nurturing Northern Literacy Learners, grades, 1-3 and 3-5 • Math Pedagogy (Working Group) 	Indigenizing environments	Fostering Open eXpression among Youth [FOXY], and Strength, Masculinities, And Sexual Health [SMASH]
Assessment to Instruction	Elders and Knowledge Keepers	Gay Straight Alliance (GSA)
Teaching to diversity using flexible instructional practices	Key Cultural Experiences	Safe School Plans
Participation in ECE renewal of IEP process	School-based ILE Committees	
Following expected guidelines for PSTs	Sara Davidson, consultant, to support Indigenizing education	
Technologies to support diverse learners		
Supporting complex learners in the classroom setting		
Supporting Educational Assistants in their role		

Annual Report - Executive Summary

The Yellowknife Education District No. 1's Annual Report for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:



1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

YK1 was established in 1939. Seven publicly elected officials serve as YK1 Trustees. The District Education Authority (DEA) plays a key role in the continued success of the District and the 2207 (April 2021) students it serves.

Accountability, strategic thinking, financial responsibility, and commitment are among the strengths of this dedicated group.

District Education Authority Trustees

*as elected in the fall of 2018 for a term of three years, to be followed by one year and four year terms. Confirmed 4 years to align with the city of Yellowknife elections.

Chairperson:	Tina Drew
Vice Chairperson:	Satish Garikaparathi

Trustees:	Terry Brookes
	Jay Butler
	Rajiv Rawat
	Al McDonald
	John Stephenson

Administration

Superintendent of Education:	Cindi Vaselenak
Assistant Superintendent:	Shirley Zouboules
Director of Corporate Services:	Tram Do

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

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

B. Functional Organizational Chart

The following table details the functional organization of the Education Body:



C. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
Orientation	Alberta School Boards Association (ASBA)	New Trustees	YK1 Following the Board election, Fall 2021		
PD for all trustees	Conferences Webinars	Trustees	YK1 Dependent on Trustees needs / interests		
Board evaluation process	Trustees, external consultant	Trustees	YK1 May / June 2022		
Orientation	Alberta School Boards Association (ASBA)	New Trustees	YK1 Following the Board election, Fall 2021		

D. Education Body Meetings

According to section 109 of the *Education Act*, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? <i>(Yes/No)</i>	If No, why not?
September 14, 2021	District DEA Office Meetings *in person meetings dependent on approved re-opening plan		
October 12, 2021	District DEA Office		
November 9, 2021	District DEA Office		
December 14, 2021	District DEA Office		
January 11, 2022	District DEA Office		
February 8, 2022	District DEA Office		
March 8, 2022	District DEA Office		
April 12, 2022	District DEA Office		
May 10, 2022	District DEA Office		
June 14, 2022	District DEA Office		

E. School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori). **Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.**

Total Number of Schools in District	6	Total Anticipated Student Head Count	Estimated to be 2140
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School Name	Community	Grades Offered	Programming Highlights
École J.H. Sissons School (EJHS)	Yellowknife	JK-5	<p>École J.H. Sissons (EJHS) offers:</p> <ul style="list-style-type: none"> • French Immersion programming • Special programming includes choir, musical theatre, afterschool athletics and a speed skating academy. • Afterschool activities include judo, soccer, improvisation, painting, chess and choir, however due to COVID-19, these programs may be reduced • Indigenous language and culture is integrated into classroom sessions • Indigenous Culture Camps throughout the year • <i>Cours d'enquêtes en plein air (CEPA)</i>; (Forest/nature school practice) • A four day French Language and Culture Camp, 'Camp de neige', at the Yellowknife Ski Club
Mildred Hall School (MHS)	Yellowknife	JK-8	<p>Mildred Hall School (MHS) offers:</p> <ul style="list-style-type: none"> • English programming • Core French and Wìllhìdeh language courses • Birchbark Discovery Centre, a community-based alternative education program for children in Grades 1 to 6 based out of Mildred Hall School • Many extracurricular activities such as team sports, fine arts, guitar, fiddling and various band instruments; alternative sports such as fat biking, cross country skiing, snowshoeing, and rollerblading; alternative options such as jigging and traditional games

			<ul style="list-style-type: none"> • Forest School, with many trained staff, allows students the opportunity to take their learning outdoors, using the natural environment to further their learning • A breakfast and hot lunch program. The school has a large garden where students grow vegetables used in the foods program • Positive Behavioural Interventions and Support (PBIS) is used a proactive approach to support behaviour
N.J. Macpherson School (NJM)	Yellowknife	JK-5	<p>N.J. Macpherson School (NJM) offers:</p> <ul style="list-style-type: none"> • A quiet JK-5 neighborhood school with a strong numeracy and literacy focus, offering programming in English and Core French • Special programs include Montessori, visual arts, drama, gymnastics and a strong recycling program • Several extracurricular sports and clubs are available during school hours • Afterschool care is offered at the school through the YWCA and Montessori Society • Indigenous Language and Culture is integrated into classroom sessions and students attend culture camps throughout the year • An active Parent Advisory Council (PAC)
Range Lake North School (RLN)	Yellowknife	JK-8	<p>Range Lake North (RLN) offers:</p> <ul style="list-style-type: none"> • English programming • Intensive French in Grade 6, Post-Intensive French in Grades 7 and 8, and Core French in Grades 1 to 8, excluding Grade 5, where students participate in Pre-intensive French camps • Student Options Program for grades 6-8, where students are able to choose from a variety of 6-week long sessions including tech, sports, outdoor pursuits, music, martial arts, yoga etc. • Indigenous Language and Culture, integrated into classroom sessions • Indigenous Culture Camps throughout the year • Special programs in music, band, choir, and drama • Advanced technology and robotics programs in a Makerspace environment • Extracurricular sports program encompassing many activities such as snowboarding, hiking, skiing, and biking • Sustainable living projects: active chicken coop, outdoor gardens, aquaponics, and observatory beehive

			<ul style="list-style-type: none"> An active and involved Parent Advisory Committee that organizes a large annual fundraising event, “Family Fun Night”, with proceeds supporting RLN student activities
École Sir John Franklin High School (ESJF)	Yellowknife	8-12	<p>École Sir John Franklin High School (ESJF) offers:</p> <ul style="list-style-type: none"> Programming from Grades 8 to 12 in both English and French Immersion Core French and Post-Intensive French from Grades 8 to 12 Dynamic Fine Arts program which includes music, band, choir, drama, drama tech, and visual arts Extensive trades curriculum and work experience program which includes industrial arts, automotive class, culinary arts, robotics and esthetics Indigenous culture programming and camps including Wíílídeh language instruction Successful Sports Academy with foci on volleyball, basketball, and high performance training: extra-curricular sports and clubs are also offered Support and resources for students struggling in school, socially, or at home. National and international travel opportunities for students include volunteering, scuba club, and cultural experience Night classes (Monday to Thursday evenings 6pm - 9pm) are also available onsite Alternate programming (Route 51) available during the day (10am - 4pm) off site. These graduating required course are offered on modular based format
École William McDonald School (EWMS)	Yellowknife	6-7	<p>École William McDonald Middle School (EWMS) offers:</p> <ul style="list-style-type: none"> Programming for Grades 6 and 7 in both English and French Immersion Other French options including Intensive French - Grade 6, Post-Intensive French - Grade 7, and Core French – Grades 6 and 7 Exploratory programming which includes Industrial Arts, Home Economics and Outdoor Education Sports Academy Program which includes hockey, soccer, dance, fitness and cross training. Recently updated fitness room has allowed and expansion to its sports programming. <i>*This program will be suspended for the 2021-2022 school year but the offering will be revisited in 2022-2023</i>

F. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (*% of students on a Regular Education Program (REP) with a Student Support Plan (SSP) for Accommodations, % of students on a Modified Education Program (MEP) with an SSP for Modifications, and % of students on an Individualized Education Program (IEP)*), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.**

The YK1 student population reflects the demographics of the City of Yellowknife. 39% of our student body is Indigenous, with a considerable variation in numbers of Indigenous students between schools. A growing number of students enrolled in our schools are new to Canada. These students' needs are supported, through the Support Workers In Schools (SWIS) program primarily in two schools. In addition, there are a number of students who are English Language Learners (ELL), but do not receive services from the SWIS program.

