

**Operating Plans for
Northwest Territories Education Bodies
for the 2022-2023 School Year Ending
June 30, 2023**

**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 2023**

The Operating Plans for the current 2022-2023 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; Ndilo District Education Authority; Sahtu Divisional Education Council; South Slave Divisional Education Council; Tłı̨chǫ Community Services Agency; Yellowknife Catholic Schools; and Yellowknife Education District No. 1.

Des plans de fonctionnement pour l'année scolaire 2022-2023 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 Ndilo; Conseil scolaire de division du Sahtu; Conseil scolaire de division du Slave Sud; Agence de services communautaires tłı̨chǫ; Écoles catholiques de Yellowknife; et Administration scolaire de district no 1 de Yellowknife.

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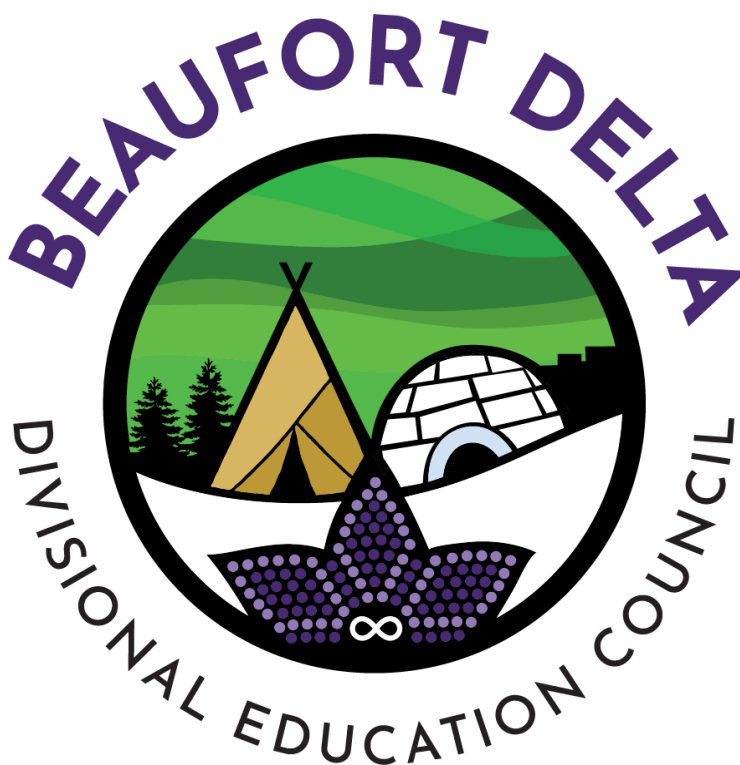
- 1. Beaufort Delta Divisional Education Council**
- 2. Commission scolaire francophone des Territoires du Nord-Ouest**
- 3. Dettah District Education Authority**
- 4. Dehcho Divisional Education Council**
- 5. Ndilq̓ District Education Authority**
- 6. Sahtu Divisional Education Council**
- 7. South Slave Divisional Education Council**
- 8. Tłı̄ch̄o 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 2022-23 School Year



Cadre de responsabilisation en éducation

Conseil scolaire de division de Beaufort-Delta

Plan de fonctionnement

Année scolaire 2022-2023



Des citoyens autonomes grâce à l'éducation autochtone

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1. Operating Plan - Executive Summary

The Beaufort Delta Divisional Education Council's (BDDEC) Operating Plan for the 2022-2023 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 BDDEC's priorities for the upcoming school year.

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

The District Education Council chose to target student *achievement* as the priority, given existing results in Literacy, Numeracy, ILE and the importance of reading, mathematics (numeracy) and language growth (ILE) for success in school and in later life. *Social responsibility* is the other Council priority that overlaps these initiatives. The design of this strategic plan & vision complements the Council's foundational policies, namely BDDEC policy [A 02 Vision & Mission](#)

Specific academic indicators in Literacy, Indigenous Languages & Culture (ILE), Numeracy and Social Responsibility were indicated over the next five years in 2026-27 to measure the success of the vision and the inquiry initiatives. [Vision Targets 2026-27](#)

BDDEC Strategic Plan 2022-23

(As part of the 5 Year Vision 202-2027)



Literacy 2022-23

- 3% increase in students gaining at least one stanine (year's growth) increase in reading on

CAT 4.

- 40% of students at or above the Canadian Norm in reading on CAT 4
- 5% increase by May 2023 of all Grades 1-9 students writing at grade level achieving Satisfactory level or higher.
- 6% increase of total students writing at grade level by May 2023.
- 5% increase of total students reading at grade level by June 2023.

Numeracy 2022-23

- 35% of students at or above the Canadian Norm in Math on CAT 4.
- 75% of CMAs meeting or exceeding expectations.
- Decrease the grade 6 PAT territorial gap to 13%.
- Decrease the grade 9 PAT territorial gap to 9%.
- 70% of parents have discussed with the Math teacher their child’s Numeracy strengths and stretches.

Indigenous Languages & Culture 2022-23

- 100% of BDDEC schools will follow cultural calendars.
- 85% of students speak 16 of the traditional greetings of their home community.
- 35% of students speak at the Emergent level
- 25% of students speak at the Beginner Level
- 7% of students speak at the Intermediate level.
- 85% of students participate in at least 5 cultural activities with at least one cross curricular lesson attached to EACH experience.
- 70% of parents discuss their child’s language levels.

Social Responsibility 2022-23

- 5 % increase of total students attending 90% or above
- 5% improvement in overall district attendance
- 65 % of parents attend 3 way conferences, Parent/Teacher interview(s) and workshops.

More information about the BDDEC vision can be found at: [Vision](#)



1. Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division de Beaufort-Delta (CSDBD) pour l'année scolaire 2022-2023 a été préparé conformément à la *Loi sur la gestion des finances publiques* (LGFP). 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 du CSDBD pour la prochaine année scolaire.

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

Le Conseil scolaire de district a décidé d'insister sur *l'alphabétisation*, vu les résultats actuels des élèves en lecture, écriture, mathématiques ainsi qu'en éducation et langues autochtones et vu l'importance de progresser dans ces disciplines pour réussir à l'école et ensuite dans la vie. L'autre priorité du Conseil, la *responsabilité sociale*, encadre les initiatives pédagogiques. Ce plan stratégique et l'ambition qui le définit sont conçus pour compléter les politiques fondatrices du Conseil, en particulier la politique A 02 du CSDBD : [Ambition et mission](#) (en anglais seulement).

On a défini des indicateurs pour l'alphabétisme (compétences en lecture et écriture), l'éducation et les langues autochtones, le numérisme (compétences en mathématiques) et la responsabilité sociale afin de mesurer en 2026-2027 le succès des initiatives d'enseignement par démarches exploratoires et de l'ambition qui les gouverne étalées sur les cinq prochaines années. [Ambition et objectifs pour 2026-2027](#) (en anglais seulement)

Plan stratégique du CSDBD pour 2022-2023

(au regard de l'ambition fixée pour 2022 à 2027)



Alphabétisme pour 2022-2023

- 3 % des élèves se seront améliorés d'au moins une unité Stanine (croissance annuelle) en lecture au test de rendement canadien CAT-4 (Canadian Achievement Test).
- 40 % des élèves atteignent ou dépassent la norme canadienne en lecture au test de rendement canadien CAT-4.
- Augmentation de 5 %, d'ici mai 2023, du nombre d'élèves de la 1^{re} à la 9^e année qui atteignent un niveau d'écriture satisfaisant ou supérieur à leur niveau scolaire.
- Augmentation de 6 % du nombre total d'élèves qui obtiennent des résultats en écriture correspondant à leur niveau scolaire d'ici mai 2023.
- Augmentation de 5 % du nombre total d'élèves dont les compétences en lecture correspondent à leur niveau scolaire d'ici juin 2023.

Numérisme pour 2022-2023

- 35 % des élèves atteignent ou dépassent la norme canadienne en mathématiques au test de rendement canadien CAT-4.
- 75 % des élèves répondent aux exigences du test CMA ou les dépassent.
- Diminution de l'écart territorial dans les tests de rendement de 6^e année à 13 %.
- Diminution de l'écart territorial dans les tests de rendement de 9^e année à 9 %.
- 70 % des parents ont discuté avec le professeur de mathématiques des forces et des possibilités d'amélioration de leur enfant dans cette matière.

Éducation et langues autochtones pour 2022-2023

- 100 % des écoles du CSDBD ont un calendrier culturel.
- 85 % des élèves connaissent 16 des salutations traditionnelles de leur collectivité d'origine.
- 35 % des élèves commencent à parler la langue.
- 25 % des élèves parlent la langue au niveau débutant.
- 7 % des élèves parlent la langue au niveau intermédiaire.
- 85 % des élèves participent à au moins 5 activités culturelles et retirent au moins une leçon transdisciplinaire de chaque expérience.
- 70 % des parents ont discuté du niveau de compétence linguistique de leur enfant.

Responsabilité sociale pour 2022-2023

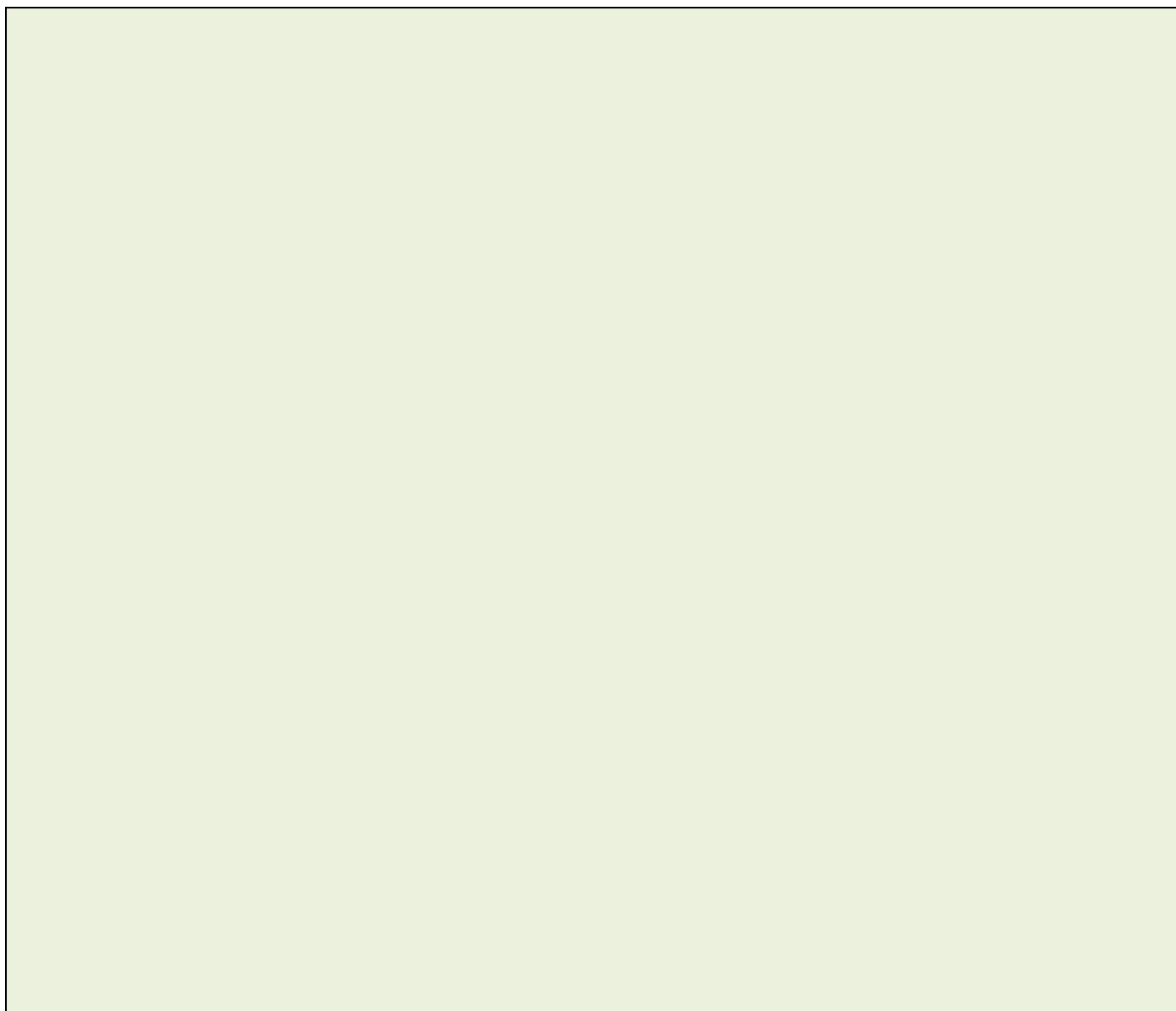
- Augmentation de 5 % du nombre total d'élèves dont l'assiduité est de 90 % ou plus.
- Amélioration de 5 % de l'assiduité générale dans le district.
- 65 % des parents assistent aux rencontres à trois (parents, enseignant et élève), aux entrevues parents et enseignant et aux ateliers.

Pour en savoir davantage sur l'ambition du CSDBD, cliquez sur [AMBITION](#) (en anglais seulement).

Annual Report - Executive Summary

The BDDEC's Annual Report for the 2022-2023 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. School Profiles; and
- D. Student 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 2023.

Beaufort Delta Divisional Education Council

Darlene Gruben – BDDEC Chair & Tuktoyaktuk Chair
 Vacant – Vice Chair
 Gilbert Thrasher – Member at Large & Paulatuk Chair
 Lucy Kuptana – Inuvialuit Regional Corporation Executive Member
 Bobbie Jo Greenland – Gwich'in Tribal Council Executive Member
 Derek Squirrel – Chair Ulukhaktok
 Lorna Storr – Chair Aklavik



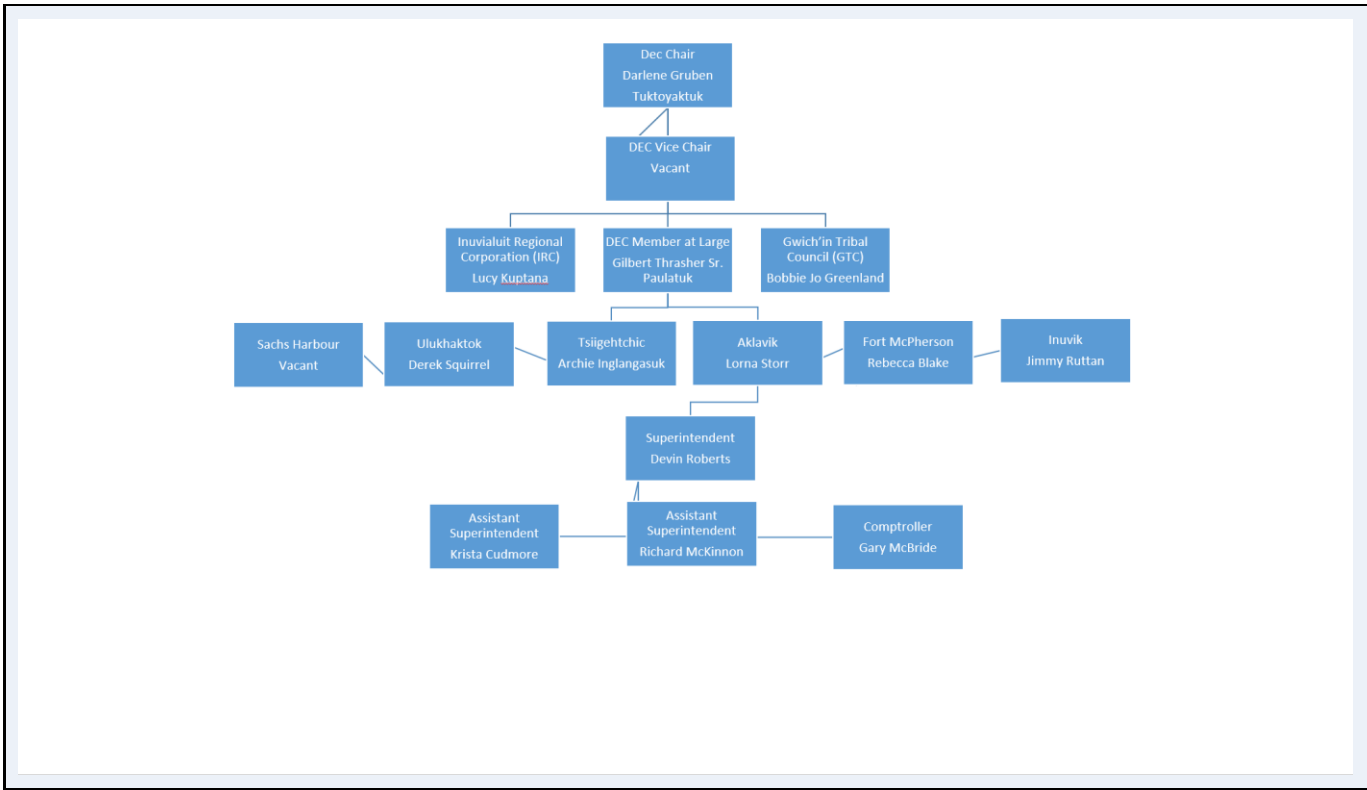
Jenny Costa & Jimmy Ruttan - Acting Chair(s) Inuvik
Rebecca Blake – Acting Chair Fort McPherson
Archie Inglangasuk Jr. – Chair Tsiigehtchic
Vacant – Chair Sachs Harbour

<https://beaufordeltadec.ca/dec>



B. Functional Organizational Chart

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



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).

Total Number of Schools in District	9 schools	Total Anticipated Student Head Count	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



			<ul style="list-style-type: none"> - 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-10	<ul style="list-style-type: none"> - Multi-graded school just added Grade 10 in 2022-23 - Whole School approach to Indigenous Language - Full time teaching principal - Instructional0. - Coach/LLI

			<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) - Community partnership with Recreation and access to gym in evening. - Local Cultural Calendar linked to Long Range Plans - WITS program
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

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, and other noteworthy demographics.

Projections for 2022-23:

Student population : 1498 students

969 Regular Program (63.88%)

506 SSP (34.02%)

22 IEP (2.1%)

91 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

212 Grade Ten

71 Grade Eleven

42 Grade Twelve

1498 students

8-10 Homeschool students



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 & School Reviews;
- C. Staff Evaluations;
- D. Regional Training and In-Service;
- E. Literacy Coordinators;
- F. Healthy Food for Learning;
- G. Second Language Education; and,
- H. 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>School Improvement Plans are set with the BDDEC Strategic Plan for 2022-23 based on regional priorities and goals set by the District Education Council (DEC). Baseline data from the 21-22 BDDEC strategic plan will be used and is part of the larger five year vision for the council.</p> <p>BDDEC 5 year goals: Vision Targets 2026-27</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
Literacy 2022-23			
3% increase in students gaining at least one stanine (year's growth) increase in reading on CAT 4.	3%		
40% of students at or above the Canadian Norm in reading on CAT 4/5	40%		
5% increase by May 2023 of all Grades 1-9 students writing at grade level achieving Satisfactory level or higher.	5%		
6% increase of total students writing at grade level by May 2023.	6%		
5% increase of total students reading at grade level by June 2023.	5%		

<p>Numeracy 2022-23</p> <p>35% of students at or above the Canadian Norm in Math on CAT 4.</p> <p>75% of CMAs meeting or exceeding expectations.</p> <p>Decrease the grade 6 PAT territorial gap to 13%.</p> <p>Decrease the grade 9 PAT territorial gap to 9%.</p> <p>70% of parents have discussed with the Math teacher their child’s Numeracy strengths and stretches.</p>	<p>35%</p> <p>75%</p> <p>13%</p> <p>9%</p> <p>70%</p>		
<p>Indigenous Languages & Culture 2022-23</p> <p>100% of BDDEC schools will follow cultural calendars.</p> <p>85% of students speak 16 of the traditional greetings of their home community.</p> <p>35% of students speak at the Emergent level</p> <p>25% of students speak at the Beginner Level</p> <p>7% of students speak at the Intermediate level.</p> <p>85% of students participate in at least 5 cultural activities with at least one cross curricular lesson attached to EACH experience.</p> <p>70% of parents discuss their child’s language levels.</p>	<p>100%</p> <p>85%</p> <p>35%</p> <p>25%</p> <p>7%</p> <p>85%</p> <p>70%</p>		
<p>Social Responsibility 2022-23</p> <p>5 % increase of total students attending 90% or above</p> <p>5% improvement in overall district attendance</p> <p>65 % of parents attend 3 way conferences, Parent/Teacher interview(s) and workshops.</p>	<p>5%</p> <p>5%</p> <p>65%</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 & School Reviews

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.

In addition, 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 regional priorities and goals for the upcoming school year related to School Improvement Planning and School Reviews, along with noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and School Reviews, and relevance to regional and shared priorities, for the school year.</p>	<p>School Improvement Plans are set with the BDDEC regional Strategic Plan for 2022-23. Baseline data from 2021-22 school based SIP's will be shared out November and December of 2022.</p> <p>Principal meetings will be held three times a year via distance to review the progress of SIP's. Schools will report bi-annually results to BDDEC as stated in School Improvement Plans.</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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<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>	

C. 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 for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations.</p>	<p>All new staff will be evaluated during the first two years in a position. In addition staff are evaluated in year 5, 10,15 etc... formally evaluated by their supervisor.</p>
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<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. 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 approach to the completion of Training and In-Service.</p> <p>Please include relevance to regional and shared priorities, for the upcoming school year.</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, 2SLGBTIPA+, & SOGI</p> <p>Student & Educator Wellness - TAMI, ASSIST, SIVA, Mind-Up Curriculum & 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. (Please choose between 0 and 2.5)	2.5		
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.			



E. 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	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 for the upcoming school year related to literacy, along with noted areas of strength and areas for development.

<p>Regional approach to how the Literacy Coordinator role will be used in the upcoming school year.</p> <p>Please indicate whether or not there is a Regional Literacy Action Plan in place.</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
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	<ul style="list-style-type: none"> • Guide teachers & Instructional Coaches in the use of data to inform instructional decisions • Develop and deliver staff training (in-service) virtually opportunities within the region in consultation with BDDEC school staffs
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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. 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 regional approach taken for the upcoming school year, along with noted areas of strength and areas for development.

<p>Regional approach to the Healthy Foods for Learning program for the upcoming school year.</p>	<p>In 2022-23 BDDEC will partner with the Inuvialuit Regional Corporation (IRC) to provide a new breakfast program in seven ISR schools. 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>
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<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>	

<p>School Name</p>	<p>Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i></p>	<p>Average number of children / youth served daily</p>	<p>Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i></p>	<p>Non-GNWT Funding Received <i>(\$ Amount / Source)</i></p>
<p>MKS</p>	<p>Breakfast Program (IRC)</p>	<p>Monday - Friday</p>	<p>151 students</p>	<p>Open to Everyone</p>
<p>CJS</p>	<p>Brown Paper Bag Snacks</p>	<p>Monday - Friday</p>	<p>148 students</p>	<p>Open to Everyone</p>



HKE	Breakfast Program (IRC)	Monday - Friday	110 students	Open to Everyone
E3ES	Breakfast Program (IRC)	Monday - Friday	383 students	Open to Everyone
E3SS	Breakfast Program (IRC)	Monday - Friday	334 students	Open to Everyone
AS	Breakfast Program (IRC)	Monday - Friday	71 students	Open to Everyone
IS	Breakfast Program (IRC)	Monday - Friday	12 students	Open to Everyone
CPNS	Brown Paper Bag Breakfast & Lunch	Monday - Friday	32 students	Open to Everyone
MS	Breakfast Program (IRC)	Monday - Friday	220 students	Open to Everyone

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

G. 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, post-intensive)</i>	Grades of SL program <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>
MKS	Gwich'in & Inuvialuktun	Core	JK-10	100%	225 mins / week	
CJS	Gwich'in	Core	JK-9	100%	150 mins/week	
HKE	Inuinnaqtun	Core	JK-9	100%	225 mins / week	
E3ES	Gwich'in & Inuvialuktun	Core	JK-6	100%	120 mins/week	
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-10	100%	250 mins / week	
MS	Inuvialuktun	Core	JK-9	100%	225 mins / week	

H. 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 (ECE) (\$)	Education Body Contribution (\$)	Total Budgeted (\$)	Actual (\$)	Explanation for Difference (if applicable)
Moose Kerr	\$33,250	\$37,130	\$70,380		
Chief Julius	\$66,500	\$33,940	\$100,440		
Helen Kalvak	\$78,500	\$700	\$79,200		
Angik	\$39,250	\$24,150	\$63,400		
Chief Paul Niditchie	\$34,250	\$36,130	\$70,380		
Mangilaluk	\$33,250	\$36,350	\$69,600		
Total	\$285,000	\$167,000	\$452,000		

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
MKS	1	0	TBD	TBD



CJS	2	0	TBD	TBD
MS	1	0	TBD	TBD
HKE	2	0	TBD	TBD
Angik	1	2	TBD	TBD
CPNS	0	0	TBD	TBD

The following tables detail regional and school specific reporting related to Northern Distance Learning, along with the noted areas of strength and areas for development.

Regional Performance Indicators	# of Eligible High Schools	# of NDL High Schools	Explanation for variance <i>(if applicable)</i>
Out of the total number of eligible high schools, how many offered NDL programming in the school year. If not all, please explain the variance including which schools.	6	5	

Areas of Strength or promising practices for the region, including examples of positive impacts that NDL may have had on students.	Students are able to attend post-secondary with all pre-requisite courses and grades, and have been preparing for post-secondary academic level rigor through independent and guided path through NDL.
Areas for Development for the region	Internet connectivity and NDL Handbook completion.



<p>Additional Comments for the region including any specific information related to the COVID-19 pandemic.</p>	<p>Due to the nature of NDL, COVID shutdowns had less of an impact on student success due to its ability to move to an online blended learning environment. Some challenges still exist however in terms of internet infrastructure, speed and access.</p>
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School Specific Reporting	School	School level Reporting
Top one or two NDL successes at each participating school.		
Top one or two challenges experienced with the implementation of NDL at each participating school.		
Top one or two supports that would help schools better implement NDL next year at each participating school.		

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			

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)
Moose Kerr	1.05	2.00				
Chief Julius	1.18	1.00				
Helen Kalvak	1.00	1.00				
E3ES	5.78	3.00				
E3SS		3.00				
Angik	1.00	1.00				
Inualthuyak	0.50	0.50				
Chief Paul Niditchie	1.00	1.00				
Mangilaluk	2.07	2.00				
TOTAL	13.58	13.50	.08 difference based on allocation at 0.5 to 1.0 for each community			

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)
Moose Kerr	1.95	2.40			
Chief Julius	2.19	2.40			
Helen Kalvak	1.84	1.60			
E3ES	11.14	5.60			
E3SS		5.60			
Angik	1.11	0.80			
Inualthuyak	0.13	0.80			
Chief Paul Niditchie	0.52	0.80			
Mangiluk	3.83	3.20			
TOTAL	22.72	23.2	Over allocation by 0.48		

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)
\$117,700	\$117,770			

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: Infrastructure of Inclusion - overview,	PSTs/Coaches Administrators	Contractor: Shelley Moore RISCs	August 29		
Virtual Workshop: Role of the PST, Transition Documents, School Profile, Schedules	PSTs	RISCs	September 6		
Monthly Training: Program Planning - SBSTs, Record Management, Safe Schools Plans, SSPs/IEPs, Referrals	PSTs/Coaches Administrators	RISCs ECE SSW	September 19		
Fall PST In-	PSTs	RISCs	October 12		



service: Program Planning - IEPs, Working with SAs		ECE SSW			
Fall PST/Coach In-service: Program Planning - Classroom Support Plans, Co- planning, Co- teaching, Communication	PSTs/Coache s	RISCs Consultants	October 13-17		
Monthly Training: Program Planning - School Profile, Schedules, Push- in Support, Planning for Support Assistants	PSTs/Admini strators	RISCs ECE SSW	November 21		
Monthly PST/Coach Training: Differentiated Assessment	PSTs/Coache s	RISCs Consultants	December 12		
Monthly PST/Coach Training: Intervention Strategies	PSTs	RISCs	January 23		
Spring PST/Coach In- service:	PSTs/Coache s	RISCs Consultants	March 29-31		
Spring PST In- service: Transition Planning, IEPs, Record Management	PSTs	RISCs ECE SSW	May 2-4		
Monthly PST/Coach Training: School Profiles, Data Collection	PSTs/Coache s	RISCs	June 12		



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 (\$)	Explanation for Difference (if applicable)
\$152,720					

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, and funding spent on Healing and Counselling throughout the region.

Allocated <i>(\$)</i>	Actual <i>(\$)</i>	Purpose <i>(materials, positions, contracts, etc.)</i>	User Group Type <i>(# of classrooms / individual student/ etc.)</i>	Total <i>(\$)</i>	Explanation for Difference <i>(if applicable)</i>
\$227,052	\$75,000	WiseGuyz Training and Program	6 schools/60 students		
	\$50,000	Snowshoe Carving	4 schools/40 students		

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 for the upcoming school year, along with 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 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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<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>	

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 for the upcoming school year, along with 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.</p>	<p>Supporting teachers to create environments that allow for students with varying needs to work in a more flexible learning environment.</p> <p>Training for teachers in the area of differentiated instruction and modification of program delivery will be provided for all school staff via Google Meets and in person consultant visits.</p>
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<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 for the upcoming school year, along with 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.</p>	<p>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.</p>
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<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. 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 for the upcoming school year, along with 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.</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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<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>	

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 for the upcoming school year, along with 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.</p>	<p>All BDDEC PSTs in 2022-2023 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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<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>	

L. Magnet Facilities

[Specific facility] 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	N/A	N/A			
Support Assistants	N/A	N/A			
TOTAL					

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)
N/A	N/A			

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 *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (ILE Policy) is in place to support the Department 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 quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the ILE Policy.

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 variance.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference or any adjustments to PYs <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 Action 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 team 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)
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 shows the breakdown of the budgeted, and actual ILI (PY funding) in place at each school, identifies whether the allocated PY is new or a returning ILI, and explanation for adjustments to PY.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference or any adjustments to PYs (if applicable)
MKS	1.49	2.0			
CJS	1.63	1.0			
HKE	1.32	1.0			
E3ES	5.27	6.00			
E3SS					
AS	1.00	1.00			
IS	0.50	1.00			
CPNS	0.75	1.00			
MS	2.52	2.00			
TOTAL	14.48	17.00			

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?		
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Plans to recruit and retain language teachers, if any?		
The # of anticipated New ILIs and which schools they are in.		
Challenges and/or barriers faced in the region, including any specific information related to the COVID-19 pandemic, if any?		



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:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
 - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit*.
- Schools should 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, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
 - Allocating resources to help build the school-community relationship, including mandatory Elders in Schools programming;
 - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including two days of mandatory cultural orientation; and,
 - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
 - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
 - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
 - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

Indigenous Education funding includes the hiring of Elders and community resource people and providing appropriate teacher training to ensure the *ILE Policy* is 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 variance.



School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) / Source (If applicable)
Moose Kerr	\$39,900	\$39,900				
Chief Julius	\$39,900	\$39,900				
Helen Kalvak	\$47,100	\$47,100				
E3ES	\$84,700	\$84,700				
E3SS						
Angik	\$47,100	\$47,100				
Inualthuyak	\$39,250	\$39,250				
Chief Paul Niditchie	\$34,250	\$34,250				
Mangilaluk	\$39,900	\$39,900				
TOTAL	\$372,100	\$372,100				



The following table details whether **schools** choose to allocate or find additional funding for an Elder and/or Cultural Support Worker that works at the school on a **consistent schedule** either from ILE funds or 3rd party funding.

School	Elder in School (Y/N)	Cultural Support Worker (Y/N)	How is this position funded?	If no to either of these positions, why not?
Moose Kerr	Y	N	4 times a year	ILE funding
Chief Julius	Y	N	2 times a year	ILE funding
Helen Kalvak	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
Angik	Y	N	4 times a year	ILE funding
Inualthuyak	Y	N	2 times a year	ILE funding
Chief Paul Niditchie	Y	N	5 times a year	ILE funding
Mangilaluk	Y	N	4 times a year	ILE funding

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. This includes regional targets set, achieved results, and explanation for difference.

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 (whole school approach to language use).	100%		
# of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%		

Type of Residential School Awareness Training offered (eg. Blanket exercise, ICAST, Conference)	Blanket exercise August 2022 in-service (new staff)
---	---

Education bodies must allocate resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory** cultural orientation. The following table details school-based approaches to **local** cultural orientation days.

School	Type of Cultural Orientation <i>(Planned activities)</i>	% of Staff Participation	% of Actual Participation	Explanation for Difference <i>(if applicable)</i>
MKS	Regional In-service provide 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 for new staff hosted at in-service. RILE and local knowledge keepers provide training to whole staff.			
E3ES	Blanket exercise hosted regional in-service for new staff. 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 provide 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.			

F. 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. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

The following table details the **land-based** key cultural experiences that were offered during the school year, using funding from the community support or Indigenous education categories.

School	Name of Land-Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language incorporated ? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
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				

The following table details the **school-based** key cultural experiences using funding from the community support or Indigenous education categories.

School	Name of School-Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts/Elders Hired	Was the Indigenous Language Incorporated Throughout? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
MKS	Elder visits				
	TKK visits				
CJS	Elder visits				
	TKK visits				
HKE	Elder visits				
	TKK visits				
E3ES	Elder visits				
	TKK visits				
E3SS	Elder visits				
	TKK visits				
AS	Elder visits				
IS	Elder visits				
CPNS	Elder visits				
	TKK visits				
MS	Elder visits				
	TKK visits				

The following table details the supplies purchased by schools to deliver key cultural experiences.

School	Land-Based Supplies or Equipment Purchased	School-Based Supplies or Equipment Purchased or Rented	If training or licensing was required, was it paid through ILE funding? (Y/N)

G. 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.</p>	<p>ILI’s are supported by RILE and the Indigenizing Coordinator. In person direct school visit support and monthly Zoom meetings are planned for 2022-23.</p> <p>Teachers in BDDEC schools are responsible to learn the 14 basic greetings to use with staff and students as well as a list of 10 basic instructions/ commands. In 2022-2023 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.</p>
--	--

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.	

H. Employing a Whole School Approach to Language Use

All school staff play a role in supporting language reclamation and language revitalization efforts. Employing a **‘whole school approach to language use’** bridges a gap created by colonization. Through acknowledgment of the value and the authentic use of language and culture, the whole school approach is a component of reconciliation. Education bodies must allocate resources to employ a whole school approach to Indigenous language use.

The following tables detail initiatives that employ the whole school approach to language use.

School	Indigenous Language Signage in Schools (Y/N)	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
MKS	<ul style="list-style-type: none"> OPA data collected 2 times per year ILE committee in place. On site school language/culture camp 		
CJS	<ul style="list-style-type: none"> OPA data collected 2 times per year 		

	<ul style="list-style-type: none"> • 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. 		

<p>IS</p>	<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 		
<p>CPNS</p>	<ul style="list-style-type: none"> • OLC curriculum delivered by ILE instructor. • OPA data collected 2 times per year • ILE Action Plan • ILE committees in each school 		
<p>MS</p>	<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. 		



I. 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 **regional** amount of allocated and actual funding spent on community support, and the explanation for any variance.

Allocated (\$)	Actual (\$)	Community Support Activity	Total (\$)	Explanation for Difference (if applicable)
\$169,926				

J. 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*. Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

- Allocating resources to support core Indigenous language instruction;
- Allocating resources to develop resources for the *Our Languages* curriculum;
- Allocating resources to support community connections related to Indigenous language instruction; and,
- Allocating resources to support Indigenous language instruction through an immersion approach, where and when possible.

Resource Development funding is to be used only for:

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

Note: Please ensure copies of any new resources produced are submitted to ECE-ILES.

The following table details the **regional** funding allocated, budgeted, actual expenditures for resources development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$218,499	\$218,499			

The following table details the **regional** and **school** training and workshops for Indigenous language instruction (ILI) staff to further their professional development in *OLC* and *ILE Handbook* implementation.

School and # of ILIs participating	OLC or ILE Handbook	Specific Focus (ex: assessment)	Training Provider (ex: RILE, ECE, contractor)	Planned Dates and Location	Was this training held as planned ? (Y/N) If no, why not?
--	------------------------	------------------------------------	--	----------------------------------	---



The following table details the **regional** resources created for the implementation of *OLC* and *ILE Handbook* in schools.

Resource Type (ex: books, signage, digital, visuals, translations)	Title of Resource (if texts)	# of Copies Produced	Language Produced In

The following table details **regional** funding used to support technological needs that support OLC and ILE implementation.

Type of technology purchased	# of Items Purchased	How the Purchased Technology Supports <i>OLC</i> and <i>ILE Handbook</i> Implementation

Appendix B: Operating Plan - Operating Budget



Department of Education, Culture & Employment

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

	2022-2023 Budget	2021-2022 Approved Budget	2021-2022 Year-end Forecast
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contribution	29,023,652	29,021,712	29,746,299
Indigeneous Languages Contribution	2,955,912	2,913,435	2,940,454
French Language Contribution	75,000	75,000	75,000
ECE Other Contribution	1,340,250	1,227,964	1,227,964
Sub-Total ECE	33,394,814	33,238,111	33,989,717
GNWT Other Contributions			
Total GNWT	33,394,814	33,238,111	33,989,717
Federal Government - Jordans Principle	4,239,671	5,991,909	6,453,278
Federal Government - Jordans Principle Carry Fwd	2,829,073	4,491,909	2,120,545
Federal Government	8,020	8,020	0
Property Tax Requisitioned			
Other School Authorities			
Education Authority Generated Funds			
Rentals			
School Fees			
Sales			
Investment Income	160,000	160,000	100,000
Other	498,649	498,649	1,106,079
Total Generated Funds	7,735,413	11,150,487	9,779,902
TOTAL REVENUES	41,130,227	44,388,598	43,769,619
EXPENSES			
Administration	3,822,526	3,803,106	1,950,000
School Programs	25,323,078	21,188,897	20,102,466
Operations and maintenance			1,310,314
Inclusive Schooling	6,361,261	5,848,519	4,325,753
Indigeneous Languages and Education	3,502,872	3,063,435	2,688,022
Jordans Principle	7,068,744	10,483,818	8,573,823
Transfers to Capital			
Debt Services			
TOTAL EXPENSES	46,078,481	44,387,775	38,950,378
SURPLUS (DEFICIT)	(4,948,254)	823	4,819,241
PROJECTED ACCUMULATED SURPLUS (DEFICIT)	3,676,159	3,805,995	8,624,413

**Department of Education, Culture & Employment
Draft Budget**

**Beaufort Delta Education Council
Details of Expenses - Consolidated
Annual Budget**

CONSOLIDATED DETAILS OF EXPENSES

	Admin	School Programs	Inclusive Schooling	Indigenous Languages and Education	TOTAL
<u>SALARIES</u>					
Teachers' Salaries		14,512,144			14,512,144
Instruction Assistants		331,920			331,920
Regional Coordinators		696,050	417,630	208,815	1,322,495
Program Support Teachers			1,784,280		1,784,280
Assistive Technology			49,515		49,515
Support Assistants			1,899,409		1,899,409
Indigenous Language Instruction				1,587,180	1,587,180
Cultural Resource Staff				139,210	139,210
Elders in Schools				228,363	228,363
Non Instructional Staff	1,105,984	1,195,879			2,301,863
Board/Trustee Honoraria	22,125				22,125
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	676,256	3,088,375	1,546,054	693,171	6,003,856
Leave And Termination Benefits	820,000				820,000
<u>STAFF DEVELOPMENT (Including Travel)</u>					
	62,000	10,000	177,782	22,325	272,107
<u>SERVICES PURCHASED/CONTRACTED</u>					
Professional/Technical Services	336,750	80,000	89,000	10,650	516,400
Postage/Communication	17,500	4,425			21,925
Utilities		0			0
Travel	253,115	2,600	98,500	158,000	512,215
Student Transportation (Busing)		75,135	0		75,135
Advertising/Printing/Publishing	20,000			50,000	70,000
Maintenance/Repair		24,500			24,500
Rentals/Leases	170,000	81,278		101,500	352,778
Other Contracted Services	8,500	168,665	72,000	14,000	263,165
<u>MATERIALS/SUPPLIES/FREIGHT</u>					
Assistive Technology			152,263		152,263
Materials	295,805	4,958,154	62,413	272,699	5,589,070
Freight	34,491	93,953	12,415	16,960	157,819
<u>TRANSFERS TO CAPITAL</u>					
					0
TOTAL	3,822,526	25,323,078	6,361,261	3,502,872	39,009,737

**Department of Education, Culture & Employment
Draft Budget**

**Beaufort Delta Education Council
Details of Inclusive Schooling Expenses
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinator	417,630		417,630
Program Support Teachers	1,784,280		1,784,280
Support Assistants	1,899,409		1,899,409
Assistive Technology	49,515		49,515
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances	1,546,054		1,546,054
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	177,782		177,782
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services	89,000		89,000
Travel	98,500		98,500
Student Transportation	0		0
Other Contracted Services	72,000		72,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	152,263		152,263
Materials	62,413		62,413
Freight	12,415		12,415
TOTAL	6,361,261	0	6,361,261

Department of Education, Culture & Employment

Draft 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	208,815			208,815
Language Instruction	1,587,180			1,587,180
Cultural Resource Staff	0		139,210	139,210
Elders in Schools	119,500	46,363	62,500	228,363
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances	693,171			693,171
<u>STAFF DEVELOPMENT (Including Travel)</u>				
	19,825		2,500	22,325
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Service	650		10,000	10,650
Travel	80,500	40,000	37,500	158,000
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	137,093	70,000	65,606	272,699
Freight	0	10,000	6,960	16,960
TOTAL	2,919,233	216,363	367,276	3,502,872

Department of Education, Culture & Employment Draft Budget

Beaufort Delta Education Council Details of Jordans Principle Annual Budget

For period year ending	June 30, 2023	June 30, 2022
Revenue		
Government of Canada - First Nations and Inuit Health Branch	4,239,671	6,453,278
Carry Forward from Previous Year	2,829,073	2,120,545
Total Revenue	7,068,744	8,573,823
Expenditures		
Administration	353,437	428,691
Personnel	6,715,307	8,145,132
Transportation		
Materials and Supplies		
Rent and Utilities		
Evaluation		
Other		
Total Expenditures	7,068,744	8,573,823
TOTAL	0	0

**Beaufort Delta Education Council
2022 - 2023 Budget**

Schedule of Budgeted Approved Person Years

	<u>2022-2023</u> <u>Person Years</u>	<u>2021-2022</u> <u>Person Years</u>
Administration Staff	8.30	9.30
Other - IT	0.75	0.75
Territorial Schools		
Teachers	118.00	98.00
Teachers - NDL	5.00	4.00
Consultants	6.00	5.50
Secretaries	6.10	6.10
Custodians	12.22	12.22
IT - NDL	0.75	0.75
Inclusive Schooling:		
Regional Coordinators	3.00	3.00
Program Support Teachers	15.00	13.25
Support Assistants	24.00	21.85
Assistive Technology	0.50	0.50
Indigenous Languages and Education		
Regional Coordinator	2.50	1.50
Indigenous Languages Instruction Staff	15.00	12.75
Total Person Years	<u>217.12</u>	<u>189.47</u>

**Department of Education, Culture & Employment
Draft 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
<u>Budget Distribution</u>					
Regional Office	446,360	81,068	216,363	49,460	793,250
Aklavik - Moose Ker School	290,640	40,200		19,350	350,190
Fort McPherson - Chief Julius School	144,901	40,200		19,309	204,410
Inuvik - East Three Elementary	417,372	48,043		21,551	486,966
Inuvik - East Three Secondary	-	36,657		16,444	470,473
Paulatuk - Angik School	158,010	36,500		17,557	212,067
Sachs Harbour - Inualthuyak School	158,783	36,500		15,038	210,321
Tsiigehtchic - Chief Paul Nitidchie School	146,062	34,500		15,290	195,852
Tuktoyaktuk - Mangilaluk School	289,152	42,600		24,211	355,963
Uluhaktok - Helen Kalvak School	159,724	43,800		19,856	223,380
TOTAL	446,360	2,182,016	440,068	218,066	3,502,872

Appendix C: Annual Report - Audited Financial Statements



Approvals

Operating Plan

Debra Huber

Education Body Chair

June 30, 2022

Date

[Signature]

Superintendent

June 30, 2022

Date

Annual Report

Education Body Chair

Date

Superintendent

Date



Education Accountability Framework

Commission scolaire francophone des Territoires du Nord-Ouest

Operating Plan

For the 2022-23 School Year



Commission scolaire francophone
Territoires du Nord-Ouest

Cadre de responsabilisation en éducation

Commission scolaire francophone des TNO

Plan de fonctionnement

Année scolaire 2022-2023



Commission scolaire francophone
Territoires du Nord-Ouest

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Operating Plan - Executive Summary

The CSFTNO's Operating Plan for the 2022-2023 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 CSFTNO's priorities for the upcoming school year.

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

The Commission scolaire francophone des Territoires du Nord-Ouest's (CSFTNO) Operating Plan for the 2022-2023 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 CSFTNO's priorities for the upcoming school year. The following table summarizes the planned goals and targets for the upcoming school year, **including any specific information related to the COVID-19 pandemic:**

Priority 1 Student Success and Well-being	Performance Indicators 2022-2023
1.1 Improved academic performance of students	<ul style="list-style-type: none"> The percentage of students achieving the desired level of reading, writing and mathematics – Acceptable (AAT grades 6 and 9) as well as Diploma Exams. The percentage of students expressing a positive sense of safety and belonging (Survey)
1.2 Development of competencies	<ul style="list-style-type: none"> The percentage of students expressing a positive perception of their skills in relation to the Student Exit Profile. (Separate assessment tool for grades 6, 9 and 12)
1.3 Preparation for post-secondary life	<ul style="list-style-type: none"> The percentage of students that meet the NWT graduation requirements among graduating students. The percentage of students expressing a positive feeling towards the education received (a feeling that it prepared them well for their future intentions).

Priority 2 Organization Capacity Development	Performance Indicators 2022-2023
2.1 Staff recruitment and retention and professional development	<ul style="list-style-type: none"> • The percentage of staff participating in professional development activities. • The percentage of staff expressing a sense of belonging and security. • The number of non-vacant positions.
2.2 Development of programs and courses	<ul style="list-style-type: none"> • Number of new courses or programs offered • Rate of satisfaction of students and parents with these new courses or programs
2.3 Performance-driven culture (accountability, data)	<ul style="list-style-type: none"> • Rate of staff satisfaction with data collection tools and processes • Rate of staff satisfaction with the dashboard (objectives, indicators, targets, presentation of data)
Priority 3 Francophone Space and Student-Supportive Community	Targets and Objectives 2022-2023
3.1 Commitment of parents and partners	<ul style="list-style-type: none"> • Number of parents and partners getting involved in our schools • Percentage of parents and partners involved expressing a sense of belonging and security
3.2 Student recruitment and retention	<ul style="list-style-type: none"> • School population following at least the demographic evolution
3.3 Identity construction	<ul style="list-style-type: none"> • The percentage of students expressing a positive feeling towards the education received (a feeling that it reinforces their identity building) • The percentage of students expressing a positive feeling towards the education received (a feeling that it prepares them well for their future intentions)
3.4 Valorization of the uniqueness of the francophone and northern education system	<ul style="list-style-type: none"> • Number of positive recognitions identified for French first-language education in the NWT (verbal recognition during meetings, oral or written testimonials, letters, political speeches, etc.)

Plan de fonctionnement – Sommaire

Le plan de fonctionnement de la Commission scolaire francophone des Territoires du Nord-Ouest (CSFTNO) pour l'année scolaire 2022-2023 a été préparé conformément à la *Loi sur la gestion des finances publiques* (LGFP). 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 CSFTNO 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) :

Priorité 1	Indicateurs de rendement pour 2022-2023
La réussite et le bien-être de chaque élève	
1.1 Amélioration de la réussite scolaire des élèves	<ul style="list-style-type: none">• Pourcentage d'élèves qui atteignent le niveau souhaité en lecture, écriture et mathématiques (Acceptable [test de rendement de l'Alberta pour la 6^e et la 9^e année]) et aux examens de fin d'études• Pourcentage d'élèves qui expriment un sentiment d'appartenance et se sentent en sûreté (sondage)
1.2 Développement de compétences	<ul style="list-style-type: none">• Pourcentage d'élèves qui expriment une perception positive de leurs compétences dans leur profil de sortie de l'élève (Outil de vérification distinct pour la 6^e, la 9^e et la 12^e année)

Plan de fonctionnement de la CSFTNO pour 2022-2023

1.3 Préparation à la vie après le secondaire	<ul style="list-style-type: none"> • Pourcentage d'élèves qui satisfont aux exigences ténoises d'obtention de diplôme parmi les finissants • Pourcentage d'élèves qui se disent satisfaits de l'éducation reçue (l'impression qu'elle les a bien préparés pour leurs projets).
Priorité 2 Renforcement des capacités de l'organisation	Indicateurs de rendement pour 2022-2023
2.1 Recrutement et rétention du personnel et perfectionnement professionnel	<ul style="list-style-type: none"> • Pourcentage d'employés qui participent à des activités de perfectionnement professionnel • Pourcentage d'employés qui expriment un sentiment d'appartenance et se sentent en sûreté • Nombre de postes pourvus
2.2 Développement de programmes et de cours	<ul style="list-style-type: none"> • Nombre de nouveaux cours ou programmes offerts • Niveau de satisfaction des élèves et des parents pour ces nouveaux cours ou programmes
2.3 Culture du rendement (responsabilisation, données)	<ul style="list-style-type: none"> • Taux de satisfaction du personnel pour les outils et processus de collecte de données • Taux de satisfaction du personnel pour le tableau de bord (objectifs, indicateurs, cibles, présentation des données)
Priorité 3 Espace francophone et communauté appuyant des élèves	Cibles et objectifs pour 2022-2023
3.1 Engagement des parents et des partenaires	<ul style="list-style-type: none"> • Nombre de parents et de partenaires impliqués dans nos écoles • Pourcentage de parents et de partenaires impliqués qui expriment un sentiment d'appartenance et se sentent en sûreté

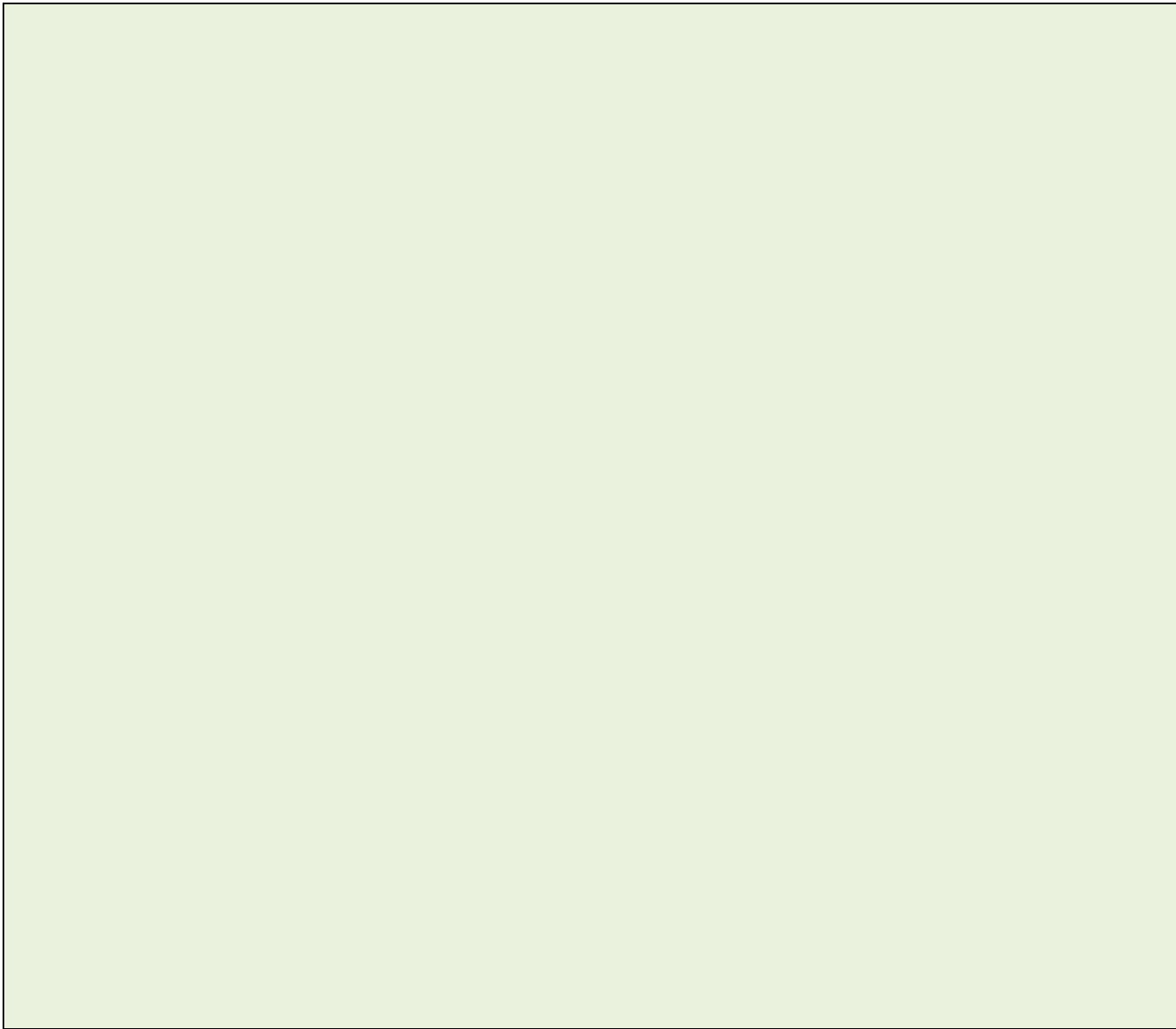
Plan de fonctionnement de la CSFTNO pour 2022-2023

Recrutement et rétention des étudiants	<ul style="list-style-type: none">• Minimale, la population scolaire suit l'évolution démographique.
3.3 Construction de l'identité	<ul style="list-style-type: none">• Pourcentage d'élèves qui se disent satisfaits de l'éducation reçue (le sentiment qu'elle a renforcé la construction de leur identité)• Pourcentage d'élèves qui se disent satisfaits de l'éducation reçue (le sentiment qu'elle les a bien préparés pour leurs projets)
3.4 Valorisation de l'unicité du système d'éducation francophone et nordique	<ul style="list-style-type: none">• Nombre de fois où l'éducation en français langue première aux TNO a été reconnue (reconnaissance verbale lors de rencontres, témoignages oraux ou écrits, lettres, discours politiques, etc.)

Annual Report - Executive Summary

The CSFTNO’s Annual Report for the 2022-2023 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
- 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 *NWT Education Act* defines the powers and responsibilities of the Minister, education bodies, education staff, students, and parents. It further defines provisions regarding access, records, resolution and appeals mechanisms, cultural diversity and language of instruction, and governance and financial matters.

Although the Department does not deliver services directly to students, it is responsible for ensuring that all students have equitable access to education programs and services. Under the *Education Act*, this responsibility belongs to the education bodies. Education bodies are composed of elected and/or appointed individuals who represent their community's interest in the planning and delivery of educational programming for their school(s).

The Commission scolaire francophone des Territoires du Nord-Ouest (CSFTNO) was established in November 2001.

The CSFTNO's District Education Council (DEC) consists of six elected members: three from Yellowknife and three from Hay River. The last election was held in October 2021. Trustees may run for a second term. The CSFTNO has decided to maintain a three-year term in both Hay River and Yellowknife. Each December, a new chair and vice chair are elected, as well as the committee chairs and their membership.

Each education body has a chairperson who represents their region at the Education Leaders' forum with the Minister. Education body Chairs do not only represent their regions and communities; their responsibility extends to collective work towards common goals and priorities for the NWT education system.

The DEC Chair liaises with the Minister of Education. The Chair ensures that the DEC operates efficiently. The Chair also represents the DEC and is its spokesperson.

There are six elected members; three trustees from Yellowknife; Jean de Dieu Tuyishime, Chair, Simon Cloutier and Fiona Aiston, as well as three trustees from Hay River; Jessica King, vice-chair, Catherine Boulanger, and Rachel Cook.

The CSFTNO's DEC meets monthly, except in July and August. 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.

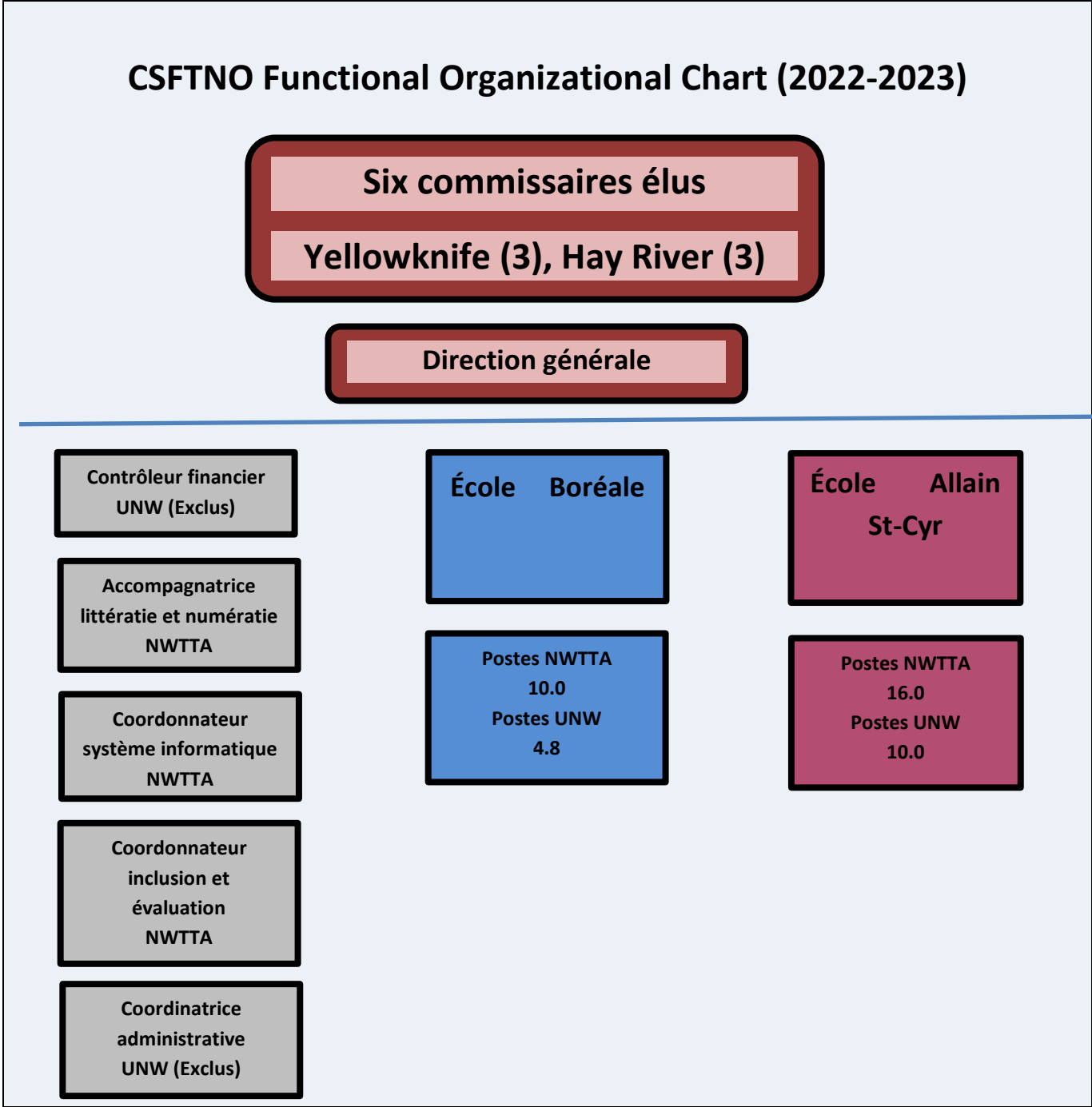
The superintendent is the only employee of the DEC.