In 2020-2021, 70% of YK1 students were on a regular program, while 25% were on SSPs of which 3.57% were on Modified Plans. There were a remaining 2% of students on IEPs. Numbers for 2021-2022 are not yet known but percentages are likely to be similar.

G. Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention. **Please include any specific information related to the COVID-19 pandemic.**

YK1 has teachers with a wide range of experience, from 0 to 32 years. Approximately, 29% of our teachers have less than 5 years teaching experience with YK1. The largest percentage, 49%, of our teaching staff have between 5 and 15 years of experience. The remaining 22% of teachers have greater than 15 years experience.

YK1 has limited challenges with teacher turnover in comparison to smaller NWT communities. Ongoing, areas where we experience the most challenges are in French Programming, Indigenous Language Instruction, and Administration. The high demand for French teachers across Canada makes it very difficult to attract and retain qualified French teachers due to the isolation and high cost of living. As well, it is very difficult to offer Indigenous Language programs due to extremely low numbers of qualified local Indigenous Language speakers. Staff interest in applying on and remaining in administrative roles diminishes more each year due to the perceived high expectations and overwhelming demands of the job.

YK1 is currently focusing on self-isolation planning for new hires from out of the territory to for the 2021-2022 school year.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p>YK1 targets and performance indicators fall under the following pillars that reflect Education Leaders and ECE Priorities, and YK1 Strategic Priorities:</p> <ol style="list-style-type: none"> 1. Learning 2. Indigenous Language and Culture 3. Wellness, Community, and Key Competencies
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with the 5 Shared Priorities.	100%		
Education staff will participate in Professional Development focusing on the three identified pillars.	100% of staff will participate in PD focused on one or more of the three pillars		
YK1 schools will utilize a mentorship approach in Science to support colleagues.	100% of YK1 schools will identify teacher leaders in Science (FR/EN)		
YK1 schools will participate in district led PD focusing on numeracy and literacy.	100% of YK1 schools,		

	Grades 1-8 schools		
<p>YK1 schools will continue to utilize the PLC model to support teacher collaboration and improve student achievement.</p> <p>“We are committed to supporting educators in developing their knowledge, skills and practices. Through cycles of inquiry, our collective efficacy can be realized. “The concept of learning in practice is now viewed as foundational to teacher leadership; it rests on the idea that learning is more social, collaborative, and context-dependent than was previously thought” (Donohoo 2017, Lieberman and Miller 2004)</p>	100% of YK1 schools will provide PLC time within the school day		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.	School Improvement Plans will align with YK1 Educational Goals as articulated in the Executive Summary: <ol style="list-style-type: none"> 1. Learning 2. Indigenous Language and Culture 3. Wellness, Community, and Key Competencies In addition, site-based data will inform school plans, to ensure student and school community needs are considered.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region’s approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

For the 2021-22 school year each region is able to determine how best proceed with annual school reviews.

<p>Regional approach to the completion of Annual School Reviews, including any specific information related to the COVID-19 pandemic.</p>	<p>YK1 schools develop yearly School Improvement Plans based on the previous year’s data. They identify goals, set targets and performance indicators, and ensure alignment with YK1 identified pillars. School plans are shared with the District Administration and the Board of Trustees. At the end of the year, there will be another presentation to share and discuss the results, which inform the subsequent year’s plan. The format for school presentations to Trustees will depend on COVID-19 restrictions.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

D. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following tables detail the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations, including any specific information related to the COVID-19 pandemic.</p>	<p>At the beginning of each school year, YK1 Human Resources identifies all staff requiring evaluation. In addition, throughout the year, any staff identified by school administration will also be evaluated. The administration of each school is then responsible for timely and appropriate evaluations. Priority for evaluation is given to all term teachers and indeterminate teachers identified as being at risk.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
Number of teachers and PSTs formally evaluated in the school year.	53		
Number of principals and assistant principals formally evaluated in the school year.	4		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	6		
Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region’s training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Yellowknife Education District No.1 will ensure that all district and school-based training, in-servicing, and professional development fits under the identified pillars for 2021-2022.</p> <p>Consultants will provide PD in the following areas:</p> <p>Learning / Indigenous Language and Culture</p> <ul style="list-style-type: none"> • Math Working Group (EN/FR) • Science Mentors (EN/FR) • Nurturing Northern Literacy Learners • Place-based, culturally responsive initiative, Engaging Learners in the Middle Years • JK/K Collaborative Study Group • Neurolinguistic approach with outside consultant (FR/Wilhidh) <p>Two district days are planned to align the new YK1 strategic priorities and curriculum renewal.</p> <p>Two ILE district days are planned to meet the ILE directive</p> <p>School specific STIP times are planned to align with the identified pillars</p> <p>Most PD will be delivered virtually due to travel restrictions</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on shared priorities	100%		

Number of administration days dedicated to training and in-service.	1		
% of collaborative STIP time dedicated to regional priorities	100%		
Number of schools which implemented STIP as per the Ministerial Directive	6		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

F. Literacy Coordinators

Literacy coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	2.0	2.5			

* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body, otherwise not allocated.

The following tables detail the region’s role of their Literacy Coordinator, and the relevance of the position to regional and shared priorities, including regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.	This upcoming school year, the Literacy Coordinators will focus on communicating and supporting implementation of the Literacy Plan within the schools. This will be done through professional development, in-servicing as well as providing of resources.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Targets	
Relevance of the Healthy Foods for Learning program to regional priorities, including any specific information related to the COVID-19 pandemic.	<p>YK1 schools access the Healthy Food for Learning Program for the provision of snacks and/or lunches using a philosophy of access for all. Schools employ an “open cupboard” approach that allows students to get snacks and lunches, as they need them. This aligns with YK1 Strategic Priorities that focus on learning and wellness. Research shows that students perform better in all areas when their diet consists of nutritional food. (https://www.ece.gov.nt.ca/en/services/education-renewal/healthy-foods-learning).</p> <p>Our experience is that many students in our YK1 community, some of whom cannot be readily identified, do not have access to healthy food in their homes. This program helps ensure that access.</p>

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, if applicable.	n/a		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Frequenc y of program <i>(Monday - Friday)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
EJHS	Breakfast	Monday - Friday	Available, but not usually accessed	Everyone welcome		
	Lunch	Monday - Friday	15	Everyone welcome		
	Snack	Monday - Friday	20	Everyone welcome		
MHS	Breakfast	Monday - Friday	80	Everyone welcome		
	Lunch	Monday - Friday	110	Everyone welcome		
	Snack	Monday - Friday	200	Everyone welcome		
NJM	Breakfast	Monday - Friday	Available, but not usually accessed	Everyone welcome		
	Lunch	Monday - Friday	1	Everyone welcome		
	Snack	Monday - Friday	25	Everyone welcome		
RLN	Lunch	Monday - Friday	10-15	Everyone welcome		
	Snack	Monday - Friday	*Provided for all students	Everyone welcome		
ESJF	Breakfast	Monday - Friday	Available	Everyone welcome		
	Lunch	Monday - Friday	55	Everyone welcome		
	Snack	Monday - Friday	100 *includes youth who access breakfast program	Everyone welcome		
	Take-home packages	Monday - Friday	20	Everyone welcome		
EWMS	Lunch	Monday - Friday	15-20	Everyone welcome		
	Snacks	Monday - Friday	*Provided for all students	Everyone welcome		

* Please complete one row for each program offered in a school. Ex:) complete two rows if a school offers both breakfast and snack programs.

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers’ Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development. Under the proposal summary, indicate whether this is a continuation of previous year’s SSI project.

<p>SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.</p>	<p>The YK1 SSI proposal will focus on the pillars, Learning; Indigenous Language and Culture; and Wellness, Community, and Key Competencies by:</p> <ul style="list-style-type: none"> • Utilizing outside facilitators in English and French Immersion to focus on effective and inclusive practices in Math and Science using a residency model multiple times over the year. • Using our outside consultants to support the Early Literacy/ILE initiative, Nurturing Northern Literacy Learners. The focus will be on inclusive practices and includes ways to support teachers in bringing Indigenous content, perspectives, and pedagogies into their classrooms. • Supporting our early childhood educators to focus on pedagogy around Playful Inquiry. A district professional learning community will meet multiple times over the year. <p>This SSI initiative will begin a new cycle of PD for YK1. We are taking a responsive approach to learning by including ongoing professional development that supports teachers in various stages of their practice. Schools will have the opportunity to co-plan and coordinate the PD with our outside professional facilitators. This will allow for teachers to delve into learning areas most pertinent to their development.</p> <p>YK1 values the impact that Professional Learning Communities can have on teacher practice and student learning. Teachers participate in collaborative inquiry professional development using the Spiral of Inquiry process. “The Spiral of Inquiry is about listening to learners and reflecting on our own practices as educators. It assists schools in taking an inquiry-oriented, evidence-based approach to learning and teaching.” (Kaser and Halbert, 2017).</p> <p>“When teachers collaborate using the inquiry model and believe that together they and their colleagues can impact student achievement, they share a sense of collective teacher efficacy. Teams with high</p>
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	<p>collective efficacy show greater effort and persistence, as well as willingness to try new approaches, and attend more closely to students' needs." (Donohoo, 2017)</p> <p>References: Kaser,L. & Halbert, J. (2017). <u>The Spiral Playbook: Leading With Inquiring Mindset in School Systems and Schools</u>. C21 Canada Donohoo, J. (2017). <u>Collective Efficacy: How Educators' Beliefs Impact Student Learning</u>. Corwin <i>*Outside consultants and facilitators may continue to work with staff virtually due to COVID-19 safety considerations.</i></p>
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region who participate in SSI PD activities.	90%		
% of support staff from across the region who participate in SSI PD activities.	100% PSTs		
Areas of Strength			
Areas for Development			
Additional Comments, including any specific information related to the COVID-19 pandemic.			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? (Yes/No)	If No, why not?
Engaging All Learners	2021-2022, 2022-2023, 2023-2024		

I. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2021-2022	2022-2023	2023-2024
CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA	BDEC SSDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. This refers to programming that is offered to all students, rather than targeted programs for individual students.

Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.	YK1 continues to promote evidence-based healthy relationship programming including ECE endorsed programs. The District supports school-based decisions regarding research-based programs to support healthy relationships.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	60%		
% of schools with grade 4-6 students offering LEADS.	40%		
% of schools with grade 7-9 students offering the Fourth R.	100%		
% of schools with grade 10-11 students offering HRPP.	100%		
Were there any difficulties accessing training for the above programs?			
Are there any recommendations for making training for the above programs more accessible?			
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	EJHS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ LEADS https://witsprogram.ca/school/wits-leads-program/ WITS https://witsprogram.ca/ Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation		
	MHS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ Skillstreaming http://www.skillstreaming.com/ Mind-up https://mindup.org/ Peace of Mind https://teachpeaceofmind.org/the-peace-of-mind-program/ The Fourth R - Health Physical Education (HPE) Program https://youthrelationships.org/		

		<p>LEADS https://witsprogram.ca/school/wits-leads-program/</p> <p>WITS https://witsprogram.ca/</p> <p>FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/</p> <p>We Thinkers https://www.socialthinking.com/Products/we-thinkers-volume-1-deluxe-package</p> <p>Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation</p>		
	<p>NJM</p>	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/</p> <p>WITS https://witsprogram.ca/</p> <p>Peace of Mind https://teachpeaceofmind.org/the-peace-of-mind-program/</p> <p>We Thinkers https://www.socialthinking.com/Products/we-thinkers-volume-1-deluxe-package</p> <p>The Introspection Curriculum https://www.kelly-mahler.com/product/the-interoception-curriculum-a-step-bystep-guide-to-developing-mindful-self-regulation/#:~:text=Description&text=The%20Interoception%20Curriculum%20provides%20a,promote%20comfort%20within%20the%20body</p>		
	<p>RLN</p>	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP)</p>		

		<p>https://pbiscpcanada.wordpress.com/</p> <p>Mind-up https://mindup.org/</p> <p>The Fourth R - Health Physical Education (HPE) Program https://youthrelationships.org/</p> <p>Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation</p> <p>FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/</p> <p>Peace of Mind https://teachpeaceofmind.org/the-peace-of-mind-program/</p>		
	ESJF	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbiscpcanada.wordpress.com/</p> <p>The Fourth R - Health Physical Education (HPE) Program, The Fourth R - Healthy Relationships Plus Program (HRPP) https://youthrelationships.org/</p> <p>FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/</p>		
	EWMS	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbiscpcanada.wordpress.com/</p> <p>The Fourth R - Health Physical Education (HPE) Program https://youthrelationships.org/</p>		

K. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

School Name	Language of SL (<i>Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Th̄ch̄q̄</i>)	Type of SL program (<i>core, immersion, intensive</i>)	Grades of SL program (<i>per program type</i>)	% of students enrolled (<i>per program type</i>)	Frequency of SL Program (<i>min/week</i>)	Actual Frequency of SL Program (<i>min/week</i>)	Explanation for difference (<i>if applicable</i>)
EJHS	French	Immersion	JK-2	100%	1575 min/week		
	French	Immersion	3-5	100%	1420 min/week		
MHS	French	Core	1-8	35%	80-120 min/week		
	<i>Wilhid̄eh</i>	Core	1-8	65%	80-120 min/week		
NJM	French	Core	1-4	72%	80-120 min/week		
	French	Pre-Intensive French Camps	5	28%	2X30 hrs = 60 hrs/year		
RLN	French	Intensive	6	5%	1200 min/week Sept – Jan; 400 min/week Feb - Jun		
	French	Post-Intensive	7,8	20%	400min/week		
	French	Pre-Intensive French Camps	5	10%	2X30 hrs = 60 hrs/year		
	French	Core	1-4, 6-8	65%	80-120 min/week		
ESJF	French	Immersion	8,9	25%	Up to 1120 min/week		

	French	Immersion	10-12	12%	Up to 1120 min/week		
	French	Post-Intensive	8	22%	400 min/week		
	French	Post-Intensive	9-12	8%	400 min/week		
	French	Core	8-12	12%	160-200 min/week		
	<i>Wiihideh</i>	Core	9-12	4%	160-200 min/week		
EWMS	French	Immersion	6,7	27%	Up to 1280 min/week		
	French	Intensive	6	45%	1200min/week Sept - Jan; 400 min/week Feb - Jun		
	French	Post-Intensive	7	30%	400 min/week		
	French	Core	6,7	33%	120 min/week		

**Please include a row per school /per language /per type of instruction*

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for 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. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	1.00			

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of RISCs allocated as less than a 1.0 FTE	n/a		

B. Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
EJHS	2.69	2.00				
MHS	2.41	3.00	Due to school need			
NJM	3.22	3.00				
RLN	2.18	3.00	Due to school need			
ESJF	3.25	3.30				
EWMS	2.08	2.00				
TOTAL	15.81	16.30	Difference is based on rounding positions to 1.0 FTE			

C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Please ensure that Support Assistants funded through Jordan’s Principle and Children’s First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
EJHS	33.35	2.00			
MHS		7.00			
NJM		6.00			
RLN		7.50			
ESJF		9.50			
EWMS		3.00			
TOTAL	33.35	35.00	Difference of .65 FTE funded by YK1 for 0.5 FTE and 1.0 FTE positions <i>*JP SAs are not yet confirmed for 2021-22 – these numbers will be higher than 34</i>		

D. Magnet Facilities

The North Slave Correctional Complex – Young Offender Unit and McAteer House provide services to students with very challenging needs. This facility is deemed a ‘magnet facilities’ and has been identified as requiring additional supports.