The Superintendent is the system leader and manager. Her main duties are to supervise and structure the delivery of education programs in accordance with the *Education Act*, Regulations, Ministerial Directives and Policies. The Superintendent provides advice to the DEC in areas that fall within its mandate and encourages education stakeholders to collaborate in the development of educational goals to meet the needs of Francophone students in the NWT.

The Superintendent works collaboratively with Education, Culture and Employment. It is the role of the Superintendent to assess and evaluate the delivery of school programs as required under the *Education Act*.

B. Functional Organizational Chart

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



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).

Total Number of Schools in District	2	Total Anticipated Student Head Count	254.5
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School Name	Community	Grades Offered	Programming Highlights
École Boréale	Hay River	JK-12	French First Language Francisation (JK to Grade 4) 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 11) Entrepreneurship Financial Literacy (Grade 10 and 11)
École Allain St-Cyr	Yellowknife	JK-12	French First Language Francisation (JK to Grade 4) 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 8) Options (Grade 7 to 10) Entrepreneurship Financial Literacy (Grade 11)

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, and other noteworthy demographics.

<p>Student Body: 254.5</p> <p>Ethnic backgrounds: French-Canadian, Indigenous, Métis, and Francophones from several ethnic backgrounds or with one parent who is a rights holder: Lebanon, Africa, France, as well as families who requested admission to our schools: Philippines, Vietnam, Morocco, Netherlands, and Canada.</p> <p>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 highly active as are Médias Ténois. The Fédération Franco-ténoise is the official spokesperson of the francophone community. In Hay River, l’Association franco-culturelle du Sud et de l’Ouest 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 the Collège nordique francophone.</p> <p>Inclusion:</p> <p>% of students with Student Support Plans (SSPs): 30.4%</p> <p>% of students with Individual Education Plans (IEPs): 0.05%</p> <p>Student enrolment:</p> <p>% of students who will be in school full time: 99.96%</p> <p>% of students will be in home schooled: 0.04%</p>

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
- 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><u>Student Achievement in Literacy and Numeracy</u></p> <p><u>Literacy</u></p> <p>In 2022-2023, we will:</p> <ul style="list-style-type: none"> • Review and develop further rubrics for the assessment of literacy skills • Review our learning sequences to include writing and oral communication skills • Review and develop coherency in teaching writing skills and oral communication at the primary level • Develop a comprehensive phonological awareness program at the preschool and primary grade levels • Review and develop coherency in assessment practices at the intermediate and secondary levels • Implement a new reading assessment tool (ADEL) from grade 4 to 8 • Revise our Literacy Plan • Continue to implement the francisation programme at the primary level <p><u>Numeracy</u></p> <p>In 2022-2023, we will:</p> <ul style="list-style-type: none"> • Continue to implement explicit problem-solving strategies • Continuer to implement a process to analyze student assessments to determine student needs and effective teaching strategies
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- Continue to develop aligned teaching modules from grade 7 to 9
- Create tools to ensure the use of common language and processes in mathematics

Language and Culture

In 2022-2023, each school will:

- Develop an Indigenous Languages and Education Action Plan. Our schools will focus somewhat on the whole language component, but more so on the culture component
- Maintain and continue to build on its on-the-land learning component
- Continue to build lasting relationships with Indigenous culture specialists and Elders
- Continue to offer key cultural activities

N.B. At ÉASC, a prospector’s tent was erected, and the goal will be to make further use of the tent and its surrounding area

Personalized and Inclusive Education

In 2022-2023, we will:

- Transition to the new IEP
- Develop a professional development plan
- Continue to support the school-based support teams
- Participate in the new PST training
- Implement RTI for reading
- Develop a SA training and professional development plan
- Build on our self-regulation/social emotional initiatives
- Participate in the Inclusive education – New principal training

Key Competencies

The CSFTNO’s Student Exit Profile is the document that guides the development of key competencies.

Year 1: (2021-2022 – 2 learning sequences)

- Deep learning – using Bloom’s Taxonomy to prepare learning activities that delve deeper
- Deep learning – using Bloom’s Taxonomy to develop open-ended learning activities

In 2022-2023, the development of critical thinking skills will continue to be our focus:

	<p>Year 2: (2022-2023 - 2 learning sequences)</p> <ul style="list-style-type: none"> • Questioning – use Bloom’s Taxonomy and criteria to develop questions that encourage deeper learning and the further development of critical thinking skills • Assessment – use criteria to co-create with students’ assessment rubrics that focus on deeper learning. The focus will be on developing self-assessment strategies.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Literacy Initiatives	100%		
Numeracy Initiatives	100%		
Language and culture initiatives	100%		
Inclusive Schooling Initiatives	100%		
Key Competencies – Self-assessment	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 & School Reviews

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.

In addition, 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 regional priorities and goals for the upcoming school year related to School Improvement Planning and School Reviews, along with noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and School Reviews, and relevance to regional and shared priorities, for the school year.</p>	<p>Each school will submit a 2022-2023 School Improvement Plan in June 2022. The SIPs will be developed by the staff and led by the principal. The SIPs will align to the Student Exit Profile and the 2021-2026 Strategic Plan. A calendar will be developed with the principals to review the SIPs quarterly.</p> <p>Each SIP will focus on three elements:</p> <ul style="list-style-type: none"> • Literacy – Oral communication and writing • Numeracy – Developing coherency • Student well-being
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<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>	

C. 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 for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations.</p>	<p>In 2022-2023, the CSFTNO will continue to develop its Performance Framework, however, for staff evaluations, CSFTNO will continue to use the tools listed above. CSFTNO is hoping that the new staff evaluation guide developed with ECE will become available.</p> <p>The CSFTNO believes in a development and coaching model rather than an evaluative model.</p>
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<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. 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 approach to the completion of Training and In-Service.</p> <p>Please include relevance to regional and shared priorities, for the upcoming school year.</p>	<p>Literacy – 2021-2026 Strategic Plan</p> <p>Writing workshops Francisation Phonological Awareness</p> <p>Numeracy – 2021-2026 Strategic Plan (See SSI proposal)</p> <ul style="list-style-type: none"> • Problem-solving skills – teaching common strategies • Developing teaching strategies to better meet needs identified through analyzing student data • Create assessment tools for intermediate grade levels • Develop a common understanding of the core concepts to teach and coherent common language <p>Critical Thinking – Student Exit Profile and 2021-2026 Strategic Plan (See SIPs)</p> <p>In 2022-2023, critical thinking will continue to be our focus. A steering committee composed of the two principals and volunteer teachers is leading this transformation of the learning experience for students. Much 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 <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 days dedicated to training and in-service. (Please choose between 0 and 2.5)	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. 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	0.50	1.00			

** 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 for the upcoming school year related to literacy, along with noted areas of strength and areas for development.

<p>Regional approach to how the Literacy Coordinator role will be used in the upcoming school year.</p> <p>Please indicate whether there is a Regional Literacy Action Plan in place.</p>	<p>CSFTNO has a Literacy Action Plan. It will be revised in 2022-2023.</p> <p>Our literacy and numeracy coach is responsible for:</p> <p>Coordination:</p> <ul style="list-style-type: none"> • PLCs – Literacy • SSI - Numeracy • Francisation • Mentorship Program <p>Coaching Co-teaching Board level planning Assistant-lead in professional development activities</p>
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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. 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 regional approach taken for the upcoming school year, along with noted areas of strength and areas for development.

<p>Regional approach to the Healthy Foods for Learning program for the upcoming school year.</p>	<p>Each school serves healthy foods to all students.</p> <p>At the primary level, the classroom teacher is responsible, at the high school level, the P.E. teacher is responsible.</p> <p>Several times a year, a hot breakfast is served to the entire school; for special events, for high school students only.</p> <p>Cooking classes are also provided for high school students.</p> <p>Snacks and meals are always available for students in need.</p>
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<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>	

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Non-GNWT Funding Received <i>(\$ Amount / Source)</i>
Boréale				
Allain St-Cyr				

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

G. 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, post-intensive)</i>	Grades of SL program <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>
École Boréale	English	Regular	3 - 12	3 - 6 - 240 min/week 7 - 9 - 204 min/week 10 - 321 min. 11 - 12 - 386 min/week		
École Allain St-Cyr	English	Regular	3 - 12	3 - 180 min/week 4 - 240 min/week 5 - 6 - 240 min/week 7-8 - 325 min/week 10 - 12= 350 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	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)
École Boréale	1.00	1.00				
École Allain St-Cyr	1.33	1.33				
TOTAL	2.33	2.33				

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)
École Boréale	0.97	1.00			
École Allain St-Cyr	2.46	7.00	3.0 Jordan’s Principle		
TOTAL	3.43	8.00			

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)
\$15,230	\$15,230			

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?
Self-Regulation Training	New Teachers & SA's	RISC	August 2022		
In classrooms Mindfulness training	PST's & Educators	Contractor	October or November 2022 EASC & EB		
Inclusive Education Conference : Institut des troubles d'apprentissage	PST's & S.A'S	Conference	March 2023		
Early years Language Development Training	PST's & educators	Contractor: SLP - Carrie Jansen	Throughout the year, based on needs		
Inclusive Schooling Strategies for SAs	SA	Conference: Réseau entre-aide	Edmonton February 2023		

Supporting IS in Hay River by RISC RISC visits to École Boréale to meet and support staff regarding IS.	Principal, new teachers and SA	RISC	8 visits during 2022/2023 school year		
New IEP training	PST	RISC	9 scheduled meetings (1/month)		
Provide training for assistive technologies as needed. Update on new technology available for teachers. Training with new software or new online tools.	Teachers and SA	RISC	Visits as needed		
Colloque de l'Association des orthopédagogues du Québec	PST's & RISC	Conference	November 3-4 2022		

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 (\$)	Explanation for Difference (if applicable)
\$27,906					

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, and funding spent on Healing and Counselling throughout the region.

Allocated (\$)	Actual (\$)	Purpose (materials, positions, contracts, etc.)	User Group Type (# of classrooms / individual student/ etc.)	Total (\$)	Explanation for Difference (if applicable)
\$33,780					

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 for the upcoming school year, along with 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>CSFTNO schools are composed of cohorts that do not change a lot over time. This reality gives us an edge in the alignment of student supports and goals.</p> <p>Again, this year, we are committing to continue to use a process that ensure that student supports are aligned to the goals stated in SSPs and IEPs. PSTs are committed to reviewing all plans at the end of the year and getting them ready for September.</p> <p>When the schoolyear starts. Every teacher gets the plans that were used the prior year and are given a month+- to know their students. During that time, we ask teachers to use the plans as working documents. They can add, remove, or suggest new strategies/adaptations that should be added to the plans and that they are comfortable with. Once this is done, PST’S meet with teachers individually and review all plans collaboratively. At CSFTNO, we take pride in our plans, they are living documents that the whole school community contribute to.</p> <p>For continuity, we will continue to work with our 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. Those partners help us in identifying specific adaptations for students with specific needs.</p>
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<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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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 for the upcoming school year, along with 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.</p>	<p>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.</p> <p>After 2 ½ years of disruption in training, we feel it is a suitable time to reaffirm our strong commitment to Self-Regulation & Mindfulness. We are working towards a “Mindfulness Week” in the fall.</p>
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<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 for the upcoming school year, along with 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.</p>	<ul style="list-style-type: none"> • RISC provides training to PSTs - the 30 minutes meeting model in August/September • RISC sets dates and attends first meeting with PSTs • All meeting notes are recorded in a Google Drive file shared with the RISC • SBST activities are discussed at every PST/RISC face to face meeting
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<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. 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 for the upcoming school year, along with 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.</p>	<p>Review Process:</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 explained in detail. <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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<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>	

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 for the upcoming school year, along with 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.</p>	<p>CSFTNO’s Regional Approach:</p> <ul style="list-style-type: none"> • Beginning of year face-to-face meeting with all PSTs about expectations around 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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<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>	

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 *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (ILE Policy) is in place to support the Department 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 quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the ILE Policy.

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 variance.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference or any adjustments to PYs <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 Action 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 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>
École Boréale	Whole staff	Monthly	
École Allain St-Cyr	Sylvie Larose, Marika Cyr, Simon Markowski-Bourque, Zakaria Traoré, Michel Houle, and Christine Ratel	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:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
 - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit*.
- Schools should 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, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
 - Allocating resources to help build the school-community relationship, including mandatory Elders in Schools programming.
 - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures, and languages of the community in which they live and work, including two days of mandatory cultural orientation: and,
 - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
 - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational.
 - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
 - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

Indigenous Education funding includes the hiring of Elders and community resource people and providing appropriate teacher training to ensure the *ILE Policy* is implemented. The following table details the **regional** amount of allocated, budgeted, and actual funding spent on Indigenous education, and the explanation for any variance.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) / Source (If applicable)
École Boréale	\$31,800	\$21,000	Smaller number of students			
École Allain St-Cyr	\$30,600	\$41,373	Higher number of students			
TOTAL	\$62,400	\$62,373				

The following table details whether **schools** choose to allocate or find additional funding for an Elder and/or Cultural Support Worker that works at the school on a **consistent schedule** either from ILE funds or 3rd party funding.

School	Elder in School (Y/N)	Cultural Support Worker (Y/N)	How is this position funded?	If no to either of these positions, why not?
École Boréale	N	Y	ILE	
École Allain St-Cyr	N	Y	ILE	

D. 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. This includes regional targets set, achieved results, and explanation for difference.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
# of schools offering Indigenous language training and support to all staff members (whole school approach to language use).	100%		
# of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%		
Type of Residential School Awareness Training offered (eg. Blanket exercise, ICAST, Conference)			

Education bodies must allocate resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures, and languages of the community in which they live and work, including two days of mandatory cultural orientation. The following table details school-based approaches to **local** cultural orientation days.

School	Type of Cultural Orientation (Planned experiences)	% of Staff Participation	% of Actual Participation	Explanation for Difference (if applicable)
École Boréale	Review the Dene Kede plan Discussions with residential school survivors Traditional activities guided by Elders	100%		
École Allain St-Cyr	Review the Dene Kede plan Discussions with residential school survivors	100%		

	Traditional activities guided by Elders			
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E. 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. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

The following table details the **land-based** key cultural experiences that were offered during the school year, using funding from the community support or Indigenous education categories.

School	Name of Land-Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts/Elders Hired	Was the Indigenous Language Incorporated Throughout? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
ÉB					
ÉASC					

The following table details the school-based key cultural experiences using funding from the community support or Indigenous education categories.

School	Name of School-Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts/Elders Hired	Was the Indigenous Language Incorporated Throughout? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
ÉB					
ÉASC					

The following table details the supplies purchased by schools to deliver key cultural experiences.

School	Land-Based Supplies or Equipment Purchased	School-Based Supplies or Equipment Purchased or Rented	If training or licensing was required, was it paid through ILE funding? <i>(Y/N)</i>
École Boréale			
École Allain St-Cyr			

F. Employing a Whole School Approach to Language Use

All school staff play a role in supporting language reclamation and language revitalization efforts.

Employing a whole school approach to language use bridges a gap created by colonization.

Through acknowledgment of the value and the authentic use of language and culture, the whole school approach is a component of reconciliation. Education bodies must allocate resources to employ a whole school approach to Indigenous language use.

The following tables detail initiatives that employ the whole school approach to language use.

School	Indigenous Language Signage in Schools (Y/N)	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
École Boréale			
École Allain St-Cyr			

G. 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 **regional** amount of allocated and actual funding spent on community support, and the explanation for any variance.

Allocated (\$)	Actual (\$)	Community Support Activity	Total (\$)	Explanation for Difference <i>(if applicable)</i>
\$27,090				

Appendix B: Operating Plan - Operating Budget

**Department of Education, Culture & Employment
Council/District Approved 2022-2023 Budget**

**COMMISSION SCOLAIRE FRANCOPHONE DES TNO
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated**

	2022-2023 Budget	2021-2022 Approved Budget	2021-2022 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	5,195,700	4,877,806	4,965,060
SSI (Base Amounts - Schedule 8)	15,000	15,000	15,000
Northern Distance Learning (Schedule 8)			
Minority Language (Schedule 8)	1,403,050	1,403,050	1,403,050
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions	43,000	43,000	135,549
Sub-Total ECE	6,656,750	6,338,856	6,518,659
GNWT Other Contributions	151,733	64,900	133,089
Total GNWT	6,808,483	6,403,756	6,651,748
Federal Government Jordan's Principle (Schedule 8)	265,805	80,721	115,500
Federal Government Other	32,126	37,280	0
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	15,000	20,000	14,072
Donations			
Other			
Total Generated Funds	15,000	20,000	14,072
TOTAL REVENUES	7,121,414	6,541,757	6,781,320
<u>EXPENSES</u>			
Administration (see Schedule 2)	1,005,665	868,673	924,835
School Programs (see Schedule 2)	4,983,387	4,703,858	4,889,933
Operations and maintenance (see Schedule 2)			
Inclusive Schooling (see Schedules 2&3)	991,018	971,985	1,009,728
Indigenous Languages and Education (see Schedules 2 & 4)	128,110	135,315	123,706
Student/Staff Accomodations (see Schedule 2)			
Debt Service			
Other			
Sub-Total Expenses Before Amortization	7,108,179	6,679,831	6,948,202
Amortization (see Schedule 6)			
TOTAL EXPENSES**	7,108,179	6,679,831	6,948,202
ANNUAL OPERATING SURPLUS (DEFICIT)	13,234	-138,074	-166,882
ACCUMULATED SURPLUS (DEFICIT) OPEN *	-63,272	139,077	103,610
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	-50,037	1,003	-63,272
*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	-50,037	1,003	-63,272
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	0	0	0
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	-1,269,573	-1,269,573	-1,269,573
Total Closing Accumulated Surplus	-1,319,610	-1,268,570	-1,332,845

**Department of Education, Culture & Employment
Council Approved 2022-2023 Budget**

**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
SALARIES								
Teachers' Salaries		3,637,134						3,637,134
Regional Coordinators (RISC/RILE)				169,594	55,420			225,014
Program Support Teachers				371,940				371,940
Support Assistants				394,245			265,805	660,050
Indigenous Language Instruction								0
Cultural Resource Staff								0
Elders in Schools					45,600			45,600
Non Instructional Staff	493,034	626,042						1,119,076
Board/Trustee Honoraria	32,000							32,000
EMPLOYEE BENEFITS								
Employee Benefits/Allowances	70,000							70,000
Leave And Termination Benefits	35,000							35,000
STAFF DEVELOPMENT (Including Travel)								
	6,000	27,160		15,230			0	48,390
SERVICES PURCHASED/CONTRACTED								
Professional/Technical Services	250,360	78,350						328,710
Postage/Communication	14,899	15,588						30,487
Utilities								0
Heating								0
Electricity								0
Water/Sewage								0
Travel	19,500	15,500		7,103				42,103
Student Transportation (Busing)		61,926						61,926
Advertising/Printing/Publishing	48,764							48,764
Maintenance/Repair	1,018	48,831						49,848
Rentals/Leases		23,000						23,000
Other Contracted Services	12,750	25,000						37,750
MATERIALS/SUPPLIES/FREIGHT								
Assistive Technology				27,906				27,906
Materials	22,340	157,051		5,000	27,090			211,481
Freight		2,000						2,000
DEBT SERVICE								
								0
OTHER								
								0
SUB-TOTAL OF EXPENSES BEFORE AMORT								
	1,005,665	4,717,582	0	991,018	128,110	0	265,805	7,108,179
AMORTIZATION								
								0
TOTAL								
	1,005,665	4,717,582	0	991,018	128,110	0	265,805	7,108,179

**Department of Education, Culture & Employment
Council Approved 2022-2023 Budget**

**Divisional Education Council/District Education Authority
Inclusive Schooling - (Schedule 3)
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	169,594		169,594
Magnet Facility Teachers			
Program Support Teachers	371,940		371,940
Support Assistants	394,245		394,245
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances			0
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	15,230		15,230
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services			0
Student Transportation (Busing)*			0
Other Contracted Services	7,103		7,103
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	27,906		27,906
Materials	5,000		5,000
Freight			0
TOTAL	991,018	0	991,018

**Department of Education, Culture & Employment
Council Approved 2022-2023 Budget**

**Divisional Education Council/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	55,420			55,420
Indigenous Language Instruction				0
Cultural Resource Staff				0
Elders in Schools			45,600	45,600
<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			27,090	27,090
Freight				0
TOTAL	55,420	0	72,690	128,110

**Department of Education, Culture & Employment
Council Approved 2022-2023 Budget**

**Divisional Education Council/District Education Authority
Approved Person Years - (Schedule 5)
Annual Budget**

	<u>Person Years</u>
Administration Staff	3.50
Territorial Schools:	
Teachers	23.30
Consultants	1.50
Classroom Assistants	
Secretaries	2.00
Custodians	2.16
Cultural Facilitators	1.60
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	2.33
Support Assistants	4.42
Jordan Principle	
Support Assistants	3.00
Indigenous Languages and Education:	
Regional Coordinator	0.16
Indigenous Languages Instruction Staff	
Other - Specify	
Total Person Years	<u>44.97</u>

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

TUYSHINE [Signature]
Education Body Chair

Chonae Career
Superintendent

Le 20 juillet 2022
Date

Le 20 juillet 2022
Date

Annual Report

Education Body Chair

Superintendent

Date

Date

Cadre de responsabilisation en éducation

Plan de fonctionnement de la
**Commission scolaire francophone
des Territoires du Nord-Ouest**
pour l'année scolaire 2022-2023



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 Territoires du Nord-Ouest (CSFTNO) pour l'année scolaire 2022-2023 a été préparé conformément à la *Loi sur la gestion des finances publiques* (LGFP). 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 CSFTNO 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) :

Priorité 1 La réussite et le bien-être de chaque élève	Indicateurs de rendement pour 2022-2023
1.1 Amélioration de la réussite scolaire des élèves	<ul style="list-style-type: none"> • Pourcentage d'élèves qui atteignent le niveau souhaité en lecture, écriture et mathématiques (Acceptable [test de rendement de l'Alberta pour la 6^e et la 9^e année]) et aux examens de fin d'études • Pourcentage d'élèves qui expriment un sentiment d'appartenance et se sentent en sûreté (sondage)
1.2 Développement de compétences	<ul style="list-style-type: none"> • Pourcentage d'élèves qui expriment une perception positive de leurs compétences dans leur profil de sortie de l'élève (Outil de vérification distinct pour la 6^e, la 9^e et la 12^e année)
1.3 Préparation à la vie après le secondaire	<ul style="list-style-type: none"> • Pourcentage d'élèves qui satisfont aux exigences ténoises d'obtention de diplôme parmi les finissants • Pourcentage d'élèves qui se disent satisfaits de l'éducation reçue (l'impression qu'elle les a bien préparés pour leurs projets).

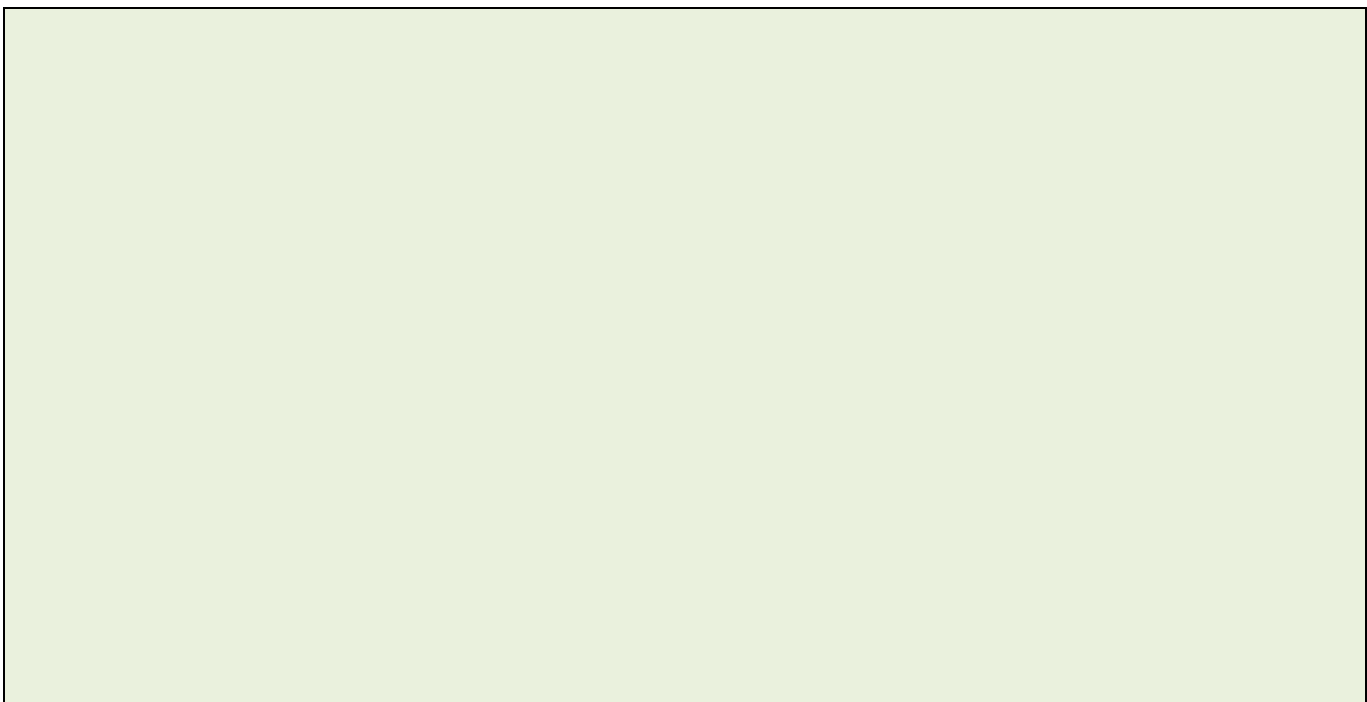
<p align="center">Priorité 2</p> <p>Renforcement des capacités de l'organisation</p>	<p align="center">Indicateurs de rendement pour 2022-2023</p>
<p>2.1 Recrutement et rétention du personnel et perfectionnement professionnel</p>	<ul style="list-style-type: none"> • Pourcentage d'employés qui participent à des activités de perfectionnement professionnel • Pourcentage d'employés qui expriment un sentiment d'appartenance et se sentent en sûreté • Nombre de postes pourvus
<p>2.2 Développement de programmes et de cours</p>	<ul style="list-style-type: none"> • Nombre de nouveaux cours ou programmes offerts • Niveau de satisfaction des élèves et des parents pour ces nouveaux cours ou programmes
<p>2.3 Culture du rendement (responsabilisation, données)</p>	<ul style="list-style-type: none"> • Taux de satisfaction du personnel pour les outils et processus de collecte de données • Taux de satisfaction du personnel pour le tableau de bord (objectifs, indicateurs, cibles, présentation des données)
<p align="center">Priorité 3</p> <p>Espace francophone et communauté appuyant des élèves</p>	<p align="center">Cibles et objectifs pour 2022-2023</p>
<p>3.1 Engagement des parents et des partenaires</p>	<ul style="list-style-type: none"> • Nombre de parents et de partenaires impliqués dans nos écoles • Pourcentage de parents et de partenaires impliqués qui expriment un sentiment d'appartenance et se sentent en sûreté
<p>Recrutement et rétention des étudiants</p>	<ul style="list-style-type: none"> • Minimale, la population scolaire suit l'évolution démographique.
<p>3.3 Construction de l'identité</p>	<ul style="list-style-type: none"> • Pourcentage d'élèves qui se disent satisfaits de l'éducation reçue (le sentiment qu'elle a renforcé la construction de leur identité) • Pourcentage d'élèves qui se disent satisfaits de l'éducation reçue (le sentiment qu'elle les a bien préparés pour leurs projets)

3.4 Valorisation de l'unicité du système d'éducation francophone et nordique	<ul style="list-style-type: none">• Nombre de fois où l'éducation en français langue première aux TNO a été reconnue (reconnaissance verbale lors de rencontres, témoignages oraux ou écrits, lettres, discours politiques, etc.)

Rapport annuel – Sommaire

Le plan de fonctionnement de la Commission scolaire francophone des Territoires du Nord-Ouest (CSFTNO) pour l'année scolaire 2022-2023 a été préparé conformément à la *Loi sur la gestion des finances publiques* (LGFP). Cette loi stipule que les organismes ténois du milieu de l'éducation doivent rendre compte de leurs activités, de leur conformité avec les directives sur l'éducation et de la mise 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.

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, et correspondent à l'ambition globale qu'ont définie ces organismes :

- A. Structure de gouvernance
- B. Organigramme
- C. Plan de formation sur la gouvernance
- D. Calendrier 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 Loi sur l'éducation des TNO définit les pouvoirs et les responsabilités du ministre, des organismes scolaires, du personnel enseignant, des élèves et des parents. Elle prévoit également des dispositions concernant l'accès, les dossiers, les mécanismes d'appels et de règlement des différends, la diversité culturelle et la langue d'enseignement, ainsi que les questions de finances et de gouvernance.