The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

Positions	Allocated (PY)	Budgeted (PY)	Explanation for variance (if applicable)	Actual (PY)	Explanation for variance (if applicable)
Teachers	3.0	4.0	*Positions for teachers instead of 2 SAs		
Support Assistants	2.0	0.5	*Funds from SA to teachers		
TOTAL		4.5			

The following table details the total amount of allocated, budgeted and actual funding spent on O&M for Magnet Facilities, and the explanation for any variance between each.

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
\$38,000	\$30,000	*Funds to teachers		

E. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$129,209	\$129,209			

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Child Autism Services Edmonton (CASE)	PSTs EAs Admin Teachers	Contractor	To be determined		
Robyn Combres (Educational Psychologist); Positive Behaviour Support Inc.	PSTs EAs Admin Teachers	Contractor	To be determined		
Non-violent Crisis Intervention Training <i>*Recertification of trainers</i>	EAs PSTs	Contractor RISC	To be determined		
Dean Consulting	PSTs RISC Teachers	Contractor	To be determined		
IEP Renewal	PSTs	ECE RISC	To be determined		

The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>In 2021-2022, YK1 will continue school-based professional development that supports planning for and teaching to diversity in our classroom communities. With the new YK1 strategic priorities, inclusive schooling is not a separate entity. Our priority will be to start with an inclusive lens that presumes competence of all learners.</p> <p>Additionally, professional development will focus on social-emotional learning, wellness, and self-regulation, cultural competencies and the concept of “A Capable Person.”</p> <p>Our outside consultant will work with PSTs and school/teacher teams to continue to reinforce and promote best practices through a strength-based approach.</p> <p><i>Dates and format subject to COVID-19 restrictions.</i></p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?	100%		
% of staff trained, in the past two years, in the SBST process?	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.	
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The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	Reason for using a contractor rather than a GNWT-provided service <i>(GNWT service unavailable, etc.)</i>	School(s) impacted by Service	Length of Contract	Total (\$)

** This table refers to contractors procured using Inclusive Schooling funding, and does not include others such as those procured by Jordan's Principle / Child First Initiative Funding.*

F. Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student/ etc.)	Total Over / Under Allocation (\$)
\$119,539				

G. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
EJHS	114,351					
MHS		60,000	Contract position to support students in proactive, whole classroom-based practices			
NJM						
RLN						
ESJF		30,000	Contract position to support students in proactive, whole classroom-based practices			
EWMS						
YK1 DO		24,351	School-specific initiatives, on request			
TOTAL		114,351	114,351			

H. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<p>Monthly Program Support Teacher meetings, where directive guidelines and strategies are shared and discussed with the RISC and PSTs, to ensure that SSP/MEP/IEP plans are aligned with the inclusive schooling policy. The PSTs and school teams (administrators, PSTs, teachers, EAs) will work collaboratively with families to ensure thoughtful and intentional supports align with students’ SSP and IEP goals.</p> <p>The IEP renewal process professional development will ensure a strength-based approach to goal setting with students and families. YK1 recognizes the need that teacher and support staff professional development plays an integral part in IEP renewal success.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	85%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	85%		
Number of students not able to participate in the Common Learning Environment in their home community.	0		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100% JK-8 75% 9-12		

<p>% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.</p>	<p>50%</p>		
<p>Number of students in temporary residency situations or homebound for whom education programs are provided.</p>	<p>0</p>		
<p>Number of times per month that the RISC meets with PSTs via video/phone conference?</p>	<p>Approximately 30 contacts per month with individual PSTs</p>		
<p>Number of times per year that the RISC meet with the PSTs in person</p>	<p>Entire team meets monthly</p>		
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			

I. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.</p>	<p>YK1 is committed to the ongoing work with outside facilitators who are experts in instructional strategies that are flexible, open-ended and meet the diverse needs of students in our classrooms. There is a focus on utilizing planning techniques that support holistic educational experiences.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
<p>% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.</p>	75%		
<p>% of support assistants who receive support through adequate scheduled time with PST.</p>	75%		
<p>% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.</p>	75%		
<p>% of schools that have a fair process for equitable access to extra-curricular activities?</p>	100%		
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			

J. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.	In 2021-2022, all schools will utilize the existing referral process and format to ensure the continued efficiency and effectiveness of SBST in our schools.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have an established an operational SBST by the end of the first month of school.	100%		
% of teachers accessing the SBST	100% *all have access		
% of schools that are using referral forms to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
% of schools that include CYCCs in SBST meetings.	100%, when required		
% of SBST meetings that focus on developing strategies to support classroom teachers.	Unknown until referrals are submitted		

% of SBST meetings that focus on solving specific problems.	Unknown until referrals are submitted		
% of SBST meetings that address systemic issues in the school.	Unknown until referrals are submitted		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	EJHS	Bi-weekly, 90 minutes		
	MHS	Weekly, 60 minutes		
	NJM	Weekly, 60 minutes		
	RLN	Weekly, 90 minutes		
	ESJF	Weekly, 60 minutes		
	EWMS	Weekly, 60 minutes		

K. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the NWT *Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.</p>	<p>Schools follow processes outlined in the directive that include criteria and timelines for the development and review of SSPs and IEPs. PSTs and RISC problem-solve individual cases that require modified education planning. In 2021 – 2022, a focus will continue to be on the education and understanding of the Competency-based Individual Education Plan (CBIEP).</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who are developing SSPs for which they are responsible.	100%		
% of teachers who are developing IEPs for which they are responsible	100%, supported by PSTs		
% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	60%		
% of parents participating in developing IEPs for those students requiring them <i>(more than signing)</i> .	100%		
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	20%		
% of students participating in developing their own IEP, when required and appropriate.	75%		

% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

L. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST’s time should be devoted to **teacher support activities**
- no more than 25% of the PST’s time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.</p>	<p>The RISC will support, as needed, school PSTs and Administrators to collaboratively develop monthly priority lists for their respective schools. The plans will include YK1 and ECE initiatives and directive deadlines, as well as ensuring that time targets are met. A beginning of the school year PD refresher will be held for Admin and PSTs on allocation of PST time targets. All meetings will comply with COVID-19 restrictions.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%		
% of PSTs allocated as less than a 1.0 FTE	0		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
1.00	1.00			

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school’s ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation of the was not in place or active during the year.

Indigenous Language and Education Team			
School	ILE Team Composition <i>(Principal, PST, etc.)</i>	Meeting Frequency	Explanation if ILE Team was not in place or active <i>(if applicable)</i>
EJHS	Principal, three classroom teachers	Monthly	
MHS	Principal, one PST, one teacher	Monthly	
NJM	To be determined	Monthly	
RLN	Principal, two PSTs, three classroom teachers	Monthly	
ESJF	Principal, two PSTs, three classroom teachers	Monthly	
EWMS	Principal, Vice-Principal, three classroom teachers	Monthly	

C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual ILI (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
EJHS	6.73				
MHS		5.00			
NJM					
RLN					
ESJF		2.00			
EWMS					
TOTAL	6.73	7.00	Rounded up to FTE PY		

Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.

Some Regions have indicated difficulty in filling ILI positions. The following table details the planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

Accommodations made to maintain Indigenous language instruction in the region, if any?	<p>YK1 has made the following accommodations to support Indigenous language instruction:</p> <ul style="list-style-type: none"> In-servicing of <i>Our Languages</i> curriculum at each school District-wide PD sessions on Indigenous education and the renewed emphasis on the whole-school approach Weekly meetings with ILIs and RILE 	
Plans to recruit and retain language teachers, if any?	<p>Community and external job postings to recruit new ILIs</p> <p>YK1 will continue to lobby ECE for the reimplementation of language teacher training programs such as the Certificate of Aboriginal Language Revitalization (CALR)</p>	

<p>Challenges and/or barriers faced in the region?</p>	<p>There are a limited number of fluent language speakers, as well as limited number of language speakers with instructional training</p>	
<p>What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?</p>	<p>The mobility of language instructors from communities may continue to be impacted by COVID-19 restrictions. Under the current circumstances, it is not prudent to invite local language speakers and elders into the schools</p>	

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) & Source (If applicable)
EJHS	\$173,322	\$28,887				
MHS		\$28,887				
NJM		\$28,887				
RLN		\$28,887				
ESJF		\$28,887				
EWMS		\$28,887				
TOTAL	\$173,322	\$173,322				

The following table details whether schools choose to allocate funding for an Elder and/or Cultural Support Worker that works at the school daily.