Bien que le Ministère ne fournisse pas directement de services aux élèves, il doit s'assurer que tous les enfants disposent d'un accès équitable aux programmes et services d'éducation. En vertu de la *Loi sur l'éducation*, c'est aux organismes scolaires que revient cette responsabilité. Ces organismes sont composés de personnes élues et nommées qui représentent les intérêts de leur collectivité dans la planification et la réalisation des programmes d'éducation pour leurs écoles.

La Commission scolaire francophone des Territoires du Nord-Ouest (CSFTNO) a été fondée en novembre 2001.

Le Conseil scolaire de district (CSD) de la CSFTNO est composé de six membres élus : trois de Yellowknife et trois de Hay River. Les dernières élections ont eu lieu en octobre 2021. Les membres du conseil peuvent se présenter pour un deuxième mandat. La CSFTNO a décidé de maintenir le terme de trois ans à Hay River et à Yellowknife. Chaque mois de décembre sont élus un nouveau président et vice-président, ainsi que les présidents des comités et leurs membres.

Le président de chaque organisme scolaire participe, pour sa région, au Colloque des leaders en éducation, auquel assiste aussi le ministre. Les présidents ne représentent pas seulement leurs régions et collectivités, mais doivent également contribuer collectivement à l'atteinte des priorités et objectifs communs du système d'éducation ténos.

Le président du CSD assure la liaison avec le ministre de l'Éducation. Il s'assure que le CSD opère efficacement. Il représente aussi le CSD : il en est le porte-parole.

Il y a six membres élus : trois de Yellowknife, le président, Jean de Dieu Tuyishime, Simon Cloutier et Fiona Aiston, ainsi que trois de Hay River, la vice-présidente, Jessica King, Catherine Boulanger et Rachel Cook.

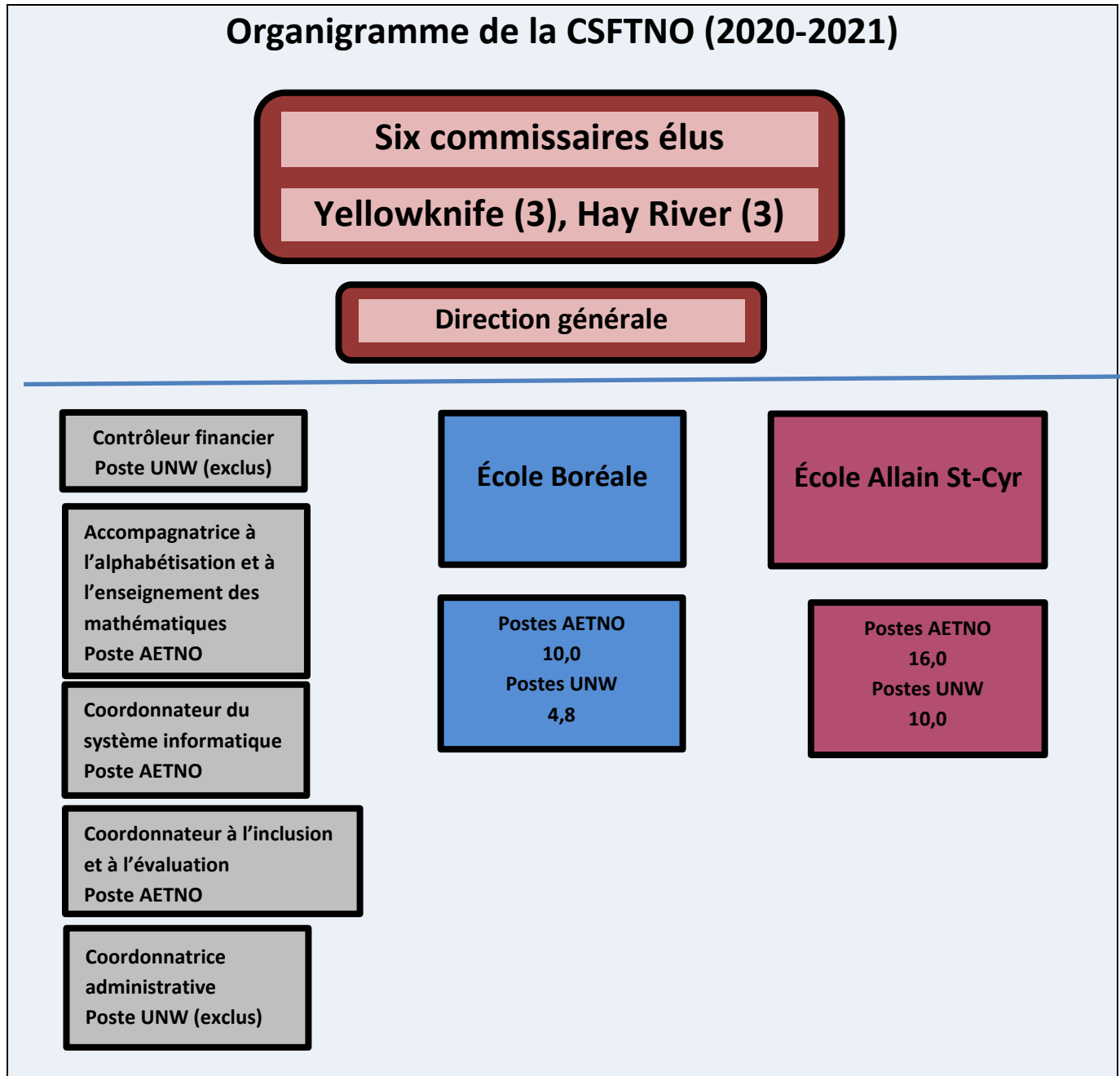
Le CSD de la CSFTNO se réunit tous les mois, sauf en juillet et en août. Les comités, quant à eux, tiennent régulièrement des réunions tout au long de l'année scolaire. La CSFTNO organise en outre deux activités de réflexion de deux jours, une à l'automne et l'autre au printemps.

La surintendante est la seule employée du CSD. Elle est la responsable et la gestionnaire du système. Ses principales tâches consistent à superviser et à structurer la réalisation des programmes d'éducation en vertu de la *Loi sur l'éducation* et ses règlements, et des directives et politiques ministérielles. La surintendante conseille le CSD dans les sphères qui relèvent de son mandat et encourage les intervenants du secteur à collaborer dans le développement d'objectifs éducatifs afin de satisfaire aux besoins des élèves francophones ténos.

La surintendante collabore avec le ministère de l'Éducation, de la Culture et de la Formation. C'est son rôle d'évaluer la réalisation des programmes scolaires comme le prévoit la *Loi sur l'éducation*.

B. Organigramme

Voici comment les différentes fonctions sont réparties :



C. 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

Plan de fonctionnement de la CSFTNO pour 2022-2023

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 (p. ex. apprentissage à distance, Montessori).

Nombre d'écoles dans le district	2	Nombre d'élèves prévus	254,5
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Nom de l'école	Collectivité	Niveaux offerts	Points saillants des programmes
École Boréale	Hay River	prématernelle à 12 ^e année	Français langue première Francisation (prématernelle à 4 ^e année) Anglais (3 ^e à 12 ^e année) Éducation physique (prématernelle à 12 ^e année) Musique (prématernelle à 8 ^e année) Arts visuels (7 ^e à 10 ^e année) Technologie (1 ^{re} à 10 ^e année) Options (7 ^e à 11 ^e année) Entrepreneuriat Éducation financière (10 ^e et 11 ^e année)
École Allain St-Cyr (ÉASC)	Yellowknife	prématernelle à 12 ^e année	Français langue première Francisation (prématernelle à 4 ^e année) Anglais (3 ^e à 12 ^e année) Éducation physique (prématernelle à 12 ^e année) Musique (prématernelle à 8 ^e année) Arts visuels (7 ^e à 10 ^e année) Technologie (1 ^{re} à 8 ^e année) Options (7 ^e à 10 ^e année) Entrepreneuriat Éducation financière (11 ^e année)

D. Profils des élèves

Le tableau qui suit présente les caractéristiques générales de la population des élèves de la région : origine ethnique, culture régionale et communauté d'appartenance et autres données démographiques importantes.

Effectif scolaire : 254,5

Origine ethnique – élèves franco-canadiens, autochtones, Métis et francophones de plusieurs autres origines; élèves dont un parent est un ayant droit : personnes d'origine libanaise, africaine, française; ainsi que des familles qui ont fait une demande d'admission à nos écoles : d'origine philippine, vietnamienne, marocaine, néerlandaise et canadienne.

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 Ténois. La Fédération franco-ténoise est le porte-parole officiel de la communauté. À Hay River, l'Association franco-culturelle du Sud et de l'Ouest 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 :

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

Pourcentage des élèves disposant d'un plan d'enseignement individualisé (PEI) : 2,5 %

Inscriptions :

Pourcentage des élèves qui seront à l'école à temps plein : 99,96 %

Pourcentage des élèves qui suivront leur scolarité à la maison : 0,04 %

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 (IRS)
- 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. Ceux 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 :

- 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
- 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 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 cibles régionales</p>	<p><u>Réussite des élèves dans les domaines de la littératie et de la numératie</u></p> <p><u>Alphabétisation</u></p> <p>En 2022-2023, nous allons :</p> <ul style="list-style-type: none"> • Revoir les rubriques pour évaluer les compétences en lecture et en écriture et en ajouter d'autres. • Revoir nos séquences d'apprentissage pour intégrer les compétences en écriture et en communication orale. • Revoir et harmoniser l'enseignement des compétences en écriture et en communication orale au primaire. • Concevoir un programme complet d'introduction à la phonologie aux niveaux préscolaire et primaire. • Revoir et harmoniser les pratiques d'évaluation aux niveaux intermédiaire et secondaire. • Instaurer un nouvel outil d'évaluation en lecture (ADEL) de la 4^e à la 8^e année. • Réviser notre plan d'alphabétisation. • Continuer de mettre en place le programme de francisation au primaire. <p><u>Enseignements des mathématiques</u></p> <p>En 2022-2023, nous allons :</p> <ul style="list-style-type: none"> • Continuer de mettre en place des stratégies explicites de résolution de problèmes.
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- Continuer de mettre en œuvre un processus pour analyser les évaluations des élèves pour déterminer leurs besoins et des stratégies d'enseignement efficaces.
- Continuer de concevoir des modules d'enseignement harmonisés de la 7^e à la 9^e année.
- Créer des outils pour garantir l'utilisation d'un langage et de processus communs en mathématiques.

Langue et culture

En 2022-2023, chaque école prévoit :

- Concevoir un plan d'action sur l'éducation et les langues autochtones. Nos écoles se concentreront un peu sur l'élément linguistique, mais surtout sur l'élément culturel.
- Maintenir une composante d'apprentissage sur les terres ancestrales et continuer de l'étoffer.
- Continuer de tisser des liens durables avec les spécialistes de la culture autochtone et les aînés.
- Continuer d'offrir des activités culturelles essentielles.

Remarque : À l'ÉASC, une tente de prospecteur a été installée, et l'objectif est de l'utiliser davantage, tout comme la zone environnante.

Enseignement personnalisé et intégration scolaire

En 2022-2023, nous allons :

- Effectuer la transition vers le nouveau plan d'étude individuel (PEI)
- Concevoir un plan de perfectionnement professionnel
- Continuer d'appuyer les équipes de soutien scolaire
- Participer à la formation des nouveaux enseignants de soutien aux programmes (ESP)
- Mettre en place le modèle « de la réaction à l'intervention » pour la lecture
- Concevoir une formation pour les aides-enseignants et un plan de perfectionnement professionnel
- Étoffer nos initiatives d'autorégulation sociale et émotionnelle
- Participer à la nouvelle formation pour la direction sur l'intégration scolaire

Compétences clés

Le profil de sortie de l'élève de la CSFTNO est le document qui oriente le développement de compétences clés.

	<p>Année 1 (2021-2022 – 2 séquences d’apprentissage) :</p> <ul style="list-style-type: none"> • Apprentissage en profondeur – utiliser la taxonomie de Bloom pour préparer des activités d’apprentissage qui vont plus loin. • Apprentissage en profondeur – utiliser la taxonomie de Bloom pour concevoir des activités d’apprentissage ouvertes. <p>En 2022-2023, le développement de la pensée critique continuera d’être au centre de notre attention :</p> <p>Année 2 (2022-2023 - 2 séquences d’apprentissage) :</p> <ul style="list-style-type: none"> • Questionnement – utiliser la taxonomie de Bloom et ses critères pour concevoir des questions qui favorisent l’apprentissage en profondeur et le développement de la pensée critique. • Évaluation – utiliser les critères pour créer avec les élèves des rubriques d’évaluation axées sur l’apprentissage en profondeur. L’importance sera accordée au développement de stratégies d’auto-évaluation.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l’écart (le cas échéant)
Initiatives en alphabétisation	100 %		
Initiatives en enseignement des mathématiques	100 %		
Initiatives en langue et culture	100 %		
Initiatives en intégration scolaire	100 %		
Compétences clés – Auto-évaluation	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)			

B. Planification des améliorations scolaires et examens des écoles

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.

De plus, 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 présentent, pour la prochaine année scolaire, les priorités et objectifs régionaux qui se rattachent à la planification des améliorations scolaires et aux examens des écoles, ainsi que les points forts et les points à améliorer relevés.

<p>Approche régionale pour la planification des améliorations scolaires et examens des écoles, et pertinence relativement aux priorités régionales et ministérielles pour l'année scolaire</p>	<p>Chaque école soumettra une planification des améliorations scolaires pour 2022-2023 en juin 2022. Ces planifications seront conçues par le personnel et pilotées par la direction. Les planifications s'harmoniseront au profil de sortie de l'élève et au plan stratégique pour 2021 à 2026. Un calendrier sera élaboré avec la direction pour réviser les planifications aux trois mois.</p> <p>Chaque planification des améliorations scolaires sera axée autour de trois éléments :</p> <ul style="list-style-type: none"> • Alphabétisation – Communication orale et écriture • Enseignement des mathématiques – Développer de la cohérence • Bien-être des élèves
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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. Évaluations du personnel

Tous les éducateurs doivent se soumettre à des évaluations en vertu de directives ministérielles, comme *Promotion du perfectionnement professionnel des enseignants dans les écoles des Territoires du Nord-Ouest (2004)* et *Directive sur l'évaluation et le perfectionnement professionnel des directeurs d'école aux Territoires du Nord-Ouest (2012)*..

Les tableaux suivants présentent l'approche régionale pour effectuer les évaluations du personnel durant la prochaine année scolaire ainsi que les points forts et les points à améliorer relevés.

<p>Approche régionale pour l'évaluation du personnel</p>	<p>En 2022-2023, la CSFTNO continuera de mettre au point son cadre de rendement. Toutefois, pour les évaluations du personnel, la CSFTNO continuera d'utiliser les outils mentionnés plus haut. Ses responsables espèrent que le nouveau guide d'évaluation du personnel conçu avec le MÉCF sera bientôt disponible.</p> <p>La CSFTNO croit à un modèle de perfectionnement et d'encadrement plutôt qu'à un modèle d'évaluation.</p>
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<p>Points forts de la région</p>	
<p>Éléments à améliorer pour la région</p>	
<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	

D. 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>Approche régionale pour terminer la formation en cours d'emploi</p> <p>Veillez indiquer la pertinence relativement aux priorités régionales et communes pour l'année scolaire à venir</p>	<p>Alphabétisation – Plan stratégique pour 2021 à 2026</p> <p>Ateliers d'écriture Francisation Sensibilisation phonologique</p> <p>Enseignement des mathématiques – Plan stratégique pour 2021 à 2026 (voir la proposition de l'Initiative pour la réussite scolaire)</p> <ul style="list-style-type: none"> • Compétences en résolution de problèmes – enseigner des stratégies couramment employées • Concevoir des stratégies pédagogiques pour mieux satisfaire les besoins repérés durant l'analyse des données des élèves. • Créer des outils d'évaluation pour les niveaux intermédiaires. • Développer une compréhension commune des concepts essentiels pour enseigner et un langage commun cohérent. <p>Pensée critique – Profil de sortie des élèves et plan stratégique pour 2021 à 2026 (voir les planifications des améliorations scolaires)</p> <p>En 2022-2023, nous continuerons à insister sur la pensée critique. Un comité directeur regroupant deux directeurs et des enseignants volontaires est chargé de</p>
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Plan de fonctionnement de la CSFTNO pour 2022-2023

	<p>piloter 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 au besoin 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 la formation en cours d'emploi. (Veuillez choisir entre 0 et 2,5)	1		
Points forts de la région La CSFTNO a créé un dépôt où conserver les données sur les résultats des élèves. La commission scolaire va continuer à rendre le dépôt plus efficace.			
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. 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 (années-personnes [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	1,00			

* 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 établies pour l’année scolaire à venir, de même que les points forts et les points à améliorer.

<p>Approche régionale à l’utilisation du rôle de coordonnateur de l’alphabétisation pour l’année scolaire à venir</p> <p>Veillez indiquer s’il y a un plan d’action régional en matière d’alphabétisation en place.</p>	<p>La CSFTNO a un plan d’action pour l’alphabétisation. Il sera revu en 2022-2023.</p> <p>Notre conseiller en alphabétisation et en enseignement des mathématiques est responsable de :</p> <p>Coordonner :</p> <ul style="list-style-type: none"> • Communautés d’apprentissage professionnelles – Alphabétisation • Initiative pour la réussite scolaire – Enseignement des mathématiques • Francisation • Programme de mentorat <p>Conseiller Co-enseigner Planifier pour le conseil d’administration Aider à piloter des activités de perfectionnement professionnel</p>
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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. 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 présentent l’approche régionale retenue pour l’année scolaire à venir, de même que les points forts et les points à améliorer.

<p>Approche régionale au programme Bien se nourrir pour mieux apprendre pour l’année scolaire à venir</p>	<p>Chaque école sert de la nourriture santé à tous les élèves.</p> <p>Au primaire, le responsable est l’enseignant de chaque classe, au secondaire, c’est l’enseignant d’éducation physique.</p> <p>Plusieurs fois par année, un petit-déjeuner chaud est servi à toute l’école; aux occasions spéciales, c’est pour les élèves du secondaire seulement.</p> <p>Des cours de cuisine sont aussi offerts aux élèves du secondaire.</p> <p>Des collations et des repas sont toujours à la disposition des élèves qui en ont besoin.</p>
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<p>Points forts de la région.</p>	
<p>Éléments à améliorer pour la région</p>	
<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	

Nom de l'école	Type de programmes alimentaires offerts <i>(déjeuner, dîner, collations, etc.)</i>	Moyenne d'élèves servis chaque jour	Critères de participation <i>(faible revenu, coûts, gratuit pour tous, etc.)</i>	Financement reçu d'une source autre que le GTNO <i>(Montant [\$] et source)</i>
École Boréale				
ÉASC				

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

G. 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.

Nom de l'école	Langue seconde <i>(chipewyan, cri, anglais, français, gwich'in, inuinnaqtun, inuktitut, inuvialuktun, esclave du Nord, esclave du Sud ou t̄ch̄o)</i>	Type d'enseignement en LS <i>(programme élémentaire, avancé, approfondi ou immersion)</i>	Niveaux <i>(par type de programme)</i>	Séances du programme de LS <i>(niveau et minutes par semaine)</i>	Fréquence réelle du cours de LS <i>(niveau et minutes par semaine)</i>	Explication de l'écart <i>(le cas échéant)</i>
École Boréale	Français	Régulier	3 à 12	3 à 6 – 240 7 à 9 – 204 10 – 321 11 et 12 - 386		
ÉASC	Français	Régulier	3 à 12	3 - 180 4 - 240 5 et 6 – 240 7 et 8 - 325 10 à 12= 350		

* Prévoyez une ligne par école, par langue et par type d'enseignement.

3. Intégration scolaire

La Directive ministérielle sur l'intégration scolaire (2016) repose sur du 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. Les fonds pour l'intégration scolaire permettent aux organismes scolaires d'offrir des systèmes et des services de soutien aux élèves pour qu'ils soient tous intégrés dans des classes ordinaires 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			

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 et dont les titulaires collaborent 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).

Nom de l'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)
École Boréale	1,00	1,00				
ÉASC	1,33	1,33				
Total	2,33	2,33				

C. Aides-enseignants

Les aides-enseignants sont des personnes qui travaillent 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) ».

Nom de l'école	Alloué (AP)	Prévu (AP)	Explication de l'écart (le cas échéant)	Réel (AP)	Explication de l'écart (le cas échéant)
École Boréale	0,97	1,00			
ÉASC	2,46	7,00	3,0 en vertu du principe de Jordan		
Total	3,43	8,00			

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)
15 230 \$	15 230 \$			

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/Non)	Sinon, pourquoi?
Formation d’autorégulation	Nouveaux enseignants et aides-enseignants	Coordonnateur régional de l’intégration scolaire	Août 2022		
Formation en classe sur la pleine conscience	ESP et éducateurs	Sous-traitant	Octobre ou novembre 2022 ÉASC et ÉB		
Conférence sur l’éducation inclusive : Institut des troubles d’apprentissage	ESP et aides-enseignants	Conférence	Mars 2023		
Formation sur le développement du langage à l’enfance	ESP et éducateurs	Fournisseur : orthophoniste – Carrie Jansen	Durant l’année, au besoin		
Stratégies d’intégration scolaire pour les aides-enseignants	Aides-enseignants	Conférence : Réseau entre-aide	Edmonton, février 2023		

Plan de fonctionnement de la CSFTNO pour 2022-2023

Soutien à l'intégration scolaire à Hay River par le coordonnateur régional de l'intégration scolaire Visite du coordonnateur à l'École Boréale pour rencontrer et aider le personnel pour les questions dans le domaine	Directeurs, nouveaux enseignants et aides-enseignants	Coordonnateur régional de l'intégration scolaire	8 visites au cours de l'année scolaire 2022-2023		
Formation sur les nouveaux plans d'enseignement individualisé (PEI)	ESP	Coordonnateur régional de l'intégration scolaire	9 rencontres prévues (1/mois)		
Formation sur les technologies d'assistance au besoin Mise à jour sur les nouvelles technologies pour les enseignants Formation sur les nouveaux logiciels ou les nouveaux outils en ligne	Enseignants et aides-enseignants	Coordonnateur régional de l'intégration scolaire	Visites au besoin		
Colloque de l'Association des orthopédagogues du Québec	ESP et CRIS	Rencontre	3 et 4 novembre 2022		

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 <i>(fréquence ou quantité, p. ex. le nombre d'évaluations ou de journées de consultation)</i>	Raison de choisir un consultant plutôt qu'un service du GTNO <i>(inaccessibilité au service du GTNO, etc.)</i>	École(s) profitant du 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 postes de consultant, comme ceux pourvus 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 <i>(\$)</i>	Réel <i>(\$)</i>	Achats réels de technologies d'assistance	Type d'utilisateurs <i>(n^{bre} de classes ou d'élèves, etc.)</i>	Total <i>(\$)</i>	Explication de l'écart <i>(le cas échéant)</i>
27 906 \$					

F. Guérison et aide psychologique

La guérison et l'aide psychologique englobent les stratégies et les mesures de soutien conçues pour résoudre les problèmes de comportement et les malaises socioaffectifs liés entre autres aux séquelles des pensionnats.

Le tableau suivant indique le montant alloué et réel consacré aux activités de guérison et à l'aide psychologique dans la région.

Alloué (<i>\$</i>)	Réel (<i>\$</i>)	Objectif (<i>matériel, postes, contrats, etc.</i>)	Type d'utilisateurs (<i>n^{bre} de classes ou d'élèves, etc.</i>)	Total (<i>\$</i>)	Explication de l'écart (<i>le cas échéant</i>)
33 780 \$					

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 pour l'année scolaire à venir; de même que 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</p>	<p>Les écoles de la CSFTNO sont composées de cohortes qui ne changent pas beaucoup d'une année à l'autre. C'est un réel avantage quand vient le temps d'arrimer le soutien aux élèves avec les objectifs.</p> <p>Cette année encore, nous continuons d'utiliser un processus qui garantit que le soutien aux élèves est arrimé avec les objectifs énoncés dans le PSÉ et le PEI. Les ESP se sont engagés à réviser tous les plans à la fin de l'année pour qu'ils soient prêts en septembre.</p> <p>Quand l'année scolaire commence, chaque enseignant reçoit les plans utilisés l'année précédente; il a environ un mois pour apprendre à connaître ses élèves. Pendant ce temps, nous demandons aux enseignants d'utiliser les plans comme documents de travail. Ils peuvent ajouter, enlever ou suggérer de nouvelles stratégies ou mesures d'adaptation qui seront ajoutées aux plans et avec lesquelles ils sont à l'aise. Une fois les plans modifiés, les ESP rencontrent les enseignants individuellement et avec eux, passent les plans en revue. À la CSFTNO, nous sommes fiers de nos plans, ce sont des documents évolutifs auxquels toute la communauté scolaire contribue.</p> <p>Nous continuerons de travailler avec nos orthophonistes sur le développement du langage. 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. Ces partenaires nous aident à cerner les adaptations précises à effectuer pour les élèves qui ont des besoins particuliers.</p>
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<p>Points forts de la région</p>	
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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 apprendre de façon 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 les conditions propices à l'emploi de stratégies pédagogiques flexibles par les enseignants pour l'année scolaire à venir; il présente également les points forts et les points à améliorer.

<p>Approche régionale permettant aux directeurs de créer les conditions favorables à l'emploi de stratégies pédagogiques flexibles par les enseignants</p>	<p>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.</p> <p>Après deux ans et demi d'interruptions dans la formation, nous pensons que le temps est venu de réaffirmer notre solide engagement pour l'autorégulation et la pleine conscience. Nous sommes en train d'organiser une « Semaine de pleine conscience » en automne.</p>
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<p>Points forts de la région</p>	
<p>Éléments à améliorer pour la région</p>	
<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	

I. Équipe de soutien scolaire

L'équipe de soutien scolaire (ESS), 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 pour l'année scolaire à venir; ils présentent aussi 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</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 modèle de rencontre de 30 minutes. • Le coordonnateur fixe les dates et assiste à la première rencontre 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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<p>Points forts de la région</p>	
<p>Éléments à améliorer pour la région</p>	
<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	

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 et tuteurs. Toutefois, en vertu de la *Loi sur l'éducation* des TNO, le plan d'enseignement individualisé exige en plus le consentement explicite (signature sur le document) du parent ou du tuteur de l'élève concerné.

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 pour l'année à venir; ils présentent également 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</p>	<p>Processus d'examen</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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<p>Points forts de la région</p>	
<p>Éléments à améliorer pour la région</p>	
<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	

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 aux enseignants**.
- 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 points forts et les points à améliorer.

<p>Approche régionale permettant aux ERPS d'organiser le plus possible leur temps en fonction des priorités établies à cet égard</p>	<p>Approche régionale de la CSFTNO :</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 ERPS présenté dans Exploring Inclusive Pedagogies (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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<p>Points forts de la région</p>	
<p>Éléments à améliorer pour la région</p>	
<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	

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 des TNO aide le ministère de l'Éducation, de la Culture et de la Formation (MÉCF) et les organismes scolaires à accueillir tous les élèves dans des environnements d'apprentissage qui centralisent, respectent et promeuvent les visions du monde, les cultures et les langues autochtones de la collectivité où se trouve l'école.

La Politique est soutenue annuellement par du financement conditionnel alloué aux organismes scolaires pour qu'ils offrent l'enseignement en langues autochtones et des programmes pédagogiques culturels pertinents pour les élèves dans le cadre du programme éducatif du district. Le financement versé aux organismes scolaires pour l'éducation et les langues autochtones doit uniquement servir à soutenir les élèves et les enseignants conformément à la présente politique sur l'éducation et les langues autochtones pour les élèves de la prématernelle à la 12^e année 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 tout écart ou ajustement (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 le modifier au besoin, afin 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>
École Boréale	Tout le personnel	Tous les mois	
ÉASC	Sylvie Larose, Marika Cyr, Simon Markowski-Bourque, Zakaria Traoré, Michel Houle, et Christine Ratel	Tous les 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 chaque école des TNO crée un environnement accueillant qui centralise, respecte et promeut les visions du monde, cultures et langues autochtones de la collectivité où elle se trouve. Par exemple :

- Chaque école doit s'efforcer de mettre en œuvre les programmes Dene Kede et Inuuqatigiit afin que les cultures, langues et visions du monde autochtones de la collectivité où elle se situe ressortent dans tous leurs enseignements.
Ainsi, on doit attribuer des ressources pour aider les enseignants de la prématernelle à la 12^e année à appliquer les programmes Dene Kede ou Inuuqatigiit.
- Chaque école doit offrir à tous ses élèves un environnement d'apprentissage qui centralise, respecte et promeut les visions du monde, cultures et langues autochtones de la collectivité où elle se trouve. Pour ce faire, il faut resserrer les liens entre l'école et la collectivité, offrir de la formation aux éducateurs et faire participer toute l'école à l'usage des langues. Ainsi, on doit :
 - Attribuer des ressources pour aider à renforcer la relation entre l'école et la collectivité, y compris pour des programmes obligatoires de présence des aînés dans les écoles;
 - Attribuer des ressources pour la formation des enseignants afin que tous les membres du personnel scolaire connaissent les visions du monde, les cultures et les langues autochtones de la collectivité dans laquelle ils vivent et travaillent, y compris pour deux jours d'orientation culturelle obligatoire;
 - Attribuer des ressources pour adopter une approche scolaire globale visant à faire participer toute l'école à l'usage des langues autochtones.
- Les écoles doivent intégrer la culture et les façons de faire autochtones à leurs pratiques d'enseignement et d'apprentissage, ainsi qu'aux programmes d'enseignement et aux matières pour que les élèves de la prématernelle à la 12^e année aient l'occasion de vivre des expériences culturelles essentielles, authentiques et pertinentes tout au long de l'année scolaire. Ainsi, on doit :
 - Attribuer des ressources pour soutenir les enseignants afin que leurs pratiques d'enseignement et d'apprentissage soient holistiques, spirales, expérientielles et relationnelles.
 - Attribuer des ressources pour aider les enseignants à adapter le contenu des programmes d'études aux cultures autochtones afin qu'ils reflètent les visions du monde, les cultures et les langues autochtones de la collectivité dans laquelle l'école est située.