School	Elder in Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
EJHS	N	N			
MHS	Y	Y	Full time	YK1 ILE staffing	
NJM	N	N			
RLN	N	N			
ESJF	N	N			
EWMS	N	N			

E. Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>In 2021-2022, YK1’s approach to address building the school-community relationship articulated below, continues as planned. Experiences for staff and students will be altered to meet COVID-19 pandemic restrictions.</p> <p>Building the School Community relationship is one of the most important aspects of Indigenizing education at YK1. There are a variety of strategies and activities to fulfill this goal. YK1 starts the school year with a District-wide and school level Feed the Fire Ceremonies. This is directed by the Yellowknives Dene First Nation (YKDFN). Throughout the year, each of the grades participate in a Cultural Experience camp according to the themes of <i>Dene Kede</i>. All of these camps are coordinated through B. Dene Adventures in Dettah. Each school at YK1 is allocated funding in support of the hiring of “Elders in School” so that they can have the autonomy to invite elders to be involved in such activities as feasts, assemblies, outdoor excursions, and class lessons. YK1 has a close relationship with the YKDFN in Yellowknife, Dettah and Ndilo and is continually striving to collaborate in reconciliation, language revitalization, and the celebration of traditional knowledge.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Elders hired for regular school programming,	100% Elders are hired on a day by day basis		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal
EJHS	Develop a resource list of community members with traditional skills to facilitate staff making connections with community Connect and introduce these community members to new staff who may not have yet made local connections Obtain more information about key local Indigenous community events (such as a list of events) to increase community involvement	
MHS	MHS will continue to have a number of Elders working in the school. They will be involved in our ILE Committee and play an integral role in bringing language and	

	culture into all of our classrooms, as well as supporting ILE PD for our staff.	
NJM	To establish relationships with community members, specific to NJM, rather than just relying on current YK1 employees	
RLN	Putting a focus on one specific skill and inviting community members to support our understanding e.g. Fish Day Friday Fires/Indigenous mentors	
ESJF	Committee formed and in the process of meeting to develop goals	
EWMS	Develop a resource list of community members that are able to work with staff and students Outreach to the Elders in our community through empathetic design projects	

Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences
EJHS		
MHS		
NJM		
RLN		
ESJF		
EWMS		

F. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>YK1 believes it is a priority to train our new to the north educators to ensure retention, while at the same time, continually offering Professional Development for our experienced educators. All new YK1 hires attend the ECE New to the North In-service each August.</p> <p>YK1 offers two cultural orientation days to the entire district to explore topics such as Residential School legacy, reconciliation and Indigenizing education. Two training days are designated to <i>Our Languages</i> curriculum and/or Indigenizing Education Handbook. Planning and goal setting sessions are planned for all YK1 schools’ ILE committees.</p> <p>Guest speakers, who may present to staff virtually, will focus on addressing indigenizing education.</p> <p>Planning and goal setting sessions are planned for school ILE committees throughout the year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools offering Indigenous language training and support to all staff members.	100%, but maybe offered virtually due COVID-19 restrictions		
% of schools holding local Teacher Cultural Orientation Days.	100%, but maybe offered virtually due COVID-19 restrictions		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	Dr. Nigaan Sinclair will facilitate a virtual presentation to all staff **carried over from 2020-2021		
% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	Goal	Explanation on status of goal
EJHS	Cours d'enquêtes en plein air (CEPA) program: collaboration between CEPA teacher and classroom teachers to improve connection between classroom instruction and key cultural experiences and on-the-land learning	

	<p>Offer teachers time to work with Elders or knowledge keepers, such as having a dedicated on-the-land training day for all staff during a STIP day</p> <p>Include ILE content in all PD sessions (not just those dedicated specifically to ILE)</p>	
MHS	<p>Increase the number of staff on the ILE Committee</p> <p>Have short language sessions at each staff meeting</p>	
NJM	To provide educators with authentic cultural experiences to strengthen their knowledge and understanding of Indigenous language and culture	
RLN	ILE committee to organize the cultural days	
ESJF	Provide PD for language instructors	
EWMS	<p>Continue to offer teachers time to work with Elders or knowledge keepers</p> <p>On the land training day for all staff</p> <p>Grade level collaboration for the development of an activity delivered to students through the lens of <i>Dene Kede</i></p>	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities local Cultural Orientation Days.	EJHS	All staff will attend district organized Indigenous Cultural Experience (ICE) camps		
	MHS	<p>Blanket exercise for all staff</p> <p>All staff will attend culture camp this year</p> <p>Staff and students will participate in Orange Shirt Day</p>		

		<p>All staff will participate in ECE training for the <i>Our Languages</i> handbook</p> <p>All staff will participate in setting our school goals/strategic priorities around ILE</p>		
	NJM	ILE committee will organize a school specific Indigenous Culture Day		
	RLN	All staff will participate in the ECE directed <i>Our Languages</i> in-service		
	ESJF	All staff will attend ECE delivered ILE Handbook in-service		
	EWMS	<p>All staff will attend Camp Akaitcho</p> <p>All staff will attend district Indigenous Culture Experience (ICE) days</p>		

G. Fostering Student Wellbeing

Fostering Student Wellbeing requires educators to support the development of each student as an NWT **capable person** in a holistic manner. Elders in the NWT have explained that each child is born with inherent gifts. In order to nurture those gifts as a **capable person**, students must be well in body, mind, heart and spirit.

NWT schools need to cultivate healthy environments that nurture student gifts through the development of physical, intellectual, emotional and spiritual self. In collaboration, schools and communities can guide students to strengthen their wellbeing and foster development of their identity, through opportunities to connect to the land, the language and the teachings of their Elders

<p>Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)</p>	<p>YK1 is dedicated to the holistic approach to educating each child. Not only is the mind being engaged through the school day, but also the body, heart and spirit are engaged. This approach occurs through exercises such as on the land learning, collaborative learning, community relationships and the use of ceremony in the school</p> <p><i>*Fostering Wellbeing does not appear as a section in the Indigenous Languages and Education Handbook. For us to report of this section, it should be covered in the handbook</i></p>
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<p>ILE Action Plan Goal for Fostering Student Wellbeing</p>		
<p>School</p>	<p>Goal</p>	<p>Explanation on status of goal</p>
<p>EJHS</p>	<p>CEPA program: provide occasional alternative learning environment for all students throughout the year</p> <p>Increase presence of Indigenous community members at the school (by incorporating some of the goals from the Building Community Relationships goal)</p>	
<p>MHS</p>	<p>Grade 7/8 student Exploratories every Friday have options to get out on the land, create Indigenous crafts, and cook traditional foods</p>	

	<ul style="list-style-type: none"> • School Feast (Covid-friendly, served to students) • Traditional Games • Jigging • Hand Games • Outdoor learning spaces • Wall tent • Feed the fire 	
NJM	To provide more opportunities for students to connect with the land	
RLN	Fire Fridays, celebrating Indigenous culture at all grade levels	
ESJF	A Dene Language Program Staff position created to promote well-being of Indigenous students	
EWMS	Increase presence of Indigenous community members in the school Using place-consciousness to develop skills for being on the land and in nature	