- Attribuer des ressources pour des expériences culturelles essentielles, authentiques et pertinentes, y compris des camps culturels sur les terres ancestrales, tout au long de l'année scolaire.

Le financement de l'éducation autochtone comprend l'embauche d'aînés et de travailleurs de soutien culturel de la communauté, et la formation adéquate d'enseignants pour assurer la mise en œuvre de la Politique.

Le tableau suivant donne le montant régional alloué, prévu et réel consacré à l'éducation autochtone; il explique également tout écart potentiel.

Nom de l'école	Alloué (\$)	Prévu (\$)	Explication de l'écart (le cas échéant)	Réel (\$)	Explication de l'écart (le cas échéant)	Financement par un tiers (\$) et source (le cas échéant)
École Boréale	31 800 \$	21 000 \$	Nombre d'élèves moins élevé			
ÉASC	30 600 \$	41 373 \$	Nombre d'élèves plus élevé			
Total	62 400 \$	62 373 \$				

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**, ou de trouver des fonds supplémentaires dans les fonds prévus par la Politique ou chez une partie tierce.

École	Aîné à l'école (O/N)	Travailleur de soutien culturel (O/N)	Financement du poste	Si vous avez répondu non pour l'un des postes, quelle en est la raison?
École Boréale	N	O	Politique	
ÉASC	N	O	Politique	

D. 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.

Le tableau suivant présente l'approche de la région pour renforcer la formation des éducateurs nordiques. Il indique les cibles régionales fixées et les résultats obtenus; il explique également tout écart potentiel.

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 (approche globale relative à l'utilisation de la langue).	100 %		
Pourcentage d'écoles offrant de la formation et du soutien sur les programmes Dene Kede et Inuuqatigiit à tous les membres du personnel	100 %		
Type de formation de sensibilisation aux pensionnats pour Autochtones offerte (p. ex. exercice des couvertures, ICAST [Bien vivre ensemble], conférence)			

Les organismes scolaires doivent attribuer des ressources pour la formation des enseignants afin que tous les membres du personnel scolaire connaissent les visions du monde, les cultures et les langues autochtones de la collectivité dans laquelle ils vivent et travaillent, y compris deux jours d'orientation culturelle obligatoire. Le tableau suivant présente les approches scolaires aux jours d'orientation culturelle **locale**.

École	Type d'orientation culturelle (Expériences planifiées)	Pourcentage de participation du personnel	Pourcentage de participation réelle	Explication de l'écart (le cas échéant)
École Boréale	Revue du plan Dene Kede Discussions avec des survivants des pensionnats Activités traditionnelles dirigées par des aînés	100 %		
ÉASC	Revue du plan Dene Kede Discussions avec des survivants des pensionnats	100 %		

	Activités traditionnelles dirigées par des aînés			
--	--	--	--	--

E. 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. Les organismes scolaires doivent attribuer des ressources pour des expériences culturelles essentielles, authentiques et pertinentes, y compris des camps culturels sur les terres ancestrales, tout au long de l'année scolaire.

Le tableau suivant présente les expériences culturelles essentielles **sur les terres ancestrales** offertes durant l'année scolaire grâce aux fonds du soutien communautaire ou aux directives sur l'éducation autochtones.

École	Nom de l'expérience culturelle essentielle sur les terres ancestrales <i>(toutes les nommer)</i>	Nombre de participants	Nombre d'experts en ressources culturelles, ou d'aînés embauchés	La langue autochtone était-elle intégrée tout du long? <i>(O/N)</i>	Durée de l'expérience <i>(jours/heures/fréquence)</i>
ÉB					
ÉASC					

Le tableau suivant présente les expériences culturelles essentielles réalisées à l'école grâce au financement consacré au soutien communautaire ou à l'éducation autochtone.

École	Nom de l'expérience culturelle essentielle à l'école <i>(toutes les nommer)</i>	Nombre de participants	Nombre d'experts en ressources culturelles, ou d'aînés embauchés	La langue autochtone était-elle intégrée tout du long? <i>(O/N)</i>	Durée de l'expérience <i>(jours/heures/fréquence)</i>
ÉB					

ÉASC					
------	--	--	--	--	--

Le tableau suivant détaille l'équipement acheté par les écoles pour offrir les expériences culturelles essentielles.

École	Équipement ou matériel acheté pour les expériences sur les terres ancestrales	Équipement ou matériel acheté ou loué pour l'école	Si une formation ou un permis était requis, a-t-il été payé grâce au financement accordé au titre de la Politique sur l'éducation et les langues autochtones? (O/N)
École Boréale			
ÉASC			

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

Tout le personnel scolaire joue un rôle dans le soutien des efforts de réclamation et de revitalisation linguistiques. **Faire participer toute l'école** à l'apprentissage des langues répare les fossés creusés par la colonisation. Par la reconnaissance de la valeur et l'usage authentique de la langue et de la culture, l'approche scolaire globale devient un élément de réconciliation. Les organismes scolaires doivent allouer des ressources pour adopter une approche scolaire globale visant à faire participer toute l'école à l'usage des langues autochtones.

Les tableaux suivants présentent les initiatives qui adoptent une approche scolaire globale quant à l'usage des langues autochtones.

École	Affichage en langues autochtones dans les écoles <i>(O/N)</i>	Type d'initiatives mises en place par le personnel pour promouvoir l'usage des langues dans toute l'école	Type d'événements communautaires organisés par l'école où on promeut, utilise et valorise les langues autochtones
École Boréale			
ÉASC			

G. 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 éducation et langues autochtones dans les collectivités.

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

Alloué (\$)	Réel (\$)	Activité de soutien communautaire	Total (\$)	Explication de l'écart (le cas échéant)
27 090 \$				

Annexe B: Plan de fonctionnement – Budget d’exploitation

Ministère de l'Éducation, de la Culture et de la Formation
Budget 2022-2023 approuvé par le Conseil ou le District

Commission scolaire francophone des Territoires du Nord-Ouest
État des résultats d'exploitation (tableau 1)
Budget annuel consolidé

	2022-2023 Budget prévu	2021-2022 Budget approuvé	2021-2022 Réal
FONDS DE FONCTIONNEMENT			
REVENUS			
Gouvernement des TNO			
Contributions régulières du MÉCF	5 195 700	4 877 806	4 965 060
IRS (Montants de base - tableau 8)	15 000	15 000	15 000
Apprentissage à distance dans le Nord (tableau 8)			
Langue minoritaire (tableau 8)	1 403 050	1 403 050	1 403 050
Initiative Renouveau en éducation (tableau 8)			
Autres contributions du MÉCF	43 000	43 000	135 549
Sous-total MÉCF	6 656 750	6 338 856	6 518 659
Autres contributions du GTNO	151 733	64 900	133 089
Total GTNO	6 808 483	6 403 756	6 651 748
Financement fédéral – Principe de Jordan (tableau 8)	265 805	80 721	115 500
Autre financement fédéral	32 126	37 280	0
Réquisition en taxes foncières			
Autres organismes scolaires			
Fonds générés par l'organisme scolaire			
Location			
Frais de scolarité			
Revenus de placement	15 000	20 000	14 072
Dons			
Autre			
Total – Fonds générés	15 000	20 000	14 072
TOTAL DES REVENUS	7 121 414	6 541 757	6 781 320
DÉPENSES			
Administration (voir tableau 2)	1 005 665	868 673	924 835
Programmes scolaires (voir tableau 2)	4 983 387	4 703 858	4 889 933
Fonctionnement et entretien (voir tableau 2)			
Intégration scolaire (voir tableaux 2 et 3)	991 018	971 985	1 009 728
Éducation et langues autochtones (voir tableaux 2 et 4)	128 110	135 315	123 706
Hébergement élèves et personnel (voir tableau 2)			
Service de la dette			
Autre			
Sous-total avant amortissement	7 108 179	6 679 831	6 948 202
Amortissement (voir tableau 6)			
TOTAL DES DÉPENSES	7 108 179	6 679 831	6 948 202
EXCÉDENT (DÉFICIT) DE FONCTIONNEMENT DE L'EXERCICE	13 234	-138 074	-166 882
EXCÉDENT (DÉFICIT) ACCUMULÉ À L'OUVERTURE *	-63 272	139 077	103 610
EXCÉDENT (DÉFICIT) ACCUMULÉ À LA FERMETURE *	-50 037	1 003	-63 272

*L'excédent de fonctionnement accumulé exclut les placements en immobilisations corporelles et la réserve DEL. CSFTNO exclut la responsabilité envers le GTNO.

Rapprochement du total de l'excédent accumulé à la fermeture :

Excédent de fonctionnement à la fermeture (ci-dessus)	13 234	-138 074	-63 272
Immobilisations corporelles à la fermeture (YK1, ÉCY, ASCT, CSDSS)	0	0	0
Réserve DEL à la fermeture (réservé à YK1)	0	0	0
Responsabilité envers le GTNO à la fermeture (CSFTNO)	-1 269 573	-1 269 573	-1 269 573
Total de l'excédent accumulé à la fermeture	-1 319 610	-1 268 570	-1 332 845

Ministère de l'Éducation de la Culture et de la Formation
Budget 2022-2023 approuvé par le Conseil

Conseil scolaire de division et Administration scolaire de district
Dépenses consolidées - (tableau 2)
Budget annuel

	Administration	Programmes scolaires	Fonctionnement et entretien	Intégration scolaire	Programmes culturels et de langues autochtones	Hébergement élèves et personnel	Principe de Jordan	Total
SALAIRES.								
Salaire des enseignants		3 637 134						3 637 134
Coordonnateurs régionaux (IS et ELA)				169 594	55 420			225 014
Enseignants de soutien aux programmes				371 940				371 940
Aides-enseignants				394 245			265 805	660 050
Enseignement en langues autochtones								0
Personnes-ressources pour la culture								0
Aînés à l'école					45 600			45 600
Personnel non enseignant	493 034	626 042						1 119 076
Honoraires pour les membres et le personnel du CA	32 000							32 000
AVANTAGES SOCIAUX								
Avantages sociaux et primes pour employés	70 000							70 000
Congés et indemnités de cessation d'emploi	35 000							35 000
PERFECTIONNEMENT DU PERSONNEL (y compris les déplacements)	6 000	27 160		15 230			0	48 390
SERVICES ACHETÉS ET CONTRATS								
Services techniques et professionnels	250 360	78 350						328 710
Courrier postal et autres communications	14 899	15 588						30 487
Services publics								0
Chauffage								0
Électricité								0
Aqueduc et égouts								0
Déplacements	19 500	15 500		7 103				42 103
Transport scolaire (autobus)		61 926						61 926
Publicité, impression et publication	48 764							48 764
Entretien et réparations	1 018	48 831						49 849
Locations et baux		23 000						23 000
Autres services contractuels	12 750	25 000						37 750
DOCUMENTS, FOURNITURES ET MARCHANDISES								
Technologie d'assistance				27 906				27 906
Documents	22 340	157 051		5 000	27 090			211 481
Marchandises		2 000						2 000
SERVICE DE LA DETTE								0
AUTRE								0
SOUS-TOTAL DES DÉPENSES AVANT AMORTISSEMENT	1 005 665	4 717 582	0	991 018	128 110	0	265 805	7 108 179
AMORTISSEMENT								0
TOTAL	1 005 665	4 717 582	0	991 018	128 110	0	265 805	7 108 179

Ministère de l'Éducation, de la Culture et de la Formation
Budget 2022-2023 approuvé par le Conseil

Conseil scolaire de division et Administration scolaire de district
Intégration scolaire - (tableau 3)
Budget annuel

	Intégration scolaire (généralités)	Établissements centraux	Total
<u>SALAIRES</u>			
Coordonnateurs régionaux	169 594		169 594
Enseignants établ. centraux			
Enseignants soutien progr.	371 940		371 940
Aides-enseignants	394 245		394 245
<u>AVANTAGES SOCIAUX</u>			
Avantages sociaux et primes			0
<u>PERFECTIONNEMENT DU PERSONNEL</u> [y compris les déplacements]			
	15 230		15 230
<u>SERVICES ACHETÉS ET CONTRATS</u>			
Services techniques et professionnels			0
Transport scolaire (par autobus) *			0
Autres services contractuels	7 103		7 103
<u>DOCUMENTS, FOURNITURES ET MARCHANDISES</u>			
Technologies d'assistance	27 906		27 906
Documents	5 000		5 000
Marchandises			0
Total	991 018	0	991 018

**Ministère de l'Éducation, de la Culture et de la Formation
Budget 2022-2023 approuvé par le conseil**

**Conseil scolaire de division et Administration scolaire de district
Éducation et langues autochtones - (tableau 4)
Budget annuel**

	Éducation autochtone	Développement de ressources pour le programme « Nos langues » (CEA)	Soutien communautaire	Total
<u>SALAIRES</u>				
Coordonnateurs régionaux en éducation et langues autochtones	55 420			55 420
Enseignement en langues autochtones				0
Personnes-ressources pour la culture				0
Aînés à l'école			45 600	45 600
<u>AVANTAGES SOCIAUX</u>				
Av. sociaux et primes pour employés				0
<u>SERVICES ACHETÉS ET CONTRATS</u>				
Services techniques et professionnels				0
Déplacements				0
Transport scolaire (par autobus)*				0
Publicité, impression et publications				0
Location et baux				0
Autres services contractuels				0
<u>DOCUMENTS, FOURNITURES ET MARCHANDISES</u>				
Documents			27 090	27 090
Marchandises				0
Total	55 420	0	72 690	128 110

Ministère de l'Éducation de la Culture et de la Formation

Budget 2022-2023 approuvé par le conseil

Conseil scolaire de division et Administration scolaire de district

Années-personnes approuvées – (tableau 5)

Budget annuel

	<u>Années-personnes</u>
Personnel administratif	3,50
Écoles territoriales :	
Enseignants	23,30
Experts-conseils	1,50
Aides en classe	
Secrétaires	2,00
Concierges	2,16
Animateurs culturels	1,60
Intégration scolaire :	
Coordonnateurs régionaux	1,00
Enseignants de soutien aux programmes	2,33
Aides-enseignants	4,42
Principe de Jordan	
Aides-enseignants	3,00
Éducation et langues autochtones :	
Coordonnateurs régionaux	0,16
Enseignants des langues autochtones	
AUTRE (précisez)	
Total années-personnes	<u>44,97</u>

Annexe C : Rapport annuel – états financiers vérifiés

Approvals

Operating Plan

TUYSHINE [Signature]
Education Body Chair

Chonae Career
Superintendent

Le 20 juillet 2022
Date

Le 20 juillet 2022
Date

Annual Report

Education Body Chair

Superintendent

Date

Date

Education Accountability Framework

Dettah District

Education Authority

Operating Plan

For the 2022-23 School Year



Cadre de responsabilisation en éducation

Administration scolaire de district de Dettah

Plan de fonctionnement

Année scolaire 2022-2023



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Operating Plan - Executive Summary

The Dettah District Education Authority's Operating Plan for the 2022-2023 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:

As we anticipate a full school year of in-person learning for the first time in several years, we have chosen to continue to focus our goals and priorities on connecting with families and the community as well as building student stamina and academic skills.

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
 - Continued focus on literacy instruction across the curriculum

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; eliminating financial barriers
- Speech Language Development
 - Continue work with SLP from Stanton Territorial Hospital and weekly Tele-speech sessions for eligible students (if as available considering new changes)
 - Re-consider work with a private Speech Consultant to better support our in-school interventions (if accessible)
 - Begin training staff in different aspects of the Hanen speech programs (A goal from 2020-2021 that did not occur due to staffing challenges and school interruptions due to COVID-19)

Mental Health and Healthy Relationship Focus

- ASIST /MHFA Training
- Crisis Response and Debrief Training

Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Administration scolaire de district de Dettah (ASDD) pour l'année scolaire 2022-2023 a été préparé conformément à la *Loi sur la gestion des finances publiques* (LGFP). 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 l'ASDD pour la prochaine année scolaire.

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

Prévoyant que l'apprentissage se fera en personne pendant toute l'année scolaire et pour la première fois en plusieurs années, nous avons choisi de continuer à nous concentrer sur les priorités et buts suivants : maintenir nos relations avec les familles des élèves et le reste de la communauté, tout en renforçant la persévérance et les compétences des élèves en question.

Priorités et objectifs régionaux harmonisés avec les priorités et objectifs ministériels

- Éducation à la petite enfance et soutien aux familles
 - Offrir de la formation en orthophonie et intervention pour les enseignants de prématernelle et de maternelle, les enseignants de soutien aux programmes et les coordonnateurs régionaux de l'intégration scolaire
 - Maintenir les programmes d'aide aux femmes enceintes et aux familles avec un nourrisson
 - Maintenir la promotion, auprès des organismes de santé publique, de l'importance des visites de suivi pour les bébés et les enfants, et des cliniques de vaccination dans les écoles, de même que des cliniques de vaccination contre le VPH
- Réussite scolaire
 - Bonifier le soutien aux enseignants pour l'adaptation de l'enseignement et la gestion des classes multiâges et multiniveaux pendant les heures consacrées au renforcement des pratiques d'enseignement (RPE)
 - Accroissement des possibilités, pour les enseignants, de faire partie d'équipes collaboratives pour planifier et concevoir des unités d'étude

- Continuer d'insister sur l'importance d'encourager les parents et le reste de la communauté à faire la lecture aux bébés et aux enfants à la maison
- Continuer d'insister sur la résolution de problèmes en mathématiques arrimés dans le quotidien et usant de questions à réponses ouvertes
- Continuer d'insister sur l'alphabétisation dans tout le curriculum

Mieux-être et rétention du personnel

- 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
- Encourager la conciliation travail-vie personnelle en évitant de prendre les courriels et les appels en lien avec le travail entre 18 h et 6 h et en se réservant du temps à passer en famille pendant la fin de semaine et les vacances, et veiller à ce que le personnel administratif donne l'exemple à cet égard
- Discuter des incidents critiques ou bouleversants en groupe

Éducation et langues autochtones

- Revitalisation des langues autochtones
 - Poursuivre la production des films Frostbite, présentant le mot du jour en langue wilìideh
 - Poursuivre le développement d'une approche permettant d'intégrer l'apprentissage du wilìideh 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 wilìideh dans l'école
 - Augmenter le nombre d'ouvrages littéraires autochtones dans les bibliothèques des classes et de l'école

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

- Continuer de soutenir les familles avant, pendant et après les rendez-vous médicaux, notamment en offrant des soins aux enfants et des rappels de rendez-vous lorsque c'est possible
- Continuer à offrir l'éducation gratuite, en cherchant à aplanir les obstacles de nature financière
- Développement de la parole et du langage
 - 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 (si possible dans les nouvelles circonstances)
 - Envisager à nouveau de travailler avec un orthophoniste du secteur privé pour mieux soutenir les interventions en milieu scolaire (si accessible)
 - Commencer à former le personnel dans différents volets des programmes de langage du Centre Hanen (c'était un objectif de l'année 2020-2021, mais il n'a pas pu être réalisé en raison du manque de personnel et des interruptions des cours liées à la COVID-19)

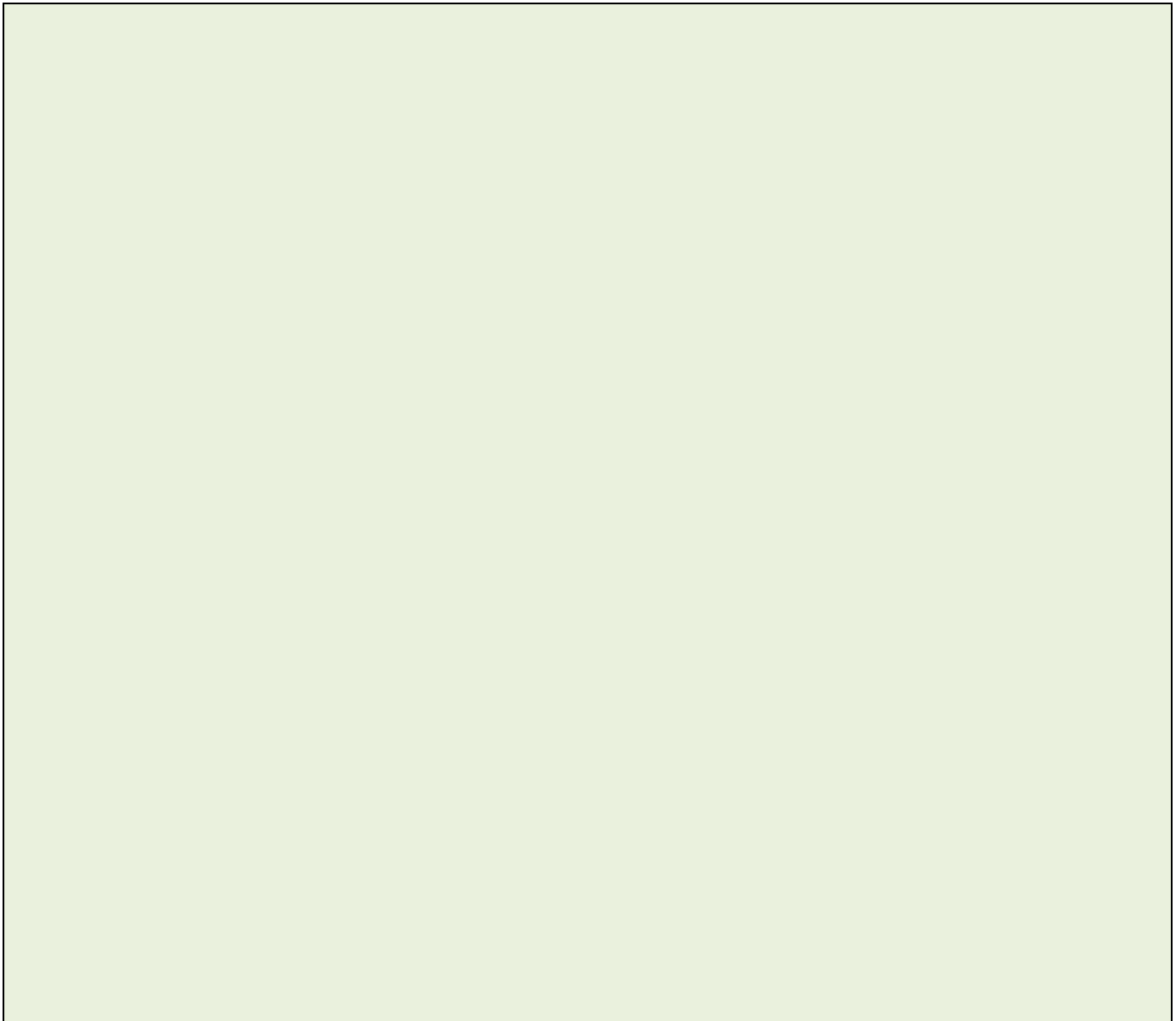
Importance de la santé mentale et des relations saines

- 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

Annual Report - Executive Summary

The Dettah District Education Authority's Annual Report for the 2022-2023 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. School Profiles; and
- D. Student 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 2022)

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

Support Members for the DDEA Include

TBD – 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 its general organization, management and growth.

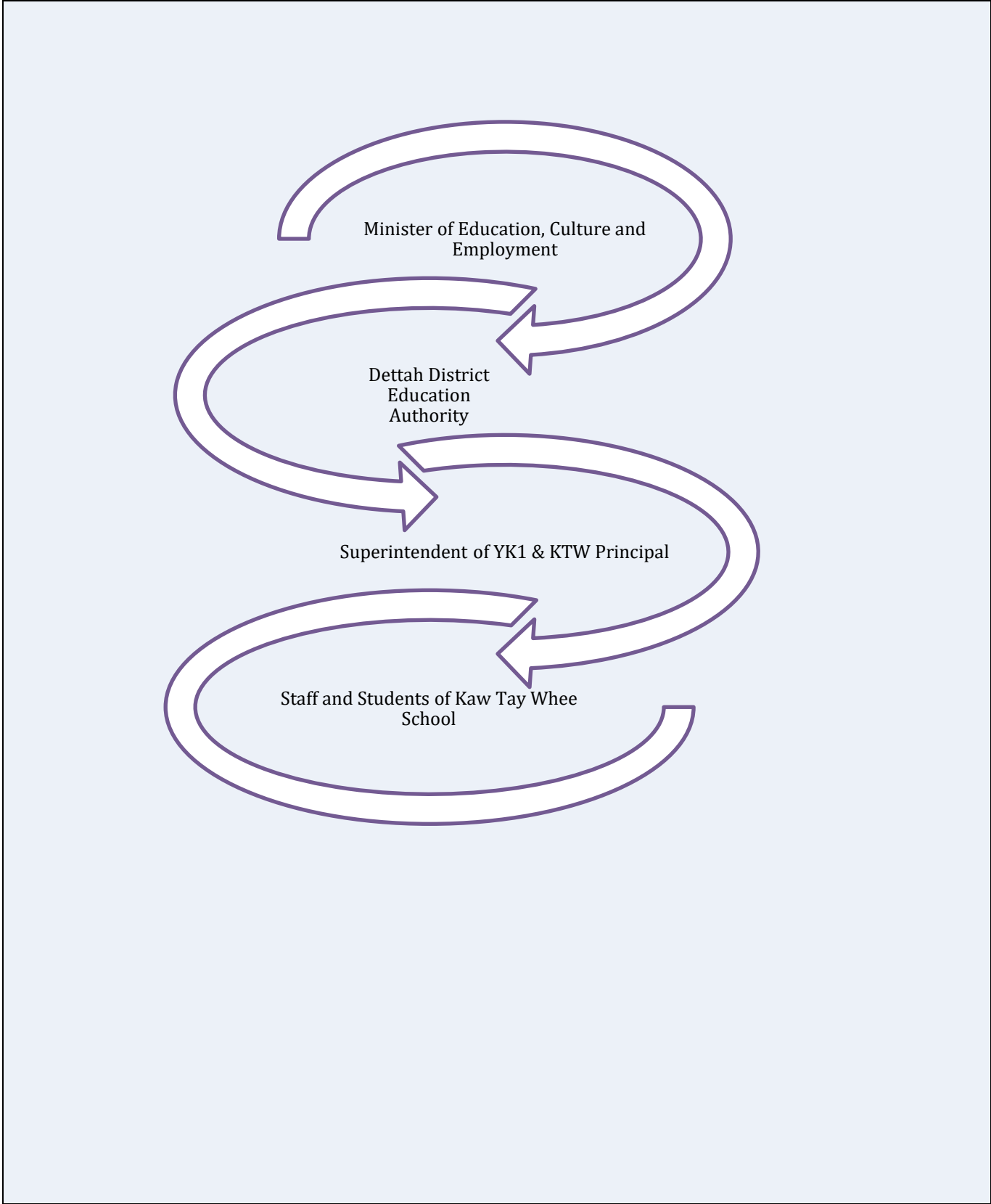
As the DEA is site-based-managed for funding, much of this day-to-day responsibility also belongs to the principal; in consultation with the DEA. The building is owned by the Government of the Northwest Territories therefore requiring frequent interactions with other levels of government, contractors, 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 DEC's. Examples include the Accountability Framework/Operating Plan, the annual report, all budgets and financial reporting, the annual Audit, the Safe Schools Plan, and

is also responsible for ATIIP 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. 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	One	Total Anticipated Student Head Count	32
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School Name	Community	Grades Offered	Programming Highlights
Kaw Tay Whee School (Kaw Tay Whee)	Dettah	JK - 12	The school operates three Multi aged grouped classes and one small alternative high school. In most cases, students following Individualized Education Plans may choose to stay at Kaw Tay Whee School as long as their families wish.

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, and other noteworthy demographics.

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 2022-2023 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.

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 & School Reviews;
- C. Staff Evaluations;
- D. Regional Training and In-Service;
- E. Literacy Coordinators;
- F. Healthy Food for Learning;
- G. Second Language Education; and,
- H. 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>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 after 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 relationships and trust-building after being impacted by restrictions and challenges due to COVID-19
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	<ul style="list-style-type: none"> • 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 continue to re-build stamina after three years of interrupted schooling • Continue to support digital literacy skills • Continue with school-wide term reading and writing assessments • Reimagine ways to deliver dynamic guided reading programs with more alignment to the Science of Reading • 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 • Re-introduce regular Elder visits to the school • <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 • 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>
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	<ul style="list-style-type: none"> • 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 to strive for access to Speech Language Therapy for all students in need • 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		
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 & School Reviews

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.