School	What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
EJHS	Organized weekly fire ceremonies Indigenous community members into the school	
MHS	Mentorship with Elders in our school to make connections for students who need it We make sure that all of our students are fed and have regular access to food. We help our students to ensure they have clothing, access to our washing machine if needed, warm winter clothing etc. These supports of making sure basic needs are met enable our students to be more ready to learn	
NJM	Daily and/or weekly sharing circles Relationship building is a main emphasis in all of our classrooms. We know the importance of students having a positive, trusting relationship with their teacher and other adults in the building and, as such, it is	

	emphasized throughout school year and is facilitated by our Program Support Teachers when necessary. This includes providing coverage for teachers so they can work on fostering positive relationships in small groups or one-on-one	
RLN	Indigenous mentors Resident Elder	
ESJF	Indigenous Honour Ceremony Every student in the high school, by the time they graduate, will have taken part in at least one Blanket Activity All students, by Grade 12, will have taken part in a smudging ceremony and tobacco ceremony	
EWMS	Work with the Healing Centre Sharing circles	

H. Indigenizing Teaching and Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<p>Indigenizing Teaching and Learning Practices involves bringing Indigenous concepts to all aspects of education. It is necessary first and foremost to recognize the long-standing impact that Eurocentric beliefs and values have had on traditional learning practices in Northern Schools. To Indigenize education, schools must actively plan and teach using the NWT foundational curricula: <i>Dene Kede</i>. Adopting these learning and teaching practices that are holistic, relational, spiral and experiential goes hand in hand with the recognition of the importance of culture in learning and key cultural experiences. To develop the appropriate approaches and experience, YK1 teachers will participate in the cultural orientations and culture camps, work closely with Elders and Indigenous families, and work to develop a close relationship with the community. It takes time for some teachers to develop this perspective.</p>
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<p>Regional Performance Indicators</p>	<p>Regional Targets</p>	<p>Achieved Results</p>	<p>Explanation for difference <i>(if applicable)</i></p>
<p>% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)</p>	<p>100%</p>		
<p>Areas of Strength for the region</p>			

Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal
EJHS	<p>CEPA: support teachers with on-the-land learning</p> <p>Indigenize Camp de Neige experience</p> <p>Prioritize obtaining more Indigenous resources in French</p> <p>Continue to emphasize importance of Dene Laws in school community</p>	
MHS	<i>Dene Kede</i> should be incorporated into teaching whenever possible. It should not be taught in isolation or as it's own class	
NJM	To have all teachers intentionally begin Indigenizing their teaching practice	
RLN	<p>Being cognizant of including Indigenous literature in everyday teaching practices</p> <p>Ensuring the staff knows where and how to access the resources</p>	
ESJF	Re-examining each curriculum with a eye towards where we can address Indigenizing it	

EWMS	Provide PD at all grade levels to Indigenize practices	

School Specific Performance Indicators	School	Wise Practice
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	EJHS	
	MHS	
	NJM	
	RLN	
	ESJF	
	EWMS	

I. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>NWT specific curricula documents, including Dene Kede, have been developed to provide educators with the direction required to develop long range, unit and daily lessons plans in culturally appropriate and relevant ways. Lessons are delivered through the use of holistic, spiral, relational and experiential activities. Learning activities throughout the grade levels and subject areas are developed using Indigenous topics and experiences to meet the NWT curriculum objectives.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%		
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
EJHS	CEPA: support teachers with on-the-land learning (core subjects are taught outside the traditional classroom) Prioritize <i>Dene Kede</i> instruction: have teachers become more comfortable including this in their teaching (as opposed to relying on visits by resource people to deliver the curriculum)	
MHS	Bring Indigenous content/perspective/ language into classes wherever possible. Make sure it is relevant to students in the north	
NJM	To increase the amount of Indigenous content in all grade levels	
RLN	Secret Path Week Orange Shirt day	
ESJF	Each department to meet and analyze the particular curricula they teach to assess where they have Indigenized the curricula and where they could further implement Indigenizing content	
EWMS	Support teachers with on the land content that meets curricular objectives Integrate Indigenous perspective into each unit/subject and strive for cross-curricular connections in multiple ways	

School Specific Performance Indicators	School	Wise Practice
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	EJHS	
	MHS	
	NJM	
	RLN	
	ESJF	
	EWMS	

J. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>Offering Key Cultural experiences is the backbone to Indigenous education. Students learn best by doing. Key cultural experiences are authentic and relevant activities and learning experiences that reflect, validate, and promote the worldviews, cultures and languages of the Indigenous peoples of the NWT. The significance of each activity is strengthened by including story telling and traditional teachings, being on the land, and active use of Indigenous language that include history, reasoning and connections based on Indigenous pedagogy.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			

<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	
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ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal
EJHS	<p>CEPA program: inquiry-based on-the-land experiences</p> <p>Provide additional support or information for teachers who wish to offer key cultural experiences throughout the year</p> <p>Have Camp de Neige include at least one Elder or knowledge keeper</p>	
MHS	Traditional Games throughout the school year	
NJM	To increase the number and variety of cultural experiences our students get to experience	
RLN	Planning and organizing the experiences that happen during Fire Friday	
ESJF	Grade 9 Fish Camp	
EWMS	<p>Develop a more Indigenous perspective with Outdoor Education</p> <p>Offer teachers the opportunity to join in outdoor experiences with their students</p>	

School Specific Performance Indicators	School	Wise Practice
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	EJHS	
	MHS	
	NJM	
	RLN	
	ESJF	
	EWMS	

K. Strengthening Core and Immersion Indigenous Language Instruction

In most NWT schools, Indigenous language programming is offered as a core language program with instructional time averaging 90 hours a year. A few schools in the NWT have implemented Indigenous language immersion programs, and others have recently begun the immersion implementation process.

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.</p>	<p>A vibrant Indigenous Language program not only benefits students but also serves as a gateway to a brighter future for an entire community. This highlights the critical need for effective and successful school programming where community members are intent on reclaiming the ancestral languages. Not only does instructional time play a critical role in a program’s success, so too does the number of years a student is enrolled in a second language class. For many young students, the school is often their first introduction to Indigenous language instruction.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
# of new ILIs in the region	As many as the funding formula will allow, which a this time is zero		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	Goal	Explanation on status of goal
EJHS	n/a JHS does not have core or immersion ILE programs	
MHS	Our students receive ILE Core language instruction three times per week in class, but we try to incorporate language throughout the school outside of the language classes	
NJM	To ensure each class is being introduced to Indigenous languages on a regular basis	
RLN	Getting people saying a few words that will, eventually, ignite a passion for some students to invest in the language	
ESJF	Continue to offer the Dene Language course in 2021-2022	
EWMS	We currently do not have an Indigenous Language Program	

L. Engaging Community in Indigenous Language Programs

Engaging Community in Indigenous Language Programming is emphasized in the *Dene Kede* and *Inuuqatigiit* curricula and reminds educators that community involvement can take many forms. Schools should look for opportunities to engage with the community to promote, use and celebrate Indigenous languages. Students can be offered many activities where language speakers from the community may come into the school or the students may go out into the community. Some examples are participating in a culture camp with language use, attending a local government meeting, working with a health care nurse attending to Elders, or talking in the language while visiting at a store.

<p>Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)</p>	<p>Just as it takes a whole village to raise a child, so too does it take an entire community to revitalize a language. <i>Dene Kede</i> reminds teachers that community involvement can take many forms. Resource people from the community can come into the school or students can go out into the community. Students can be offered many different kinds of cultural experiences such as camping, attending a local government meeting, working with a healthcare nurse attending to Elders, or talking in the Dene language while working at a store for a short period.</p>
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ILE Action Plan Goal for Engaging Community in Indigenous Language Programs		
School	Goal	Explanation on status of goal
EJHS	Invite Elders to CEPA program events	
MHS	Students will participate in one culture camp each year JK-Grade 2 Students participate in Jigging Grade 3-8 students participate in Traditional Games each week	
NJM	To provide a week long culture camp at the school where community members promote, use and celebrate Indigenous language and culture with all of our students	
RLN	Invite Elders from the community to speak in their traditional language	
ESJF	Grade 9 Winter Fish Camp Dene Hand Games	
EWMS	Invite Elders to Camp Akaitcho and cultural experience days to share language	

M. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.</p>	<p>Whole school approach to language use takes steps to bridge the gap created by colonization. Language is one gift that was deeply threatened during the residential school era of Canadian history, which aimed to destroy Indigenous languages and culture.</p> <p>All school staff have a role in helping to maintain and revitalize their Indigenous languages of the community, regardless of their own ability to speak it, by infusing Indigenous languages throughout the whole school, increasing students’ overall exposure. Elders play a critical role as language keepers, but in some cases, these champions are youth themselves, intent on learning and speaking a language that was taken from their parents and grand parents and willing to use innovative strategies to ensure that these languages are not lost forever.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
EJHS	Incorporation of the <i>Wilhidah/Thcho</i> language throughout the school	
MHS	To bring language and culture to the whole school, not just in ILC classes	
NJM	To provide students with Indigenous language experiences on a daily basis	
RLN	Label the school using traditional language to support students' understanding One sentence or word of the week. Staff can learn a specific saying or phrase in traditional language and teach it to their class Each class can select one of the Dene Laws to support Dene Law - School Art Project	
ESJF	Display and use of the <i>Wilhidah</i> language in the school	
EWMS	Increase the visibility and use of language throughout the school	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	EJHS	Incorporate <i>Wilhidah/Thcho</i> language into morning announcements (O Canada, word/expression of the week)		

		Have a school-wide Indigenous-language expression of the week (as is currently done in French)		
	MHS	<p>Monthly theme phrases/word taught to staff and students</p> <p>Virtual Bingo games played each month after learning common phrases</p> <p>Common phrases shared in the newsletter each month</p> <p>Videos and PowerPoints created of our Elders speaking the words or phrases and showing the words written out so teachers and students can practice between language classes</p> <p>Monthly phrases practiced on the announcements each morning</p> <p>O Canada played in <i>Wilhídeh</i> every morning. If not for COVID-19, we will be singing it every day</p>		
	NJM	<p>Language integration into Indigenous Cultural Experience Camps</p> <p>Language integration into morning announcements and assemblies</p> <p>The introduction of Indigenous words to classroom word walls</p>		
	RLN	Create a list of common words to be labeled. Have the words translated and a language coach support the students with their understanding.		

		<p>Decide what common phrases we use every day. Have students document others using the phrases.</p> <p>Reach out to local artist - Plan painting days with classes</p>		
	ESJF	<p>Signage in <i>Wìlhidèh</i> around the school</p> <p>O'Canada in Indigenous languages</p> <p>Morning Announcements greeting in Indigenous languages</p>		
	EWMS	<p>Incorporate language into announcements, displays, words of the week, etc.</p>		

N. Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Yellowknife	\$61,302	\$61,302				

O. Resource Development for OLC and ILE

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and *the Indigenous Language and Education (ILE) Handbook*.

This funding is to be used only for:

- a) Developing resources for the implementation of OLC and ILE Handbook in schools;
- b) Training and workshops for Indigenous Language Instruction (ILI) staff to further their professional development in OLC and ILE implementation; and
- c) Technology needs that support OLC and ILE implementation.

Note: Ensure a copy of any resources produced are submitted to ECE-ILES.

Allocated (\$)	Budgeted (\$)	Explanation for difference <i>(if applicable)</i>	Actual (\$)	Explanation for difference <i>(if applicable)</i>
\$47,969	\$47,969			

Resources in the region	Type and amount of Indigenous language resources being developed or purchased to support OLC.	Type and amount of Indigenous language resources being developed or purchased to support ILE.
OLC/ILE Professional Development in the region	Number of ILI's attending and type of professional development opportunity	Number of school staff attending professional development to support OLC and/or ILE implementation.

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment
Standardized Financial Statements for Education Authorities

Yellowknife Education District No.1
Budgeted Statement of Revenues and Expenses
Budget Year 2021/2022

	2021-2022 Budget	2020-2021 Budget	2020-2021 Projected Actual as of June 2021
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
Regular Contribution	30,528,938	29,687,184	30,225,777
French Language Contribution	487,000	457,000	519,860
SSI Contribution	123,000	123,000	123,000
Capital Contribution			
Total GNWT	31,138,938	30,267,184	30,868,637
Federal Government (Jordan's Principle)	3,408,000		3,300,000
Property Tax Requisitioned	6,845,000	6,793,000	6,793,000
Other School Authorities:			
South Slave (French)	15,000	15,000	15,000
Dettah/Ndilo Superintendent Fees	57,500	57,500	57,500
Dettah Enrolment Transfer	165,000	135,000	155,032
Education Body Generated Funds	237,500	207,500	227,532
Rentals	380,000	380,000	380,000
Investment Income	60,000	160,000	100,000
Other	19,562	20,000	20,000
Total Generated Funds	459,562	560,000	500,000
TOTAL REVENUES	42,089,000	37,827,684	41,689,169
<u>EXPENSES</u>			
Administration (see Schedule 2)	1,536,000	1,605,000	1,605,000
School Programs (see Schedule 2)	24,793,000	24,570,184	24,381,669
Inclusive Schooling (see Schedules 2&3)	6,720,000	6,630,000	6,480,000
Indigenous Languages and Education(see Schedules 2 & 4)	1,263,000	1,255,000	1,155,000
Operations & Maintenance (see Schedule 2)	4,103,000	3,851,000	4,851,000
Accomodations (Nordic Arms) (see Schedule 2)	266,000	216,500	216,500
Jordan's Principle (see Schedules 8)	3,408,000		3,000,000
Subtotal Expenses Before Amortization	42,089,000	38,127,684	41,689,169
	0		
SURPLUS (DEFICIT) Before Amortization	(0)	(300,000)	(0)
Amortization (see Schedule 2)	944,729	915,000	944,729
TOTAL EXPENSES**	43,033,729	39,042,684	42,633,898
Annual Operating Surplus (Deficit)	(944,729)	(1,215,000)	(944,729)
Accumulated Surplus (Opening)	1,043,775	1,988,504	1,988,504
Accumulated Surplus (Closing)	99,046	773,504	1,043,775

*Accumulated Operating Surplus exclusive of investment in TCAs, and LED Reserve. CSFTNO excludes liability to GNWT.

Reconciliation of Total Closing Accumulated Surplus:

Closing Operating Surplus from above	(944,729)	(1,215,000)	(944,729)
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	9,256,255	10,200,984	10,200,984
Closing LED Reserve (YK1 Restricted)	300,000	0	300,000
Closing Liability to GNWT (CSFTNO)	0	0	0
Total Closing Accumulated Surplus	8,611,526	8,985,984	9,556,255

Department of Education, Culture & Employment
Council Approved 2021-2022 Budget

Yellowknife Education District No. 1
Consolidated Expenses - (Schedule 2)
Annual Budget