In addition, 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 regional priorities and goals for the upcoming school year related to School Improvement Planning and School Reviews, along with noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and School Reviews, and relevance to regional and shared priorities, for the school year.</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 in the aftermath of 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 • Encourage new staff to complete ASIST /MHFA Training and families and students to make use of NTCS services <p>Student Achievement in Numeracy and Literacy and Key Competencies</p> <ul style="list-style-type: none"> • Support students to re-build stamina after three years of interrupted schooling • Continue to support students to increase digital literacy skills
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	<ul style="list-style-type: none"> • Continue with school-wide term reading and writing assessments • Re-visit guided reading with more alignment to the Science of Reading • 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 • Reintroduce having regular Elders in the school • <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 <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
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	<ul style="list-style-type: none">• <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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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. 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 for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations.</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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<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. 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 approach to the completion of Training and In-Service.</p> <p>Please include relevance to regional and shared priorities, for the upcoming school year.</p>	<p>The training and in-service plan for Kaw Tay Whee School is required to be flexible and responsive to the needs of students and the community.</p> <p>As we have experienced three years of interrupted schooling, we will continue to seek learning and training opportunities for staff to continue to build strategies to support teaching and learning with an emphasis on re-building stamina to support academic growth and achievement in an inclusive and culturally responsive school environment.</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> <table border="1" data-bbox="724 1329 1463 1848"> <thead> <tr> <th>Date</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td>August 24</td> <td>Literacy</td> </tr> <tr> <td>August 26</td> <td>Williideh Language OLC, Dene Kede, Residential School Learning</td> </tr> <tr> <td>January 4</td> <td>Assessment Strategies and Universal Design for Learning / Inclusive Schooling Strategies and Supports</td> </tr> <tr> <td>June 26</td> <td>Culture-Based on the Land Experience</td> </tr> <tr> <td>June 27</td> <td>Class Review Prep</td> </tr> </tbody> </table>	Date	Topic	August 24	Literacy	August 26	Williideh Language OLC, Dene Kede, Residential School Learning	January 4	Assessment Strategies and Universal Design for Learning / Inclusive Schooling Strategies and Supports	June 26	Culture-Based on the Land Experience	June 27	Class Review Prep
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June 26	Culture-Based on the Land Experience												
June 27	Class Review Prep												

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. (Please choose between 0 and 2.5)	2.0		
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. 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	.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 for the upcoming school year related to literacy, along with noted areas of strength and areas for development.

<p>Regional approach to how the Literacy Coordinator role will be used in the upcoming school year.</p> <p>Please indicate whether or not there is a Literacy Action Plan in place.</p>	<p>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. We would seek a candidate with a strong understanding of and background in strategies related to the Science of Reading, specifically related to phonemic awareness. Based on student enrollment and data, a renewed literacy plan will be developed.</p>
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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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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 regional approach taken for the upcoming school year, along with noted areas of strength and areas for development.

<p>Regional approach to the Healthy Foods for Learning program for the upcoming school year.</p>	<p>Our daily breakfast, snack, 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>
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<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>	

Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Non-GNWT Funding Received <i>(\$ Amount / Source)</i>
Breakfast, Lunch, Weekend food packs (as needed) Emergency food fund for families/community members who take children in			

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

F. 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.

Language of SL (<i>Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłıchǫ</i>)	Type of SL program (<i>core, immersion, intensive, post-intensive</i>)	Grades of SL program (<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>)
Wiiliideh	Core	JK - 9	150 minutes/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)
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	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).

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
1.00	1.0				

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.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.59	1.80	Projected need of students, funded by DDEA dollars.		

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)
\$3,900	\$3,900			

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year, much of which will be a continuation of the work we have already begun.

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	Staff who have not yet completed.	Contractor	As available		
ASIST Training	Staff who have not yet completed.	Contractor	As available		
Differentiation Strategies	100% of school staff	PST/RISC	As available		
Competency Based IEP Development	100% of school staff	RISC in partnership	As available		
Universal Design for Learning	100% of school staff	Outside expert	As available		

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 (\$)	Explanation for Difference (if applicable)
\$14,356					

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, and funding spent on Healing and Counselling throughout the region.

Allocated (\$)	Actual (\$)	Purpose (materials, positions, contracts, etc.)	User Group Type (# of classrooms / individual student/ etc.)	Total (\$)	Explanation for Difference (if applicable)
\$12,280	\$12,280				

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 for the upcoming school year, along with 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>TBST Meetings RISC/PST Planning Meetings Collaboration with other RISCs Class Reviews Teacher Supervision and Evaluation</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>	

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 for the upcoming school year, along with 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.</p>	<p>Teachers will continue to 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>
--	--

<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 for the upcoming school year, along with 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.</p>	<p>The School-based Support Team will continue to meet several times on an as-needed basis each term, and will include attendance from the PST, classroom teacher, RISC/Principal.</p> <p>Many additional meetings are informal brainstorming sessions as makes sense in a very small school environment.</p>
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<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. 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 for the upcoming school year, along with 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.</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. We will continue to strive to make meetings meaningful and inclusive as we are able to gather in person. Considering the impact of such a “closed campus” during the past two school years, this is anticipated to be slow and careful work.</p>
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<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>	

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 for the upcoming school year, along with 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.	The directive is used as a guide; the team strives to ensure that our school follows the 60:25:15 ration required from ECE.
--	---

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 *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (ILE Policy) is in place to support the Department 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 quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the ILE Policy.

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 variance.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference or any adjustments to PYs <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 Action 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 team was not in place or active during the year.

ILE Team Composition <i>(Principal, PST, etc.)</i>	Meeting Frequency	Explanation if ILE Team was not in place or active <i>(if applicable)</i>
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 shows the breakdown of the budgeted, and actual ILI (PY funding) in place at each school, identifies whether the allocated PY is new or a returning ILI, and explanation for adjustments to PY.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference or any adjustments to PYs (if applicable)
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.	
The # of anticipated New ILIs and which schools they are in.	Not applicable	
Challenges and/or barriers faced in the region, including any specific information related to the COVID-19 pandemic, if any?		

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:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
 - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit*.
- Schools should 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, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
 - Allocating resources to help build the school-community relationship, including mandatory Elders in Schools programming;
 - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including two days of mandatory cultural orientation; and,
 - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
 - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
 - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
 - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

Indigenous Education funding includes the hiring of Elders and community resource people and providing appropriate teacher training to ensure the *ILE Policy* is 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 variance.

Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) / Source (If applicable)
\$25,000	\$25,000				

The following table details whether **schools** choose to allocate or find additional funding for an Elder and/or Cultural Support Worker that works at the school on a **consistent schedule** either from ILE funds or 3rd party funding.

Elder in School (Y/N)	Cultural Support Worker (Y/N)	How is this position funded?	If no to either of these positions, why not?
Yes	N	ILE Funds	

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. This includes regional targets set, achieved results, and explanation for difference.

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 (whole school approach to language use).	100%		
# of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%		

Type of Residential School Awareness Training offered (eg. Blanket exercise, ICAST, Conference)	Professional reading and interaction with survivors from the community
---	--

Education bodies must allocate resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory** cultural orientation. The following table details school-based approaches to **local** cultural orientation days.

Type of Cultural Orientation <i>(Planned activities)</i>	% of Staff Participation	% of Actual Participation	Explanation for Difference <i>(if applicable)</i>
Seasonal cultural activities led by community members and other stakeholders.	100%		

F. 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. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

The following table details the **land-based** key cultural experiences that were offered during the school year, using funding from the community support or Indigenous education categories.

Name of Land-Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language incorporated? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>

The following table details the **school-based** key cultural experiences using funding from the community support or Indigenous education categories.

Name of School-Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts/Elders Hired	Was the Indigenous Language Incorporated Throughout? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>

The following table details the supplies purchased by schools to deliver key cultural experiences.

Land-Based Supplies or Equipment Purchased	School-Based Supplies or Equipment Purchased or Rented	If training or licensing was required, was it paid through ILE funding? <i>(Y/N)</i>

G. 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.</p>	<p>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.</p>
--	---

<p>Regional Performance Indicators</p>	<p>Regional Targets</p>	<p>Achieved Results</p>	<p>Explanation for difference <i>(If applicable)</i></p>
<p># of new ILIs in the region</p>	<p>N/A</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>			

H. Employing a Whole School Approach to Language Use

All school staff play a role in supporting language reclamation and language revitalization efforts. Employing a ‘**whole school approach to language use**’ bridges a gap created by colonization. Through acknowledgment of the value and the authentic use of language and culture, the whole school approach is a component of reconciliation. Education bodies must allocate resources to employ a whole school approach to Indigenous language use.

The following tables detail initiatives that employ the whole school approach to language use.

Indigenous Language Signage in Schools <i>(Y/N)</i>	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.

I. 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 **regional** amount of allocated and actual funding spent on community support, and the explanation for any variance.

Allocated (\$)	Actual (\$)	Community Support Activity	Total (\$)	Explanation for Difference (if applicable)
\$11,140				

Appendix B: Operating Plan - Operating Budget

**Department of Education, Culture & Employment
District Approved 2022-2023 Budget**

**Dettah District Education Authority
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated**

	2022-2023 Budget	2021-2022 Approved Budget	2021-2022 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	1,815,000	1,820,700	1,858,000
SSI (Schedule 8)			
Northern Distance Learning (Schedule 8)			
Minority Language (Schedule 8)			
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions	1,200	1,200	30,000
Sub-Total ECE	1,816,200	1,821,900	1,888,000
GNWT Other Contributions	700	700	
Total GNWT	1,816,900	1,822,600	1,888,000
Federal Government Jordan's Principle (Schedule 8)	0		
Federal Government Other			
Property Tax Requisitioned			
Other Education Bodies	4,000		1,100
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	2,000	2,000	3,500
Donations	0	0	350
Other	13,800	13,800	47,050
Total Generated Funds	15,800	15,800	50,900
TOTAL REVENUES	1,836,700	1,838,400	1,940,000
<u>EXPENSES</u>			
Administration (see Schedule 2)	292,700	136,000	130,000
School Programs (see Schedule 2)	1,474,000	1,363,500	982,000
Operations and maintenance (see Schedule 2)	0	0	
Inclusive Schooling (see Schedules 2&3)	406,000	361,100	320,000
Indigenous Languages and Education (see Schedules 2 & 4)	180,000	186,900	248,000
Student/Staff Accommodations (see Schedule 2)	0	0	
Debt Service			
Other			
Sub-Total Expenses Before Amortization	2,352,700	2,047,500	1,680,000
Amortization (see Schedule 6)			
TOTAL EXPENSES	2,352,700	2,047,500	1,680,000
ANNUAL OPERATING SURPLUS (DEFICIT)	-516,000	-209,100	260,000
ACCUMULATED SURPLUS (DEFICIT) OPEN *	1,072,100	778,800	812,100
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	556,100	569,700	1,072,100

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	556,100	569,700	1,072,100
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	556,100	569,700	1,072,100

**Department of Education, Culture & Employment
District Approved 2022-2023 Budget**

**Dettah District Education Authority
Annual Budget**

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/Cultural Programs	Student/Staff Accommodation	Total
<u>SALARIES</u>							
Teachers' Salaries		605,000					605,000
Regional Coordinators (RISC/RILE)				92,000	92,000		184,000
Program Support Teachers				166,000			166,000
Support Assistants				120,000			120,000
Indigenous Language Instruction					70,000		70,000
Cultural Resource Staff							0
Elders in Schools					6,000		6,000
Non Instructional Staff	154,700	45,000					199,700
Board/Trustee Honoraria	20,000						20,000
<u>EMPLOYEE BENEFITS</u>							
Employee Benefits/Allowances							0
Leave And Termination Benefits							0
<u>STAFF DEVELOPMENT (Including Travel)</u>							
							0
<u>SERVICES PURCHASED/CONTRACTED</u>							
Professional/Technical Services	68,000			10,000	0		78,000
Postage/Communication							0
Utilities							0
Heating							0
Electricity		0					0
Water/Sewage							0
Travel		0		8,000			8,000
Student Transportation (Busing)		85,000					85,000
Advertising/Printing/Publishing							0
Maintenance/Repair		0					0
Rentals/Leases		0					0
Other Contracted Services							0
<u>MATERIALS/SUPPLIES/FREIGHT</u>							
Assistive Technology							0
Materials	50,000	739,000		10,000	12,000		811,000
Freight							0
<u>DEBT SERVICE</u>							
							0
<u>OTHER</u>							
							0
SUB-TOTAL OF EXPENSES BEFORE AMORT	292,700	1,474,000	0	406,000	180,000	0	2,352,700
<u>AMORTIZATION</u>							
							0
TOTAL	292,700	1,474,000	0	406,000	180,000	0	2,352,700

**Department of Education, Culture & Employment
District Approved 2022-2023 Budget**

**Dettah District Education Authority
Inclusive Schooling - (Schedule 3)
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	92,000		92,000
Program Support Teachers	166,000		166,000
Support Assistants	120,000		120,000
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances			0
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	8,000		8,000
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services	10,000		10,000
Student Transportation (Busing)*			
Other Contracted Services			0
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	10,000		10,000
Materials			0
Freight			0
TOTAL	406,000	0	406,000

**Department of Education, Culture & Employment
District Approved 2022-2023 Budget**

**Dettah 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	92,000			92,000
Indigenous Language Instruction	70,000			70,000
Cultural Resource Staff			0	0
Elders in Schools			6,000	6,000
<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	12,000	0	0	12,000
Freight				0
TOTAL	174,000	0	6,000	180,000

**Department of Education, Culture & Employment
District Approved 2022-2023 Budget**

**Dettah District Education Authority
Approved Person Years - (Schedule 5)
Annual Budget**

	<u>Person Years</u>
Administration Staff	1.25
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>7.25</u></u>

BUDGET 2022-2023

Schedule 7

School year July 2022 to June 2023

Dettah District Education Authority

#	Revenue	Amount \$
1	Contributions from GNWT	
	Name of Department	
	a) ECE	1,815,000
	b) ECE - Self Regulation	1,200
	c) HSS - Drop the Pop	700
1	Contributions from Related party Entities	
	a) YK1	4,000
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	
		1,836,700
	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	1,370,700
4	Change in valuation of allowances	
5	Amortization of tangible capital assets	
6	Other expenses	
	Charged to Related Party Entities:	
	a) YK1 - Superintendent Contract	36,000
	b) YK1 - Dettah Students	200,000
	c) YCS - Dettah Students	130,000
	d) Ndilo DEA - Dettah Students	70,000
6	Other expenses - to others*****	546,000
		2,352,700
	Annual operating surplus (deficit)	(516,000)

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan



Education Body Chair

30 August 2022

Date



Superintendent (Principal)

August 30, 2022

Date

Annual Report

Education Body Chair

Date

Superintendent

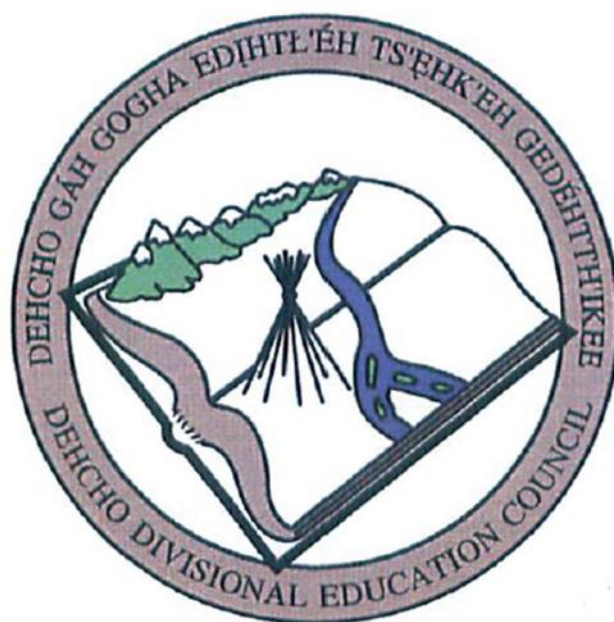
Date

Education Accountability Framework

Dehcho Divisional Education Council

Operating Plan

For the 2022-23 School Year



Cadre de responsabilisation en éducation

Conseil scolaire de division du Dehcho

Plan de fonctionnement

Année scolaire 2022-2023

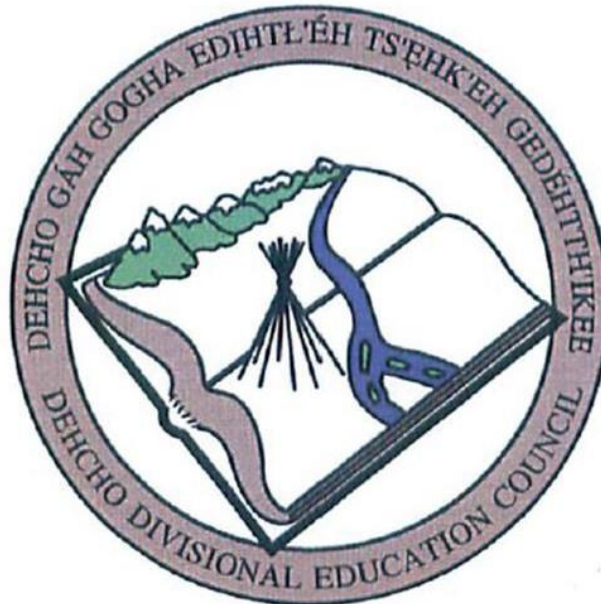


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Operating Plan - Executive Summary

The Dehcho Divisional Education Council's Operating Plan for the 2022-2023 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 Dehcho Divisional Education Council's priorities for the upcoming school year.

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

Embracing the Whole Child.

Education is more than core courses and if we want our students to be engaged, they must have an opportunity to shine and meet their full potential in all these areas that constitute what we refer to as "schooling". That implies a focus on: Reading and Writing, Math, Mental Wellness, Inclusive Schooling, Music and Sports, Indigenous Education, Technologies, and New Initiatives

Academics: Improving Student performance must be anchored in a clear vision that clarifies expectations, guidelines and deadlines. Over the past few years, the DDEC initiated a comprehensive review of our literacy program and managed to register some real improvement, despite the pandemic.

Reading and Writing:

We will strengthen our literacy initiative while making learning "fun" by initiating a Spelling Bee. In school year 2022-2023, the DDEC will be partnering with the Beaufort Delta's District Education Authority (BDDEC) to offer the first spelling bee contest that embraces different boards. We hope to turn this into a yearly event and invite other Boards in school year 2023-2024, to make it an NWT wide event.

Literacy Targets based on current data:

Reading Targets - by April 2023

Gr. 1-9 60 % of students will read at grade level (excluding immersion program)

Gr. 1-6 The number of students reading below level by more than 2 years will not exceed 25%

Writing Targets - by April 2023

Gr. 1-9 50% of students will write at grade level (excluding immersion program)

Math:

In school year 2022-2023, our priority is to assess Dehcho students' performance in math, analyze the data, review the curriculum, and develop an action plan to target measurable improvements. Our goal is to support the revitalization directive in the NWT and throughout Canada through our approach to math instruction. The DDEC intends to request Jordan principle funding, so we may hire a curriculum coordinator who will initiate a broad review of our performance in Math. We will assess what resources are being used, and we will develop a clear vision and Action plan so that we all walk the walk instead of working in Silos. *The coordinator will also monitor the development of locally developed courses.*

Mental Wellness:

In pursuit of our wellness goals, we have managed to establish a collaboration with the Centre for Contemporary Science and Compassion Based Ethics at Emory University to provide facilitator training and workshops in our school district in ensuring the successful implementation of the Social Emotional and Ethical Learning (SEE learning). The implementation of this program focuses on trauma informed-care, nurturance of compassion and kindness, attention training, and anti-bullying awareness. We are also introducing after-school programs and summer camps, with the aim to foster an environment that supports critical thinking and instills a passion for problem-solving and exploratory learning.

- After-school programming aimed at character building and emotional regulation.
- Summer camps aimed at promoting innovation, team building skills, and relationship building.

The concept of mental wellness does not only apply to our students therefore, we are also investing in mental wellness training for teachers.

Inclusive Schooling:

We will focus on explicit training for staff in the SCERTS (Social Communication Emotional Regulation and Transactional Supports) model to support our students with complex needs. We will also be providing explicit training for Program Support teachers regarding student-centered coaching so that they can implement co-teaching cycles within their schools. The NWT is moving towards a new competency-based IEP. We are looking forward to more collaboration between Program Support Teachers and Indigenous Language Teachers to build a student support plan that is viewed through an Indigenous lens and valuing Indigenous pedagogies and practices. As well as, modifying our current IEP report cards to reflect student learning more accurately.

Music and Sports:

In the past two years, the DDEC initiated a district-wide music and sports program. Unfortunately, Covid made it difficult to implement these two initiatives because of the safety restrictions, but we are taking the steps to revitalize music and sports for school year 2022-2023.

Indigenous Education:

The goals for Indigenizing Education are to ensure that all the schools in the region use and apply the Indigenous Language and Education Policy (Indigenous Language Education Framework 2017). One of the ways to support the initiatives set out by ECE, is the hiring of casual employees for the creation of some materials and support cultural initiatives. Distribute funds to Indigenous Language resource people throughout the region to continue the work on translating online Dene Zhatié books, so it is accessible for all learners. An initiative is to put all the DDEC resources online for ease of access to all DDEC staff.

Technologies:

To better prepare our students for the future, there needs to be a consideration on technology used in the classrooms. 21st century learning relies heavily on technology and its implementation in schools. The newly hired IT Teacher Consultant supports teachers and staff with the implementation and training of various types of technology into the classrooms. These supports can be from the administrative tools such as PowerSchool (Student Information System) and Office 365 to educational software such as BrainPop and Minecraft. A secondary role is to ensure that local infrastructure is up to date and adequate to meet the increase demand of the Internet as well as coordinating with Technology Services Centre (TSC) who supply Internet connectivity to the schools across the NWT.

New Initiatives

Locally Developed courses: We hope to develop courses that are relevant to our students and that may encourage them to stay in school. It is about granting credit for areas of studies that help them develop new skills and interests like horticulture.

Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division du Dehcho (CSDD) pour l'année scolaire 2022-2023 a été préparé conformément à la *Loi sur la gestion des finances publiques* (LGFP). 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 du CSDD pour la prochaine année scolaire.

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

Favoriser l'épanouissement de l'enfant

L'éducation dépasse l'enseignement des matières de base et, si nous voulons que nos élèves soient motivés, nous devons leur fournir l'occasion de briller et de s'épanouir pleinement dans tous les domaines de la « scolarisation ». On doit donc insister sur la lecture et l'écriture, les mathématiques, le bien-être psychologique, l'intégration scolaire, la musique et les sports, l'éducation autochtone, les technologies et l'innovation.

Questions scolaires : Pour améliorer les résultats des élèves, on doit s'appuyer sur une ambition claire qui clarifie les attentes, les lignes directrices et les échéances. Dans les dernières années, le CSDD a entamé la révision en profondeur de son programme d'alphabétisation et a enregistré de réels progrès dans ses résultats, malgré la pandémie.

Lecture et écriture

Nous renforcerons l'alphabétisation tout en y instillant du plaisir en organisant un concours d'épellation. Pendant l'année scolaire 2022-2023, le CSDD et l'Administration scolaire de district de Beaufort-Delta (ASDBD) coopéreront pour tenir le premier concours d'épellation conjoint entre les deux conseils. Nous espérons en faire un événement annuel et y inviter d'autres conseils en 2023-2024 pour l'étendre à l'ensemble des TNO.

Cibles pour l'alphabétisme fondées sur les données courantes

Cibles pour la lecture, d'ici avril 2023

De la 1^{re} à la 9^e année : 60 % des élèves liront au niveau de compétence requis (programme d'immersion excepté)

De la 1^{re} à la 6^e année : Le nombre d'élèves lisant à plus de 2 ans en dessous du niveau de compétence requis n'excédera pas 25 %

Cibles pour l'écriture, d'ici avril 2023

De la 1^{re} à la 9^e année : 50 % des élèves écriront au niveau de compétence requis (programme d'immersion excepté)

Mathématiques

Pendant l'année 2022-2023, en priorité, nous évaluerons les élèves du Dehcho en mathématiques, nous analyserons ces données, nous réviserons le curriculum et nous élaborerons un plan d'action contenant des cibles précises d'amélioration. Notre approche de l'enseignement des mathématiques s'appuie sur la directive de revitalisation à l'échelle des TNO et du reste du pays. Le CSDD entend requérir du financement au titre du principe de Jordan pour embaucher un coordonnateur du curriculum qui entamera la révision en profondeur de nos résultats en mathématiques. Nous évaluerons quelles ressources sont employées et nous définirons une ambition et un plan d'action clairs pour travailler d'un seul élan plutôt qu'en silos. *Le coordinateur encadrera aussi l'élaboration de cours imaginés localement.*

Bien-être mental

Afin d'atteindre nos objectifs de bien-être, nous collaborons avec le Centre for Contemplative Science and Compassion-Based Ethics (CCSCBE) de l'Université Emory. Ce centre forme des animateurs et offre des ateliers dans notre district scolaire; ses responsables assurent chez nous la mise en œuvre efficace de l'apprentissage socioaffectif et éthique (Social Emotional and Ethical Learning [SEE learning]). Cette démarche consiste à adapter les soins aux traumatismes, à susciter la compassion et la gentillesse, à entraîner à l'attention, et à sensibiliser à l'intimidation. Nous démarrons aussi des programmes parascolaires et des camps d'été pour créer l'environnement qui favorise la pensée critique et instille la passion pour la résolution de problème et l'apprentissage exploratoire.

- Programmation parascolaire destinée à l'étoffement de la personnalité et à la régulation des émotions.
- Camps d'été destinés à promouvoir l'innovation, les compétences en constitution d'équipes et l'établissement de relations

Le concept de bien-être psychologique ne s'appliquant pas uniquement à nos élèves, nous investissons aussi pour assurer le bien-être mental de nos enseignants.

Intégration scolaire

Nous insisterons pour que le personnel suive la formation spécialisée sur le modèle SCERTS [Social Communication, Emotional Regulation and Transactional Supports (Communication sociale, régulation des émotions et soutien transactionnel)] afin d'aider nos élèves qui ont des besoins complexes. Nous offrirons aussi de la formation destinée expressément aux enseignants de soutien aux programmes sur l'accompagnement centré sur l'élève pour qu'ils puissent mettre en place des cycles de co-enseignement dans leur école. Les TNO s'orientent vers le nouveau plan d'enseignement individuel (PEI) fondé sur les compétences. Nous comptons sur plus de collaboration entre les enseignants de soutien aux programmes et les enseignants des langues autochtones pour créer un plan de soutien à l'élève (PSE) adapté à la perspective autochtone et qui valorise la pédagogie et les pratiques autochtones. Nous modifierons aussi nos bulletins adaptés aux plans d'enseignement individualisé pour refléter plus adéquatement l'apprentissage de l'élève.

Musique et sports

Dans les deux dernières années, le CSDD a instauré un programme de musique et de sport dans tout le district. Malheureusement, la COVID et les restrictions sanitaires associées ont entravé la mise en œuvre des deux volets de cette initiative. Nous tentons de remettre le programme sur les rails pour l'année scolaire 2022-2023.

Éducation autochtone

L'adaptation de l'éducation à la culture autochtone implique que toutes les écoles de la région appliquent la politique sur l'éducation et les langues autochtones (*Cadre sur les langues autochtones des TNO : une responsabilité partagée [2017]*). Nous pouvons contribuer aux initiatives mises en place par le ministère de l'Éducation, de la Culture et de la Formation (MÉCF) en embauchant des employés occasionnels pour qu'ils créent de la documentation et en appuyant les activités culturelles. Nous pouvons aussi distribuer des fonds aux personnes-ressources pour les langues autochtones dans la région afin

qu'elles continuent à traduire les livres en déné zhatié et que tous les apprenants y accèdent. Nous prévoyons aussi mettre en ligne toutes les ressources du CSDD pour en faciliter l'accès au personnel.

Technologies

Nos élèves seront mieux préparés pour l'avenir si nous nous préoccupons de la technologie employée dans les salles de classe. Au 21^e siècle, l'apprentissage repose largement sur la technologie et sa mise en œuvre dans ces lieux. Le nouveau conseiller aux technologies de l'information aide les enseignants et le reste du personnel à mettre en place et à apprivoiser divers types d'outils techniques. Ces instruments vont des outils comme PowerSchool (système d'information étudiante) et Office 365 aux logiciels éducatifs comme Brain Pop et Minecraft. Le conseiller doit encore maintenir l'infrastructure locale efficace et à jour afin de combler la demande accrue pour l'Internet et se coordonner avec le personnel du centre de services technologiques (CST) qui fournit la connexion Internet aux écoles ténoises.


Nouvelles initiatives

Cours élaborés localement : Nous espérons concevoir des cours qui seront pertinents pour nos élèves et les encourageront à poursuivre leurs études. Nous devons accorder des crédits dans des domaines d'études où ils pourront développer de nouvelles compétences et de nouveaux intérêts, par exemple pour l'horticulture.

Annual Report - Executive Summary

The Dehcho Divisional Education Council's Annual Report for the 2022-2023 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. School Profiles; and
- D. Student 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 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 throughout the year. Terms for most of the current trustees end in October 2023 and 2024.

Dehcho Divisional Education Council

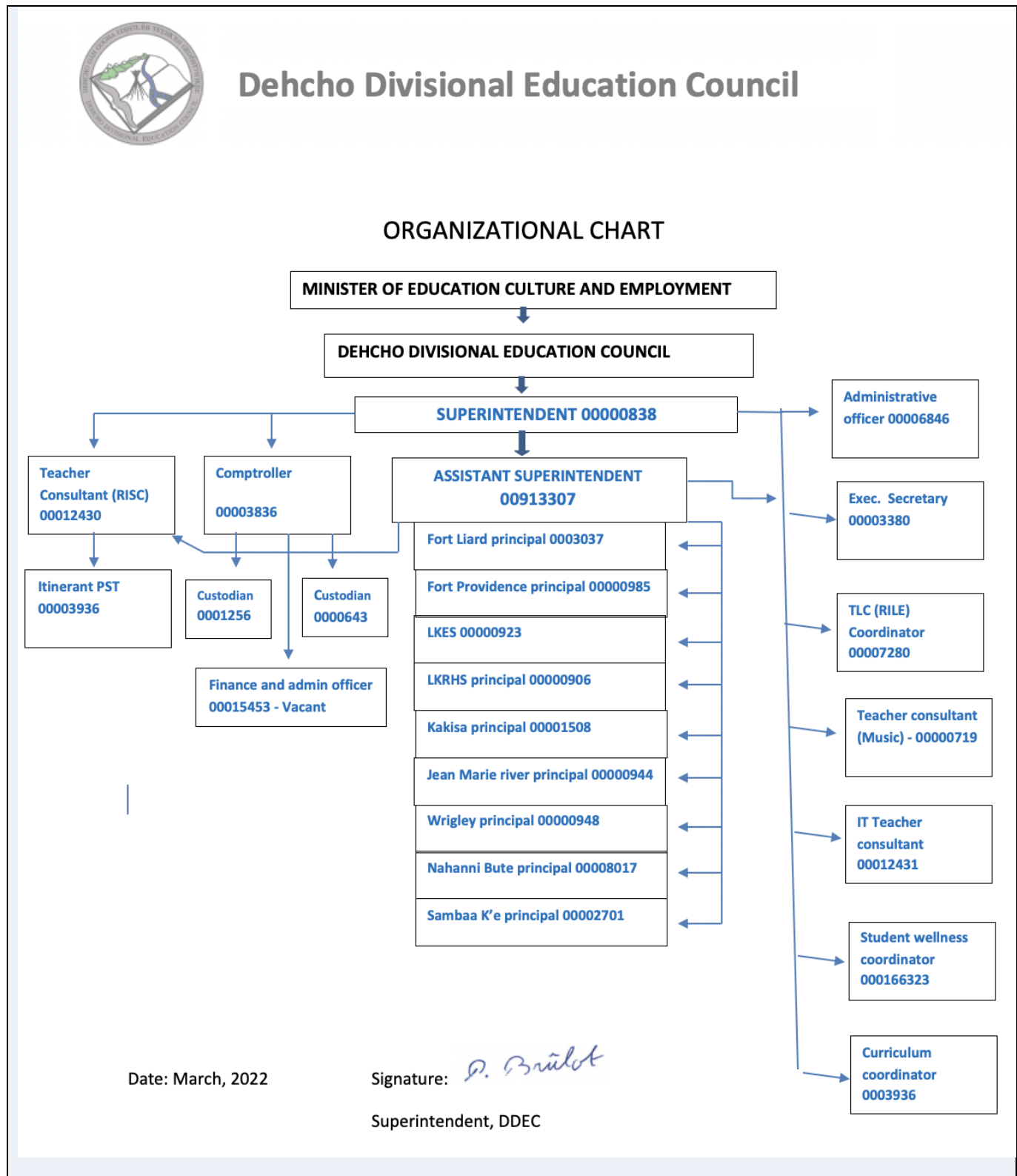
Community	Member	Position
Fort Liard	Herbert Berreault	Trustee
Fort Simpson	Renalyn Pascua- Matte	Chairperson
Fort Providence	Albertine Canadian	Trustee
Jean Marie River	Yvonne Norwegian	Trustee
Kakisa	Anita Simba-Chicot	Vice-Chairperson
Nahanni Butte	Jayne Konisenta	Trustee
Sambaa K’e	Ruby Jumbo	Trustee
Wrigley	Lisa Moses	Trustee

The last DEA elections were held:

- Fort Liard DEA had elections in December 2021 for a two-year term. The next elections will be in December of 2023
- The Fort Providence DEA had elections in December 2021 for a two-year term. The next elections will be in December of 2023
- The Fort Simpson DEA had elections in October of 2021 for a three-year term. The next elections will be in October of 2024
- The Jean-Marie DEA had elections in August 2019 for a three-year term. Term ends in 2022. The next elections will be in August 2022.
- The Kakisa DEA had elections in June 2019 for a three-year term. Terms ends in 2022. The next elections will be in June 2022.
- The Nahanni Bute DEA had elections in December 2019 for a three-year term. Next elections will be in December 2022
- The Sambaa K'e DEA had their last elections in December of 2021 for a two-year term. Next elections will be in December 2023
- The Wrigley DEA had elections in December 2021 for a two- year term. The next elections will be in December 2023.

B. Functional Organizational Chart

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



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	9	Total Anticipated Student Head Count	461
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School Name	Community	Grades Offered	Programming Highlights
Echo Dene School	Fort Liard	JK-12	Northern Distance Learning
Deh Gáh Elementary & Secondary School	Fort Providence	JK-12	Part-time Dene Zhatié Immersion Programming JK-3 Northern Distance Learning
Łíídlı́ Kúé Elementary School	Fort Simpson	JK-6	Split and Single Grade Classes
Łíídlı́ Kúé Regional High School	Fort Simpson	7-12	Northern Distance Learning
Louie Norwegian School	Jean Marie River	JK-9	Multi-Grade Classes
Kakisa Lake School	Kakisa	JK-9	Multi-Grade Classes
Charles Yohin School	Nahanni Butte	JK-10	Multi-Grade Classes
Charles Tetcho School	Sambaa K'e	JK-9	Multi-Grade Classes
Chief Julian Yendo School	Wrigley	JK-9	Multi-Grade Classes

C. 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, and other noteworthy demographics.

Table 2: Student enrolment (FTE) by school and by grade as of September 30, 2021																
		Grades														FTE Totals
		JK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Fort Liard	EDS	10	7	5	9	6	5	7	4	12	8	7	24	4	1	109
Fort Providence	Deh Gáh	1	7	7	5	4	6	8	9	6	4	6	27	4.5	0.5	95
Fort Simpson	LKES	5	9	9	14	13	7	11	10	0	0	0	0	0	0	78
Fort Simpson	LKRHS	0	0	0	0	0	0	0	0	15.5	15	11.5	37	4	2	85
Wrigley	CJY	0	1	2	2	1	2	4	1	1	2	2	4	1	0	23
Jean Marie River	LNS	1	2	0	0	1	2	0	0	0	2	1	0	1	0	10
Kakisa Lake	Kakisa Lake	0	0	0	0	0	1	1	1	0	0	0	0	0	0	3
Nahanni Butte	CYS	1	0	0	1	0	1	1	1	1	0	0	1	1	0	8
Sambaa K'e	CTS	0	3	0	1	2	3	2	0	0	1	2	9	1	0	24
DEC Total		18	29	23	32	27	27	34	26	35.5	32	29.5	102	16.5	3.5	435

<u>Ethnic Backgrounds</u>	
Ethnicity	% of Student Population
Dene	88.38
Inuit	2.28
Metis	2.49
Non-Aboriginal + Southern Aboriginal	6.85

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 & School Reviews;
- C. Staff Evaluations;
- D. Regional Training and In-Service;
- E. Literacy Coordinators;
- F. Healthy Food for Learning;
- G. Second Language Education; and,
- H. 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>A. Mental Wellness: Our priority for the 2022-2023 calendar year is to help students develop social emotional skills through the implementation of the Social Emotional Ethical Learning (SEE) framework. We will work with educators in identifying needed tools and resources for ensuring the mental health and wellbeing of our students. This will be accomplished through their involvement in various mental health surveys, interviews and assessments. Data collected from these will inform current gaps and areas of priority.</p> <p>B. Indigenous Education: We will continue to monitor the implementation of the Our Languages Curriculum and offer workshops on Dene Kede to all our staff. This is a unique and precious resource that we need to revisit. We also hope to introduce new practices that will highlight the local Dene Zhatie language as an asset that is fun to learn, and that can be acquired outside the confines of a classroom. To that intent, we will have choirs and hope to see our students learn to sing in Dene Zhatie. We understand there is a protocol to follow and permissions to get. We will make sure that this initiative is approved before moving forward. We will also strengthen the Dene Laws every time the Social Emotional Curriculum is being taught. For example, the competency called Social Awareness involves the ability to understand, empathize, and feel compassion for those with diverse backgrounds or cultures. It also involves understanding social norms for behavior and recognizing family, school, and community resources and supports. One can easily see the connection with Dene Laws of “Loving each other as much as possible”; “Helping each other”; “Sharing what you have”, and “Be polite and don’t argue with anyone”. Our biggest challenge lies in getting Dene Languages teachers and</p>
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ensuring Dene Language is spoken by using Elders and other knowledge keepers in school activities.

- C. **Inclusive Schooling:** Our focus for inclusive schooling in 2022-2023 is multi-faceted. The DDEC will focus on improving the current model of our School Based Support team to ensure it is effectively facilitated, documented, and reviewed for best practices that fit the needs of each school. We will be focusing on the training and implementation of our new competency-based IEP as well as reviewing the IEP referral process. The DDEC will also be placing an emphasis on a culturally responsive model of co-teaching where both PSTs and classroom teachers will be trained in how to implement a student-centred coaching cycle. Additional priorities include the explicit training of UDL and the SCERTs model for all new PSTs.

- D. **Technologies:** The 2021-22 school year’s main objectives were to access the current state of technology in the schools of the Dehcho region and get a sense of where we are in the sense of technology; devices, management of these devices, internal infrastructure, Internet connectivity, etc. With a better sense of where the district is at, the focus and goals for the IT Teacher Consultant for the 2022-2023 school year will be ensuring that the teachers have support and Professional Development opportunities to Develop their skillset in their implementation of technology in the classroom as well as the administrative tasks they are required to complete.

- E. **Curriculum development:** Our priority in the school year 2022 - 2023 is to review the Math curriculum in school years 2022-2023. We need to see how Math is being delivered at the school level. We know that our teachers are using different resources, which makes it challenging to embrace a common vision and a common action plan. The review’s main purpose will be to come to a shared understanding of the program that we use, the resources, and the state of our student performance. The school year 2022 – 2023 will also be about clarifying quantifiable expectations, and deadlines.

- F. **Literacy Priorities:** Firstly, we will prioritize the implementation of Literacy Intervention in all DDEC schools. With grant funding, we hope to hire 2 FTE to accomplish this. Previous initiatives (writing and guided reading) will continue. Kindergarten and Grade 1 will be targeted for intensive literacy instruction PD. In the Middle & High Schools, the Reading Power program will be fully implemented in all schools.

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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
Literacy Performance Targets			
Grades 1 – 9 Reading at Level (2022-23)	60%		
Grades 1 – 9 Writing at Level	50%		
Inclusive Schooling PSTs will take part in training for student-centered coaching and all PSTs will complete 2 coaching cycles for the 2022-2023 school year.	100%		
Indigenous Education Oral/ Reading Assessments - (2022-2023)	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 & School Reviews

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.

In addition, 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 regional priorities and goals for the upcoming school year related to School Improvement Planning and School Reviews, along with noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and School Reviews, and relevance to regional and shared priorities, for the school year.</p>	<p><u>Literacy</u></p> <p><u>Indigenous Education</u></p> <p><u>Inclusive Schooling</u></p> <p><u>Mental Wellness</u></p> <p><u>Technologies</u></p> <p>The five above-mentioned central office departments work together to coordinate their actions. For example, the development of a locally developed course (Communications) is built to incorporate an Indigenous perspective in partnership with the Regional Indigenous Language Education Coordinator and the Literacy Coordinator. That course further strengthens the Literacy dimension.</p> <p>Another example would be the use of technologies to strengthen our initiatives, with the software being a component/tool of the instructional process.</p> <p>Another example yet would be the coordination of our actions so that computer technologies, are used to support our mental wellness initiatives with an inclusive and indigenous lens.</p> <p>SIP Development and Process: At the beginning of the school year, every principal has to reach out to the Board leads in the areas of Literacy, writing, Indigenous Education, Inclusive Schooling and Indigenous Education. Together, they clarify the goals they want to reach in these specific areas. The teachers are involved in the process so that everybody is on the same wavelength. Once there is clarity, the School Improvement Plan is presented and discussed at the DEA level so that our partners may have a chance to provide input. Once approved by the DEA, the SIP is sent to the central office.</p>
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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. 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 for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations.</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 supervisor of schools assess the principals who, in turn, are responsible for teacher and support staff evaluations.</p> <p>We strive to reach our regional and local targets together as a team. Every employee has a role to play in the overall success of the organization leading to the improvement of student performance. We assess the ability of the individual to achieve (or strive to achieve) regional mandates, and his/her willingness to implement the changes that are needed to reach measurable outcomes.</p>
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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. 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 approach to the completion of Training and In-Service.</p> <p>Please include relevance to regional and shared priorities, for the upcoming school year.</p>	<p>List of workshops available:</p> <p>Mental Wellness</p> <ul style="list-style-type: none"> • SEE LEARNING training workshop (Orientation) • Offer Trauma-Informed Practice, Mental Health First Aid, Talking About Mental illness (TAMI), and Applied Suicide Intervention Skills Training (ASSIST) • Healthy Relationships in the Workplace • Anti-Bullying Workshop <p>Inclusive Schooling</p> <ul style="list-style-type: none"> • Review of new competency based IEP • Effective SBST meeting facilitation and implementation • Best practices for co-teaching • Universal Design for Learning • Orientation – Review of Inclusive Schooling Practices • SCERTs training (Social Communication Emotional Regulation and Transactional Supports) <p>Literacy</p> <ul style="list-style-type: none"> • Continuation–Literacy Intervention Modules • Reading Power: Grades 7–12 • Writing Assessment: Collaborative Marking • Kinder/Grade 1 Intensive Literacy PD • Literacy Lead Teacher PLC • Data Analysis and Goal Setting session
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	<p>Indigenous Education</p> <ul style="list-style-type: none"> - OLC Workshops are held 4 times a year - OLC Assessments will resume with consultant in the fall 2023. - Teleconference meetings are held monthly. - School Visits are held once per year or as needed. - Indigenize education materials made available to all teachers, curriculum development, books and resources, materials for OLC languages as priority. - Develop Immersion School programming materials <p>Technologies</p> <ul style="list-style-type: none"> - Start of school year PD Sessions - Development of help documents and videos for use and access any time. - Individualized, by school or by topic, sessions on software which is to be implemented in the classrooms to enhance learning
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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. (Please choose between 0 and 2.5)	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.			

E. 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 teachers 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	0.50	1.00			

**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 for the upcoming school year related to literacy, along with noted areas of strength and areas for development.

<p>Regional approach to how the Literacy Coordinator role will be used in the upcoming school year.</p> <p>Please indicate whether or not there is a Regional Literacy Action Plan in place.</p>	<p>Yes, a Regional Literacy Action Plan is in place.</p> <p>According to the 2022-2023 Literacy Plan, the DDEC Literacy Coordinator will provide:</p> <ul style="list-style-type: none"> • Professional Development Sessions • Division-wide assessments • Data collection and analysis • School Visits – coaching, observations, shared planning • Support to ensure fidelity of the Levelled Literacy Intervention (LLI) initiative. • Guidelines for principal instructional leadership in literacy
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Areas of Strength for the region	
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Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

F. 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 regional approach taken for the upcoming school year, along with noted areas of strength and areas for development.

<p>Regional approach to the Healthy Foods for Learning program for the upcoming school year.</p>	<p>A variety of initiatives are offered throughout the Dehcho to ensure that our students have free access to food programs in the day: Breakfast, snacks and even lunch in some of our schools.</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>	

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Non-GNWT Funding Received <i>(\$ Amount / Source)</i>
Echo Dene School				
Deh Gáh Elementary & Secondary School				
Łíídlı Kúé Elementary School				
Łíídlı Kúé Regional High School				
Louie Norwegian School				
Kakisa Lake School				
Charles Yohin School				
Charles Tetcho School				
Chief Julian Yendo School				

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

G. 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 Th̄ich̄o)</i>	Type of SL program <i>(core, immersion, intensive, post-intensive)</i>	Grades of SL program <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>
Charles Tetcho School	Dene Yatie	Core	2-9	225 min weekly		
Charles Yohin School	Dene Yatie – NO ILI Aug – Mar, 22	Core	JK-7	300 min weekly		
Chief Julian Yendo School	Dene Zhatié	Core	Gr. 1 - 9	2 days per week		
Echo Dene School	Dene Yatie	CORE	JK-12	200 min weekly		
Deh Gáh Elementary & Secondary School	Dene Zhatié	50% immersion JK-Gr 3 ILE Languages Course Gr 4 12 45 min/day	JK-12	JK-Gr 12 225 min/week		
Kakisa Lake School	NO ILI					
Louie Norwegian School	Dene Zhatié	Beginning/ Introductory	JK-9	50-90 min per week		
Líídlj̄í Kúę Elementary School	Dene Zhatié	Core	JK - 6	230 min/ week		
Líídlj̄í Kúę Regional High School	Dene Zhatié	Core	7-9	40 min daily/ 200 min week		

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

H. 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)
Echo Dene School	\$27,000	\$ 4,000	\$31,000		
Deh Gáh Elementary & Secondary School	\$28,000	\$ 4,000	\$32,000		
Łíídlı́ Kúé Regional High School	\$29,000	\$ 10,000	\$ 39,000		
TOTAL	\$84,000	\$ 18,000	\$102,000		

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
Echo Dene School				
Deh Gáh Elementary & Secondary School				
Łíídlı́ Kúé Regional High School				

The following tables detail regional and school specific reporting related to Northern Distance Learning, along with the noted areas of strength and areas for development.

Regional Performance Indicators	# of Eligible High Schools	# of NDL High Schools	Explanation for variance <i>(if applicable)</i>
Out of the total number of eligible high schools, how many offered NDL programming in the school year. If not all, please explain the variance including which schools.	4		

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 Reporting	School	School level Reporting
Top one or two NDL successes at each participating school.	Echo Dene School	
	Deh Gáh Elementary & Secondary School	
	Łíídlı́ Kúé Regional High School	

<p>Top one or two challenges experienced with the implementation of NDL at each participating school.</p>	<p>Echo Dene School</p>	
	<p>Deh Gáh Elementary & Secondary School</p>	
	<p>Łíídlı Kúé Regional High School</p>	
<p>Top one or two supports that would help schools better implement NDL next year at each participating school.</p>	<p>Echo Dene School</p>	
	<p>Deh Gáh Elementary & Secondary School</p>	
	<p>Łíídlı Kúé Regional High School</p>	

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	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)
Echo Dene School	1.00	1.00				
Deh Gáh Elementary & Secondary School	1.00	1.00	*			
Łíídlı Kúé Elementary School	2.00	1.00				
Łíídlı Kúé Regional High School		1.00				
Louie Norwegian School	0.50	.50	Itinerant PST			
Kakisa Lake School	0.50	0.5	Itinerant PST			
Charles Yohin School	0.50	.50	Itinerant PST			
Charles Tetcho School	0.50	.50	Itinerant PST			
Chief Julian Yendo School	0.50	.50	Itinerant PST			

TOTAL	6.50	6.5				
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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)
Echo Dene School	1.70	3.80	2 PYs funded thru Jordan Principal. .1 rounding		
Deh Gáh Elementary & Secondary School	1.48	5.60	4 PYs funded thru Jordan Principal; .12 rounding adjustment		
Łíídlı Kúé Elementary School	2.54	6.00	4 PYs funded thru Jordan Principal		
Łíídlı Kúé Regional High School		2.00	1PYfunded thru Jordan Princ. .54 rounding adj		
Louie Norwegian School	0.14	1.80	1 PY funded thru JP		
Kakisa Lake School	0.05	0.50	Extra funded by DEC		
Charles Yohin School	0.09	2.8	2 PYs funded thru JP; balance funded by DEC		
Charles Tetcho School	0.37	0.50	Extra funded by DEC surplus		
Chief Julian Yendo School	0.28	0.50	Extra funded by DEC Surplus		

TOTAL	6.65	23.50	Funding not adequate in some small communities; extra JP funding added		
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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)
\$43,661	\$ 10,000	Excess used for Wellness Programs		

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 NWT Inclusive Schooling directives	PSTs, educators, SAs, Principals	RISC	August 22 nd DDEC orientation		
Best Practices in SBST meetings	Principals PSTs Educators	TBA	TBA		
Co-teaching and Inclusion	PSTs Educators	TBST	TBA		
Inclusive Education and Autism (SCERTs)	PSTs Educators	Children's Autism Services Edmonton	TBA		

Supporting students with Down Syndrome	PSTs Educators Principals	PREP program	TBA		
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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 (\$)	Explanation for Difference (if applicable)
\$61,151					

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, and funding spent on Healing and Counselling throughout the region.

Allocated <i>(\$)</i>	Actual <i>(\$)</i>	Purpose <i>(materials, positions, contracts, etc.)</i>	User Group Type <i>(# of classrooms / individual student/ etc.)</i>	Total <i>(\$)</i>	Explanation for Difference <i>(if applicable)</i>
\$125,049					

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 for the upcoming school year, along with 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 process for the development of SSPs in the Dehcho has been firmly established. The DDEC has completed training for the new competency-based IEP but will be reviewing aspects of this training in the fall of 2022. 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 focus on understanding and effectively implementing the UDL framework. Principals will be expected to monitor classroom instruction and ensure that SSPs/IEPs are in place, reflected in year, unit, and daily plans, and are identifiable in lesson observations.</p>
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<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>	

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 for the upcoming school year, along with 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.</p>	<p>Flexible instructional strategies support student achievement and promote student wellness. In the Dehcho all teachers are allocated weekly 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. An area of focus this school year will be explicit training in co-teaching cycles and co-teaching models that support culturally responsive teaching approaches. Co-teaching will also be used to model flexible teaching strategies including universal supports. Schools also have STIP time where additional time for collaboration regarding inclusive schooling is utilized. 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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<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 for the upcoming school year, along with 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.</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. This school year there will be a focus on best practices for SBST meetings – examining different models of SBST and how to facilitate an SBST meeting effectively.</p>
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<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. 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 for the upcoming school year, along with 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.</p>	<p>SSPs and IEPs are reviewed and updated during the first 2 weeks of each term. 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 spot checks on plans in the subsequent terms. The RISC will also complete training for each DDEC school regarding the effective development of an SSP that is culturally responsive.</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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<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>	

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 for the upcoming school year, along with 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.</p>	<p>The Inclusive Schooling Directive is reviewed with the principals each year. PSTs submit a monthly report and schedule to the RISC and principal, outlining their activities for the month in each area of time use. This is reviewed by the RISC and feedback/support provided if the allocated targets are significantly different from expectations. PSTs may be required to work with teachers to develop positive behavior support plans for students at risk and may increase small group interventions slightly. This will be closely monitored and well-planned to support student success.</p>
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<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>	

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 *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (ILE Policy) is in place to support the Department 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 quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the ILE Policy.

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 variance.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference or any adjustments to PYs <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 Action 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 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>
Charles Tetcho School	Principal/ Teacher, SSA	Weekly	
Charles Yohin School			
Chief Julian Yendo School	Principal, PST, teachers	Weekly	
Echo Dene School	Principal, PST, Teachers		
Deh Gáh Elementary & Secondary School	All staff	Meet weekly and in PLC groups every month.	
Kakisa Lake School	Principal/ Teacher, SSA	Weekly	
Louie Norwegian School	All Staff	As needed to plan cultural activities.	
Líídlíí Kúę Elementary	All Teaching Staff and any support staff who wanted to be a part of the team	ILE Meetings are scheduled as part of the regular staff meetings every two weeks	
Líídlíí Kúę Regional High School	Principal, Cult/Lang, PST, School Team	Every last Thursday 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 shows the breakdown of the budgeted, and actual ILI (PY funding) in place at each school, identifies whether the allocated PY is new or a returning ILI, and explanation for adjustments to PY.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference or any adjustments to PYs (if applicable)
Echo Dene School	1.27	1.00			
Deh Gáh Elementary & Secondary School	1.16	1.00			
Łíídlı Kúé Elementary School	1.64	1.00			
Łíídlı Kúé Regional High School		1.00			
Louie Norwegian School	0.50	0.50			
Kakisa Lake School	0.50	0.50			
Charles Yohin School	0.50	0.50			
Charles Tetcho School	0.50	0.50			
Chief Julian Yendo School	0.50	0.50			
TOTAL	6.57	6.5	0.07 adjustment due to rounding		

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>I've supported two ILI over the past year. The same materials are shared with all ILI throughout the year. I will provide the same support in 2022-2023</p>	
<p>Plans to recruit and retain language teachers, if any?</p>	<p>There are plans for future hire of ILI for 22-23.</p>	
<p>The # of anticipated New ILIs and which schools they are in.</p>	<p>Can anticipate two more ILI for 22-23</p>	
<p>Challenges and/or barriers faced in the region, including any specific information related to the COVID-19 pandemic, if any?</p>	<p>No hiring of new ILI for three communities. There are plans for hire for all 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:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
 - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit*.
- Schools should 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, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
 - Allocating resources to help build the school-community relationship, including mandatory Elders in Schools programming.
 - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including two days of mandatory cultural orientation; and,
 - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
 - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
 - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
 - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

Indigenous Education funding includes the hiring of Elders and community resource people and providing appropriate teacher training to ensure the *ILE Policy* is 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 variance.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) / Source (If applicable)
Echo Dene School	\$32,400	35,000	Rounded up from surplus			
Deh Gáh Elementary & Secondary School	\$33,600	35,000	Rounded up from surplus			
Łíídlı Kúę Elementary School	\$69,600	70,000	Rounded up from surplus			
Łíídlı Kúę Regional High School	\$30,250	30,000	Rounded to nearest 1,000			
Louie Norwegian School	\$28,000	30,000	Rounded up from surplus			
Kakisa Lake School	\$30,250	30,000	Rounded to nearest 1,000			
Charles Yohin School	\$34,250	35,000	Rounded up from surplus			
Charles Tetcho School	\$32,250	32,500	Rounded up from surplus			
Chief Julian Yendo School	\$32,400	32,500	Rounded up from surplus			
TOTAL	\$290,600	300,000	Extra funding from surplus			

The following table details whether **schools** choose to allocate or find additional funding for an Elder and/or Cultural Support Worker that works at the school on a **consistent schedule** either from ILE funds or 3rd party funding.

School	Elder in School (Y/N)	Cultural Support Worker (Y/N)	How is this position funded?	If no to either of these positions, why not?
Echo Dene School	Y	Y	Community Support	
Deh Gáh Elementary & Secondary School	Y	Y	Community Support	
Łíídlı Kúę Elementary School	Y	N	Community Support	
Łíídlı Kúę Regional High School	Y	Y	Community Support	
Louie Norwegian School	Y	N	Community Support	
Kakisa Lake School	Y	N	Community Support	
Charles Yohin School	Y	N	Community Support	
Charles Tetcho School	Y	N	Community Support	
Chief Julian Yendo S	Y	N	Community Support	

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. This includes regional targets set, achieved results, and explanation for difference.

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 (whole school approach to language use).	6		
# of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	9		

Type of Residential School Awareness Training offered (eg. Blanket exercise, ICAST, Conference)	
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Education bodies must allocate resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory** cultural orientation. The following table details school-based approaches to **local** cultural orientation days.

School	Type of Cultural Orientation <i>(Planned activities)</i>	% of Staff Participation	% of Actual Participation	Explanation for Difference <i>(if applicable)</i>
Charles Tetcho School	2 days: Dene Laws Fall Camp Activity Traditional Indigenous Activities	100%		
Charles Yohin School	There was planned river tour of the area. Admin participated in the orientation. COVID	100%		

	prevented future orientation plans.			
Chief Julian Yendo School	Ice fishing, drum making, Tepee construction	100%		
Echo Dene School	Two days on the land	100%		
Deh Gáh Elementary & Secondary School	Two days on the land Living Well Together Modules Cultural celebrations like Feeding of the Fire, Blessing of events, etc.	100%		
Kakisa Lake School	2 days: Checking fish nets on the lake Berry picking	100%		
Louie Norwegian School	Seasonal cultural camps (spring and fall)	100%		
Líídlíí Kúę Elementary School	- One day working on “Living Well Together” Modules - One day out at Kelly Lake for on the land activities and team bonding (Fishing, Cooking, etc.)	100%		
Líídlíí Kúę Regional High School	Every last Thursday, monthly	100%		

F. 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. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

The following table details the **land-based** key cultural experiences that were offered during the school year, using funding from the community support or Indigenous education categories.

School	Name of Land- Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language incorporated? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
Echo Dene School					
Deh Gáh Elementary & Secondary School					
Łíídlı́ Kúé Elementary School					
Łíídlı́ Kúé Regional High School					
Louie Norwegian School					
Kakisa Lake School					
Charles Yohin School					
Charles Tetcho School					
Chief Julian Yendo School					

The following table details the **school-based** key cultural experiences using funding from the community support or Indigenous education categories.

School	Name of School-Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts/Elders Hired	Was the Indigenous Language Incorporated Throughout? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
Echo Dene School					
Deh Gáh Elementary & Secondary School					
Łíídlı́ Kúé Elementary School					
Łíídlı́ Kúé Regional High School					
Louie Norwegian School					
Kakisa Lake School					
Charles Yohin School					
Charles Tetcho School					
Chief Julian Yendo School					

The following table details the supplies purchased by schools to deliver key cultural experiences.

School	Land-Based Supplies or Equipment Purchased	School-Based Supplies or Equipment Purchased or Rented	If training or licensing was required, was it paid through ILE funding? (Y/N)
Echo Dene School			
Deh Gáh Elementary & Secondary School			
Łíídlı́ Kúę Elementary School			
Łíídlı́ Kúę Regional High School			
Louie Norwegian School			
Kakisa Lake School			
Charles Yohin School			
Charles Tetcho School			
Chief Julian Yendo School			

G. 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.</p>	<p>Travel to communities to those ILI who needed extra support and training have been completed, as well as have ILI come to community for training. More OLC materials will be in development. Online dictionary is being developed to support schools, as well as Jump Math translations for kindergarten grades to start in 22-23. Partnership with Unite for Literacy on the translations and online reading program for 10 books to start in 22-23.</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			

H. Employing a Whole School Approach to Language Use

All school staff play a role in supporting language reclamation and language revitalization efforts. Employing a ‘**whole school approach to language use**’ bridges a gap created by colonization. Through acknowledgment of the value and the authentic use of language and culture, the whole school approach is a component of reconciliation. Education bodies must allocate resources to employ a whole school approach to Indigenous language use.

The following tables detail initiatives that employ the whole school approach to language use.