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/Cultural Programs	Student/Staff Accommodation	Jordan's Principle	Total
SALARIES								
Teachers' Salaries		15,052,991					586,544	15,639,535
Regional Coordinators (RISC/RILE)				151,661	122,567			274,228
Program Support Teachers				2,034,059				2,034,059
Magnet Facility Teachers				515,495				515,495
Support Assistants		1,112,800		2,286,453			1,767,673	5,166,926
Indigenous Language Instruction					363,448			363,448
Cultural Resource Staff					267,522			267,522
Elders in Schools					95,037			95,037
Non Instructional Staff	982,654	2,271,163	521,872			25,000	287,218	4,087,907
Board/Trustee Honoraria	84,520							84,520
EMPLOYEE BENEFITS								
Employee Benefits/Allowances	169,340	3,651,464	106,009	1,126,082	208,427		637,645	5,898,967
Leave And Termination Benefits								0
STAFF DEVELOPMENT (Including Travel)								
				254,003				254,003
SERVICES PURCHASED/CONTRACTED								
Professional/Technical Services	40,000	369,600	5,000	30,000	64,127		22,000	530,727
Postage/Communication	36,000	90,100	5,000					131,100
Utilities								0
Heating			806,797			40,000		846,797
Electricity			937,000			50,000		987,000
Water/Sewage			163,000			21,000		184,000
Travel		100,000						100,000
Student Transportation (Busing)		560,000		30,000	10,000			600,000
Advertising/Printing/Publishing	35,480				11,500			46,980
Maintenance/Repair	5,000	96,522	729,119		0	85,500		916,141
Rentals/Leases	5,000	161,700						166,700
Other Contracted Services	110,006	440,000	824,203	111,247	70,638	25,000	91,920	1,673,014
MATERIALS/SUPPLIES/FREIGHT								
Assistive Technology				123,000			15,000	138,000
Materials	67,000	870,460		58,000	49,734	19,500		1,064,694
Freight		16,200	5,000					21,200
		1,000						0
DEBT SERVICE								
								0
OTHER								
								0
SUB-TOTAL OF EXPENSES BEFORE AMORT								
	1,536,000	24,793,000	4,103,000	6,720,000	1,263,000	266,000	3,408,000	42,089,000
AMORTIZATION								
		944,729						944,729
TOTAL								
	1,536,000	25,737,729	4,103,000	6,720,000	1,263,000	266,000	3,408,000	43,033,729

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**Yellowknife Education District No. 1
Inclusive Schooling - (Schedule 3)
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	151,661		151,661
Magnet Facility Teachers		515,495	515,495
Program Support Teachers	2,034,059		2,034,059
Support Assistants	2,261,397	25,056	2,286,453
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances	1,020,427	105,655	1,126,082
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	254,003		254,003
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services	30,000		30,000
Student Transportation (Busing)*	30,000		30,000
Other Contracted Services	111,247		111,247
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	123,000		123,000
Materials	28,000	30,000	58,000
Freight			0
TOTAL	6,043,794	676,206	6,720,000

*See guidelines related to Inclusive Schooling student transportation

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**Yellowknife Education District No. 1
Indigenous Languages and Education - (Schedule 4)
Annual Budget**

	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
Indigenous Education	201	202	203
<u>SALARIES</u>			
Regional ILE Coordinators	122,567		122,567
Indigenous Language Instruction	115,759	131,930	363,448
Cultural Resource Staff	143,628		267,522
Elders in Schools	95,037		95,037
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances	122,870	26,392	208,427
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services	36,500	27,627	64,127
Travel			0
Student Transportation (Busing)*			10,000
Advertising/Printing/Publishing	11,500		11,500
Rentals/Leases			0
Other Contracted Services			70,638
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Materials	25,638		49,734
Freight			0
TOTAL	673,499	185,949	403,552
			1,263,000

0

*See guidelines related to Indigenous Languages and Education student transportation

**Department of Education, Culture & Employment
Council Approved 2021-2022 Budget**

**Yellowknife Education District No. 1
Approved Person Years - (Schedule 5)
Annual Budget**

	<u>Person Years</u>
Administration Staff	7.50
Territorial Schools:	
Teachers	119.20
Consultants (Technology)	3.00
Librarians	3.50
Secretaries	7.50
Custodians	16.90
Junior Kindergarten Early Childhood In	12.00
Other - French (Teachers & Education Assistants)	3.75
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	16.30
Support Assistants	35.00
Other - Magnet Positions	4.50
Other - Educational Psychologist	
Other - Jordan's Principle	38.50
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	7.00
Other - Maintenance	5.00
Other - Nordic Arms	1.00
Total Person Years	<u><u>282.65</u></u>

**Department of Education, Culture & Employment
Council/District Approved 2021-2022 Budget**

INPUT	YK1
CALCULATED	YCS
FORMAT	BOTH

**Divisional Education Council/District Education Authority
Reconciled Accumulated Surplus - (Schedule 6)
Annual Budget - Consolidated**

	2021-2022 Budget	
TOTAL ACCUMULATED SURPLUS OPEN	1,988,504	1,988,504
Opening Balance Investment in Tangible Capital Assets	10,200,983	
Less : Amortization (enter negative)	(944,728)	
Plus : Capital acquisitions	0	
Plus : Debenture principal repayment	0	
Closing Balance Investment in Tangible Capital Assets	9,256,255	
Opening Balance LED Reserve	353,579	
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	353,579	
TOTAL ACCUMULATED SURPLUS CLOSING		12,543,066

ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	2,933,232	2,933,232
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REPRESENTED BY:

Opening Balance Operating Surplus	385,842	
Plus : Annual Surplus (enter positive) or	0	
Less : Annual Deficit (enter negative)	0	
Amortization	944,728	
Capital acquisitions	0	
Debenture principal repayment	0	
Plus : Transfer from Investment In Capital Assets	944,728	
Plus : Transfer from (to) Decentralized Accumulated Surplus	0	
Plus : Transfer from (to) Capital Fund Reserve	0	
Plus : Transfer from (to) LED Reserve	0	
Closing Balance Operating Surplus	1,330,570	1,330,570
Opening Balance Decentralized Surplus	348,497	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Surplus	348,497	348,497
Opening Balance Capital Fund Reserve & Pellet Boiler	1,254,165	
Transfer from (to) operating fund surplus	0	
Closing Balance Capital Fund Reserve	1,254,165	1,254,165

BUDGET 2021-22

School year July 2021 to June 2022

Schedule 7

Yellowknife Education District No.1

#	Revenue	Amount \$
1	Contributions from GNWT	
	Name of Department	
	a) Department of Education	31,138,938
	b)	
	c)	
1	Contributions from Related party Entities	
	a) South Slave DEC	15,000
	b) Kaw Tay Whee School	27,500
	c) Kalemi Dene School	195,000
1	Contributions - From other sources*	
2	Jordan's Principal (Government of Canada)	3,408,000
3	Non - Renewable Resource Revenue**	0
4	Interest Income (general)***	60,000
5	Other income (general)	19,562
6	Rental Income	380,000
	From Related Party Entities:	
	a)	
	b)	
	c)	
5	Other income (general) - other sources*	
<i>Taxation and general revenues</i>		
6	Corporate and personal income taxes	
7	Other taxes City of Yellowknife	6,845,000
	From Related Party Entities:	
	a)	
	b)	
	c)	
7	Other taxes - other sources*	
8	General	
	From Related Party Entities:	
	a)	
	b)	
	c)	
8	General - other sources*	
9	Income from portfolio investments****	
10	Sales	
	To Related Party Entities:	
	a)	
	b)	
	c)	

10 Sales - Other sources*

11 Recoveries

From Related Party Entities:

a)

b)

c)

11 Recoveries - other sources*

12 Recoveries of prior years' expenses

42,089,000.00

Expenses

1 Grants

To Related Party Entities:

a)

b)

c)

1 Grants - to others*****

2 Contributions

To Related Party Entities:

a)

b)

c)

2 Contributions -to others*****

3 Compensation and benefits

34,427,642

4 Change in valuation of allowances

5 Amortization of tangible capital assets

944,729

6 Other expenses

7,661,358

Charged to Related Party Entities:

a)

b)

c)

6 Other expenses - to others*****

43,033,729.00

Annual operating surplus (deficit)

(944,729.00)

Notes

* Revenue from other sources other than Related Parties - Refer to Related Party List
Includes revenue from Mineral, Oil and Gas Royalties; Licences, Rental and Other
** fees; and Quarry fees

*** Interest income earned from short-term liquid investments and current investments
with a maturity date of less than 90 days to 1 year from acquisition

**** Interest income from Portfolio Investments with a maturity date of over 1 year from
acquisition

***** Expenses and charges incurred, other than with Related Party Entities

Approvals

Operating Plan



Education Body Chair

Superintendent

June 25, 2021

June 25, 2021

Date

Date

Annual Report

Education Body Chair

Superintendent

Date

Date