School	Indigenous Language Signage in Schools (Y/N)	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
Echo Dene School			
Deh Gáh Elementary & Secondary School			
Łíídlı́ Kúé Elementary School			
Łíídlı́ Kúé Regional High School			
Louie Norwegian School			
Kakisa Lake School			
Charles Yohin School			
Charles Tetcho School			
Chief Julian Yendo School			

I. 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 **regional** amount of allocated and actual funding spent on community support, and the explanation for any variance.

Allocated (\$)	Actual (\$)	Community Support Activity	Total (\$)	Explanation for Difference (if applicable)
\$110,324				

J. 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*. Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

- Allocating resources to support core Indigenous language instruction;
- Allocating resources to develop resources for the *Our Languages* curriculum;
- Allocating resources to support community connections related to Indigenous language instruction; and,
- Allocating resources to support Indigenous language instruction through an immersion approach, where and when possible.

Resource Development funding is to be used only for:

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

Note: Please ensure copies of any new resources produced are submitted to ECE-ILES.

The following table details the **regional** funding allocated, budgeted, actual expenditures for resources development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$156,294	\$156,294	Some Community Support to be supported by Res Development budget		

The following table details the **regional** and **school** training and workshops for Indigenous language instruction (ILI) staff to further their professional development in *OLC* and *ILE Handbook* implementation.

School and # of ILIs participating	OLC or ILE Handbook	Specific Focus (ex: assessment)	Training Provider (ex: RILE, ECE, contractor)	Planned Dates and Location	Was this training held as planned? (Y/N) If no, why not?
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The following table details the **regional** resources created for the implementation of *OLC* and *ILE Handbook* in schools.

Resource Type (ex: books, signage, digital, visuals, translations)	Title of Resource (if texts)	# of Copies Produced	Language Produced In

The following table details **regional** funding used to support technological needs that support OLC and ILE implementation.

Type of technology purchased	# of Items Purchased	How the Purchased Technology Supports <i>OLC</i> and <i>ILE Handbook</i> Implementation

Appendix B: Operating Plan - Operating Budget

**Department of Education, Culture & Employment
Council/District Approved 2022-2023 Budget**

**Dehcho Divisional Education Council/District Education Authority
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated**

	2022-2023 Budget	2021-2022 Approved Budget	2021-2022 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	13,667,633	13,033,545	13,251,612
SSI (Base Amounts - Schedule 8)	55,000	55,000	55,000
Northern Distance Learning (Schedule 8)	135,750	135,750	
Minority Language (Schedule 8)	55,000	110,000	52,300
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions	80,000	80,000	80,000
Sub-Total ECE	13,993,383	13,414,295	13,438,912
GNWT Other Contributions	400,000	400,000	370,000
Total GNWT	14,393,383	13,814,295	13,808,912
Federal Government Jordan's Principle (Schedule 8)	1,774,514	1,774,514	1,278,869
Federal Government Other Property Tax Requisitioned Other Education Bodies Education Body Generated Funds			
Rentals	36,000	36,000	36,000
School Fees			
Investment Income	30,000	30,000	30,000
Donations			
Other	82,000	82,000	65,000
Total Generated Funds	148,000	148,000	131,000
TOTAL REVENUES	16,315,897	15,736,809	15,218,781
<u>EXPENSES</u>			
Administration (see Schedule 2)	1,066,774	1,036,564	1,056,000
School Programs (see Schedule 2)	9,869,115	8,749,810	9,148,798
Operations and maintenance (see Schedule 2)	894,480	892,635	729,614
Inclusive Schooling (see Schedules 2&3)	2,597,264	2,547,121	1,940,000
Indigenous Languages and Education (see Schedules 2 & 4)	1,727,016	1,718,872	1,473,424
Student/Staff Accomodations (see Schedule 2)	220,950	190,950	280,000
Jordan Principal	1,774,514	1,774,514	1,278,869
Other			
Sub-Total Expenses Before Amortization	18,150,113	16,910,466	15,906,705
Amortization (see Schedule 6)			
TOTAL EXPENSES**	18,150,113	16,910,466	15,906,705
ANNUAL OPERATING SURPLUS (DEFICIT)	-1,834,216	-1,173,657	-687,924
ACCUMULATED SURPLUS (DEFICIT) OPEN *	2,025,465	1,574,879	2,713,389
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	191,249	401,222	2,025,465
*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	191,249	401,222	2,025,465
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	191,249	401,222	2,025,465

**Department of Education, Culture & Employment
Council Approved 2022-2023 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		6,380,650						6,380,650
Regional Coordinators (RISC/RILE)				179,810	121,947			301,757
Program Support Teachers				1,095,907			132,380	1,228,287
Support Assistants		162,750		826,279			1,489,694	2,478,723
Indigenous Language Instruction					1,025,302			1,025,302
Cultural Resource Staff					45,000			45,000
Elders in Schools					65,000			65,000
Non Instructional Staff	612,974	787,584	831,280	102,767				2,334,605
Board/Trustee Honoraria	82,800							82,800
<u>EMPLOYEE BENEFITS</u>								
Employee Benefits/Allowances	20,000	318,859	20,000	60,000	70,000			488,859
Leave And Termination Benefits		170,000		10,000				180,000
<u>STAFF DEVELOPMENT (Including Travel)</u>								
		125,000		36,000	30,000			191,000
<u>SERVICES PURCHASED/CONTRACTED</u>								
Professional/Technical Services	35,000	150,000						185,000
Postage/Communication	40,000	143,000						183,000
Utilities								0
Heating								0
Electricity		38,272						38,272
Water/Sewage								0
Travel	100,000	453,000		79,001		30,000		662,001
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	43,000	13,200					131,200
Other Contracted Services	16,000	25,000		70,000	10,000	190,950		311,950
<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 SERVICE</u>								
								0
<u>OTHER</u>								
								0
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,066,774	9,869,115	894,480	2,597,264	1,727,016	220,950	1,774,514	18,150,113
<u>AMORTIZATION</u>								
								0
TOTAL	1,066,774	9,869,115	894,480	2,597,264	1,727,016	220,950	1,774,514	18,150,113

**Department of Education, Culture & Employment
Council Approved 2022-2023 Budget**

**Divisional Education Council/District Education A
Inclusive Schooling - (Schedule 3)
Annual Budget**

	General Inclusive	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	179,810		179,810
Magnet Facility Teachers			
Program Support Teachers	1,095,907		1,095,907
Support Assistants	929,046		929,046
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowance	70,000		70,000
<u>STAFF DEVELOPMENT (Incl</u>			
	36,000		36,000
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services	70,000		70,000
Student Transportation (Busing)*			0
Other Contracted Services	79,001		79,001
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	22,500		22,500
Materials	115,000		115,000
Freight			0
TOTAL	2,597,264	0	2,597,264

**Department of Education, Culture & Employment
Council Approved 2022-2023 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		121,947	121,947
Indigenous Language Instruction		1,025,302	1,025,302
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		143,852
Freight	6,148		6,148

TOTAL	300,000	97,353	1,329,663	1,727,016
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**Department of Education, Culture & Employment
Council Approved 2022-2023 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	38.5
Consultants	4.5
Classroom Assistants	0
Secretaries	4
Custodians	9
Other - Specify	
Inclusive Schooling:	
Regional Coordinator	1
Program Support Teachers	6.5
Support Assistants	25.5
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>102.5</u></u>

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan



Education Body Chair

June 17 2022

Date



Superintendent

June 17 2022

Date

Annual Report

Education Body Chair

Date

Superintendent

Date

Education Accountability Framework

Ndilq District

Education Authority

Operating Plan

For the 2022-23 School Year



Cadre de responsabilisation en éducation

Administration scolaire de district de Ndilo

Plan de fonctionnement

Année scolaire 2022-2023



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Operating Plan - Executive Summary

The Ndilò District Education Authority's Operating Plan for the 2022-2023 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 Ndilò 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 Ndilò District Education Authority (NDEA) is responsible for administering and maintaining the standards of educational programs in Ndilò 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 2022-23 school year is estimated at approximately 130 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 Wilìideh Yatì and culture,
- Several key cultural experiences throughout the school year,
- Increased time on-the-land with grades one through twelve spending a half day every other 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 2021-22 year. While the last year was rewarding, it did come with its many challenges. KDS students and staff accomplished many of their goals from the previous school year, however it was determined to see meaningful change that we would maintain several of our goals for the upcoming school year.

In 2022-23, KDS staff and students will work towards the following goals:

1. KDS will continue to enhance Willideh Yatı weekly instructional time and further develop staff's understanding and use of Indigenous teaching and learning practices.
2. KDS staff will gain an understanding of the continuum of executive function skills, how those skills relate to each other and the strategies to support them in the classroom.
3. KDS will continue to increase overall understanding of diversity and inclusion to support student-to-student and staff-to-student relationships.

Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Administration scolaire de district de Ndilq (ASDN) pour l'année scolaire 2022-2023 a été préparé conformément à la *Loi sur la gestion des finances publiques* (LGFP). 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 l'ASDN pour la prochaine année scolaire.

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

L'ASDN doit administrer et maintenir les normes des programmes scolaires à Ndilq, comme celui de l'école dénée K'àlemi. L'ASDN s'est engagée à offrir une éducation de qualité aux élèves et se concentre sur les quatre composantes de l'apprentissage suivantes inscrites dans l'énoncé de la mission et de l'ambition de l'école :

- Langue et culture
- 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, au reste de la communauté et au Nord.

L'école K'àlemi 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 2022-2023 sont estimées à environ 130 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 williideh yatì
- Plusieurs expériences culturelles essentielles pendant l'année scolaire
- Les élèves de la 1^{re} à la 12^e année passent plus de temps sur les terres traditionnelles (au moins une demi-journée toutes les deux semaines).
- 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 permet de servir déjeuner, dîner et collations
- Petites classes multiniveaux
- Pédagogie « Make Space » (laboratoire créatif)
- 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 à la planification de l'avenir chez les élèves du secondaire

L'ASDN est heureuse d'entamer une nouvelle année scolaire après les difficultés de 2021-2022. Bien que ce fût une année enrichissante, elle a été ardue par moments. Les élèves et le personnel de l'école dénée K'àlemi ont atteint plusieurs des buts qu'ils s'étaient fixés l'année précédente. Toutefois, nous avons déterminé que pour concrétiser certains changements importants, nous devons maintenir un certain nombre de ces buts pour l'année qui vient.

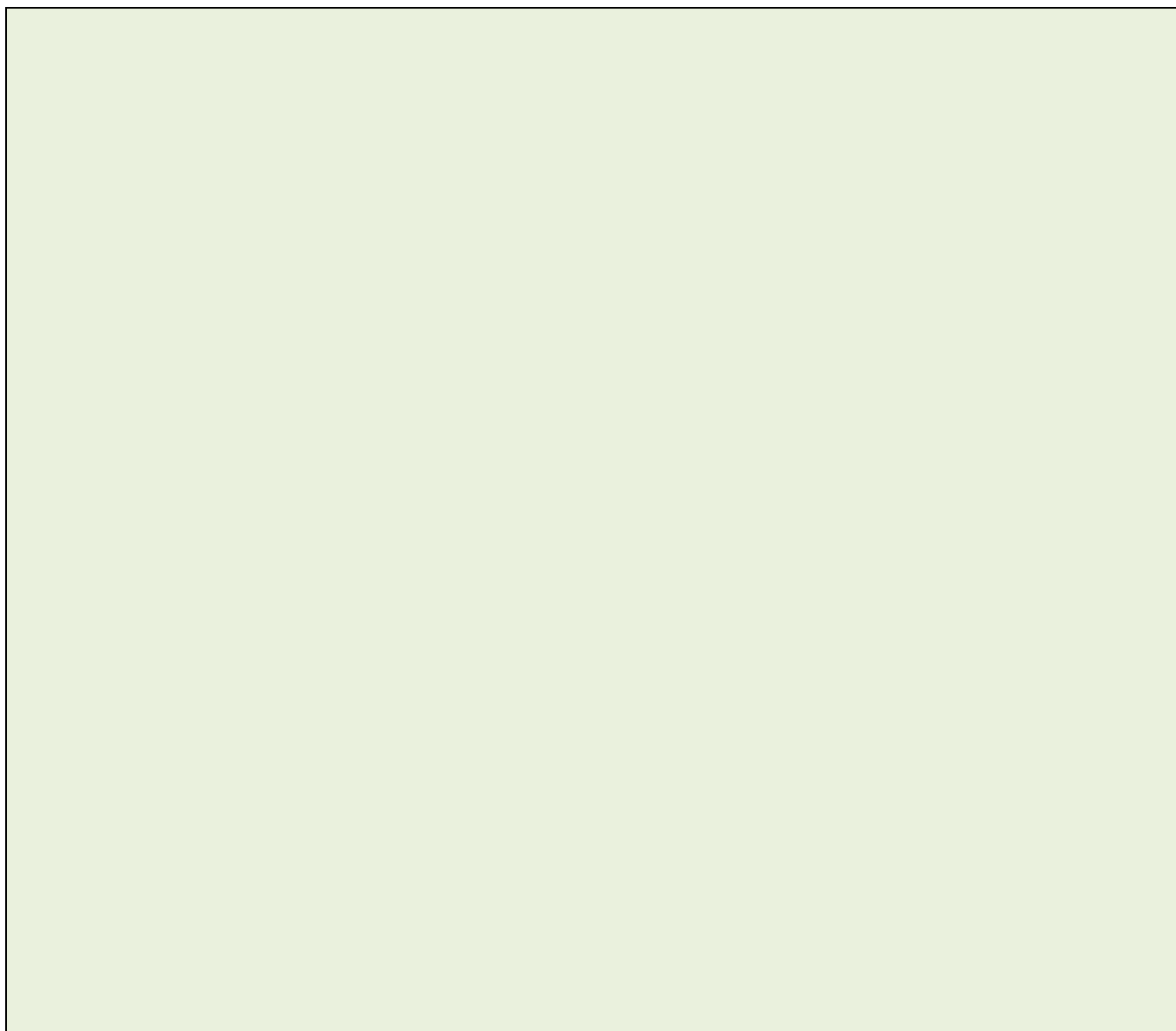
En 2022-2023, le personnel et les élèves de l'école dénée K'àlemi travaillent à la réalisation des objectifs suivants :

1. L'école continuera à augmenter le temps consacré chaque semaine à l'enseignement du Wilìdeh Yatì. Elle incitera aussi le personnel à perfectionner sa compréhension et son usage des pratiques autochtones d'enseignement et d'apprentissage.
2. Le personnel de l'école se familiarisera avec l'ensemble des compétences associées aux fonctions exécutives, les liens qui les unissent et les stratégies d'application en classe.
3. L'école veillera à ce que tous aient une meilleure compréhension de la diversité et de l'inclusion pour favoriser les bonnes relations élève-élève et élève-personnel.

Annual Report - Executive Summary

The Ndilq District Education Authority's Annual Report for the 2022-2023 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. School Profiles; and
- D. Student 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 – Dr. Cindi Vaselenak
- Last Election – May 2022
- 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 2025

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.

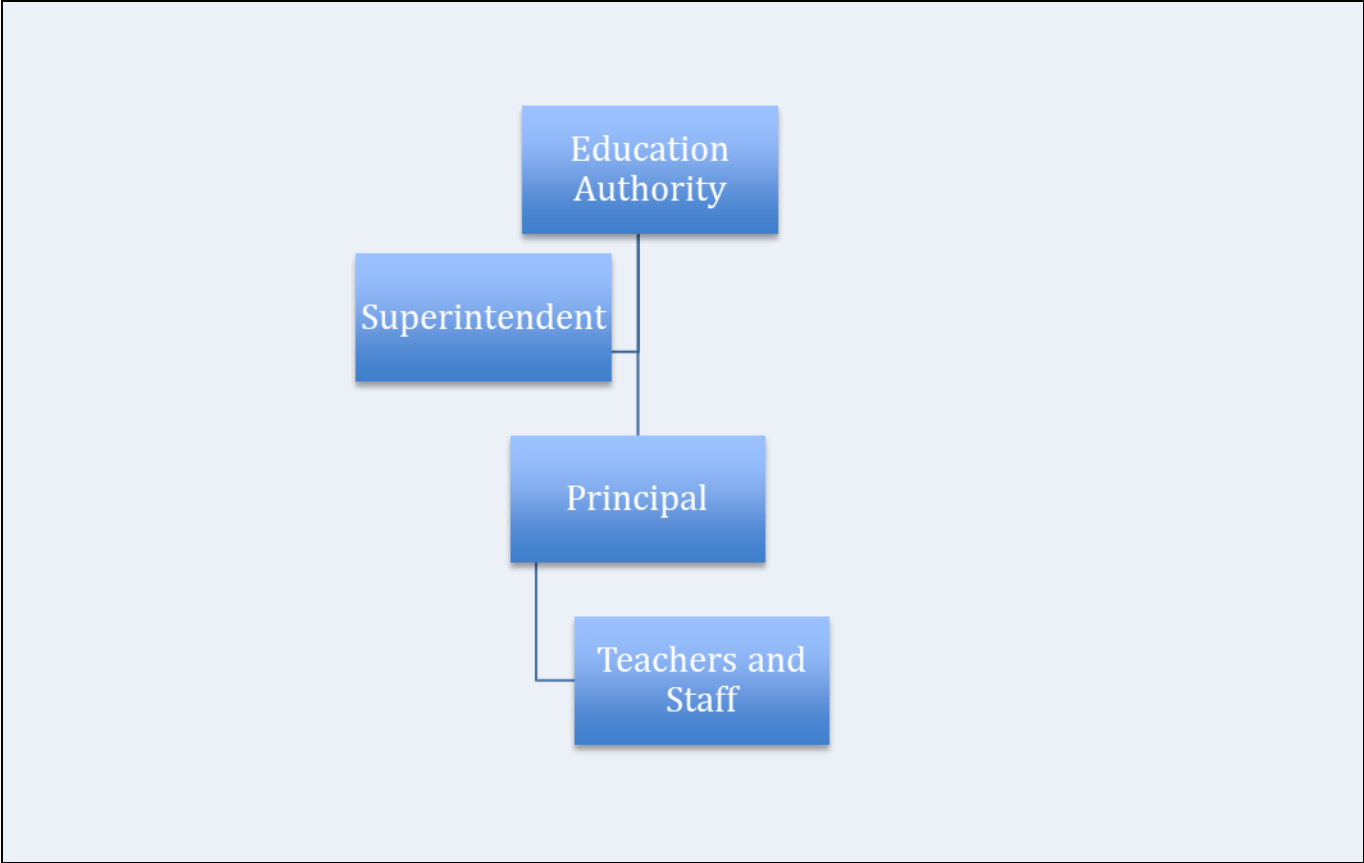
It should be noted that the role of the principal is different than at most schools in the NWT. The KDS principal often receives direction directly from the NDEA and is responsible for reporting to the NDEA. With support from the superintendent, the principal is responsible for developing the school 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.

Current Ndilo District Education Authority members are:

1. Cecilie Beaulieu, Trustee
2. Theresa Black, Trustee
3. Myra Conrad, Trustee
4. Sarah Erasmus, Trustee
5. Vern Evans, Trustee
6. Nyra Mackenzie, Trustee
7. Violet Sangris, Trustee

B. Functional Organizational Chart

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



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).

Total Number of Schools in District	1	Total Anticipated Student Head Count	130
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School Name	Community	Grades Offered	Programming Highlights
K'alemi Dene School (KDS)	Ndilq	JK-12	<ul style="list-style-type: none"> • Priority on teaching and learning Wilìideh 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 every other 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.

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, and other noteworthy demographics.

The Ndilq District Education Authority consists of one school that will house approximately 120 to 140 students in 2022-23 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 Wìlìideh 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 Wìlìideh 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 every other 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.

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 no charge to 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 & School Reviews;
- C. Staff Evaluations;
- D. Regional Training and In-Service;
- E. Literacy Coordinators;
- F. Healthy Food for Learning;
- G. Second Language Education; and,
- H. 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>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 2022-23 school year:</p> <ol style="list-style-type: none"> 1. Language and culture 2. KDS staff will gain an understanding of the continuum of executive function skills, how those skill relate to reach other and the strategies to support them in the classroom. 3. KDS will continue to 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>
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<p>KDS will continue to enhance Wilhìdeh Yatı weekly instructional time and further develop staff's understanding and use of Indigenous teaching and learning practices.</p>	<p>School timetable will include time for high school language courses</p> <p>Language Instructor to attend CILLDI at University of Alberta</p> <p>ILI committee will build and re-build connections with community Elders</p> <p>Staff will develop additional classroom routine phrases</p> <p>KDS will restart feasts and community gatherings</p> <p>Afternoons-on-the-Land programming will expand to include high school students</p> <p>Staff will participate in PD about the Indigenous teaching and learning practices of Holism and Relationships from Dene Kede</p> <p>Staff will have opportunities to co-plan units according to seasonal calendar</p>		
<p>KDS staff will gain an understanding of the continuum of executive function skills, how those skill relate to reach other and the strategies to support them in the classroom.</p>	<p>Staff will develop a continuum for executive function skills</p> <p>Staff will examine executive function continuum and how to strengthen classroom practices</p> <p>Staff will implement strategies from continuum in the classroom</p> <p>Classroom teachers and PST will write SSPs and IEPs to include executive function supports when possible</p>		
<p>KDS will continue to increase overall understanding of diversity and inclusion</p>	<p>Develop a buddy program where a staff member checks in on a vulnerable student</p>		

<p>to support student-to-student and staff-to-student relationships.</p>	<p>Staff will organize a mixed grade intramural system</p> <p>Staff will restart GSA and include culturally sensitive teachings</p> <p>Committee members will raise school awareness about five different inclusion topics throughout the year</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>			

B. School Improvement Planning & School Reviews

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.

In addition, 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 regional priorities and goals for the upcoming school year related to School Improvement Planning and School Reviews, along with noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and School Reviews, and relevance to regional and shared priorities, for the school year.</p>	<p>K'àlemì Dene School develops a yearly School Improvement Plan (SIP) in consultation with the NDEA and school staff. 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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<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>	

C. 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 for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations.</p>	<p>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 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.</p>
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<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. 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 approach to the completion of Training and In-Service.</p> <p>Please include relevance to regional and shared priorities, for the upcoming school year.</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.</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. (Please choose between 0 and 2.5)	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. 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	0.75	0.25 + 0.75	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 for the upcoming school year related to literacy, along with noted areas of strength and areas for development.

<p>Regional approach to how the Literacy Coordinator role will be used in the upcoming school year.</p> <p>Please indicate whether or not there is a Literacy Action Plan in place.</p>	<p>KDS will pilot a new teaching position to our literacy programming for the 2022/23 school year. The Literacy Support Teacher will be responsible for ensuring the KDS Literacy Plan is being implemented and coaching classroom teachers. The Literacy Plan will be updated this school year. As well, they will coordinate and provide intensive literacy interventions for students for oral language development, reading and writing for JK to grade 10 students.</p>
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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. 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 regional approach taken for the upcoming school year, along with noted areas of strength and areas for development.

<p>Regional approach to the Healthy Foods for Learning program for the upcoming school year.</p>	<p>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.</p>
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<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>	

Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Non-GNWT Funding Received <i>(\$ Amount / Source)</i>

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

G. 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.

Language of SL <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłıchǫ)</i>	Type of SL program <i>(core, immersion, intensive, post-intensive)</i>	Grades of SL program <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>
Wìlłìdèh Yatì	Core	JK-K	90 min/week		
		Grade 1-8	150 min/week		
		Grade 9-10	125 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).

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
1.11	1.0	Difficult to staff 0.11 of a position. The 0.11 will go towards increasing the budget for Educational Assistants.			

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.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
2.05	6	Additional support assistants are required to support classrooms and students. The additional funding comes from Territorial School funding and the NDEA surplus.		

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)
\$8,575	\$8,575			

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?
Executive Function Continuum	All staff	Contract	August 2022 KDS		
EF and SSPs	All staff	PST	Feb 2023 KDS		
Championing Inclusion	All staff	Inclusion committee	August 2022 KDS		
Connecting with vulnerable students	All staff	Inclusion committee	Jan 2023 KDS		
Holism as a teaching practice	All staff	Language and Culture Committee	August 2022 KDS		

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 (\$)	Explanation for Difference (if applicable)
\$20,153					

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, and funding spent on Healing and Counselling throughout the region.

Allocated <i>(\$)</i>	Actual <i>(\$)</i>	Purpose <i>(Materials, positions, contracts, etc.)</i>	User Group Type <i>(# of classrooms / individual student/ etc.)</i>	Total <i>(\$)</i>	Explanation for Difference <i>(if applicable)</i>
\$17,890					

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 for the upcoming school year, along with 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>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 2022-23 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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<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>	

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 for the upcoming school year, along with 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.</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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<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 for the upcoming school year, along with 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.</p>	<p>The KDS SBST meets monthly and follows the 30-minute problem solving process always from a strengths-based lens. 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.</p>
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<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. 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 for the upcoming school year, along with 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.</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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<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>	

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 for the upcoming school year, along with 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.</p>	<p>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.</p>
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<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>	

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 *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (ILE Policy) is in place to support the Department 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 quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the ILE Policy.

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 variance.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference or any adjustments to PYs <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 Action 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 team was not in place or active during the year.

ILE Team Composition <i>(Principal, PST, etc.)</i>	Meeting Frequency	Explanation if ILE Team was not in place or active <i>(if applicable)</i>
<ul style="list-style-type: none"> • Principal • Indigenous Language and Culture Coordinator • Indigenous Language Instructor • Staff volunteers 	Every 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 shows the breakdown of the budgeted, and actual ILI (PY funding) in place at each school, identifies whether the allocated PY is new or a returning ILI, and explanation for adjustments to PY.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference or any adjustments to PYs (if applicable)
1.48	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 Wilhìdeh speaker, but does not have any training in education. The 2022-23 school year will be her fourth 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	

	<p>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.</p> <p>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>	
<p>The # of anticipated New ILIs and which schools they are in.</p>	<p>0</p>	
<p>Challenges and/or barriers faced in the region, including any specific information related to the COVID-19 pandemic, if any?</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. • Many other schools and groups pulling from a small number of language experts 	

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:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
 - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit*.
- Schools should 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, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
 - Allocating resources to help build the school-community relationship, including mandatory Elders in Schools programming;
 - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including two days of mandatory cultural orientation; and,
 - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
 - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
 - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
 - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

Indigenous Education funding includes the hiring of Elders and community resource people and providing appropriate teacher training to ensure the *ILE Policy* is 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 variance.

Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) / Source (If applicable)
\$30,000	\$30,000				

The following table details whether **schools** choose to allocate or find additional funding for an Elder and/or Cultural Support Worker that works at the school on a **consistent schedule** either from ILE funds or 3rd party funding.

Elder in School (Y/N)	Cultural Support Worker (Y/N)	How is this position funded?	If no to either of these positions, why not?
Y	Y	<ul style="list-style-type: none"> • Indigenous Education • Community Support • Language Instructor PY 	

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. This includes regional targets set, achieved results, and explanation for difference.

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 (whole school approach to language use).	1		
# of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	1		

Type of Residential School Awareness Training offered (eg. Blanket exercise, ICAST, Conference)	
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Education bodies must allocate resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory** cultural orientation. The following table details school-based approaches to **local** cultural orientation days.

Type of Cultural Orientation <i>(Planned activities)</i>	% of Staff Participation	% of Actual Participation	Explanation for Difference <i>(if applicable)</i>
<ul style="list-style-type: none"> Language classes for staff Participating in relevant activities 	100%		

F. 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. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

The following table details the **land-based** key cultural experiences that were offered during the school year, using funding from the community support or Indigenous education categories.

Name of Land-Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language incorporated? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>

The following table details the **school-based** key cultural experiences using funding from the community support or Indigenous education categories.

Name of School-Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts/Elders Hired	Was the Indigenous Language Incorporated Throughout? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>

The following table details the supplies purchased by schools to deliver key cultural experiences.

Land-Based Supplies or Equipment Purchased	School-Based Supplies or Equipment Purchased or Rented	If training or licensing was required, was it paid through ILE funding? <i>(Y/N)</i>

G. 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.	For the 2022-23 school year, KDS will continue using the increased Wilhìdeh Yatı weekly instructional time to further develop students’ oral proficiency levels and our whole school approach to language learning. KDS will also offer core language instruction to grade 10-12 students (halted due to loss of instructional time from Covid-19). This will be done through scheduling additional time for Wilhìdeh Yatı lessons and additional time that our Elder spends in classrooms working with students.
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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.	
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H. Employing a Whole School Approach to Language Use

All school staff play a role in supporting language reclamation and language revitalization efforts. Employing a ‘**whole school approach to language use**’ bridges a gap created by colonization. Through acknowledgment of the value and the authentic use of language and culture, the whole school approach is a component of reconciliation. Education bodies must allocate resources to employ a whole school approach to Indigenous language use.

The following tables detail initiatives that employ the whole school approach to language use.

Indigenous Language Signage in Schools <i>(Y/N)</i>	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.

I. 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 **regional** amount of allocated and actual funding spent on community support, and the explanation for any variance.

Allocated (\$)	Actual (\$)	Community Support Activity	Total (\$)	Explanation for Difference (if applicable)
\$13,945				

Appendix B: Operating Plan - Operating Budget

**Department of Education, Culture & Employment
District Approved 2022-2023 Budget**

**Ndilo District Education Authority
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated**

	2022-2023 Budget	2021-2022 Approved Budget	2021-2022 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	3,235,000	2,885,000	2,886,000
SSI (Schedule 8)			
Northern Distance Learning (Schedule 8)			
Minority Language (Schedule 8)			
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions			
Sub-Total ECE	3,235,000	2,885,000	2,886,000
GNWT Other Contributions	15,000	25,000	17,000
Total GNWT	3,250,000	2,910,000	2,903,000
Federal Government Jordan's Principle (Schedule 8)	39,000	78,000	
Federal Government Other			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	500	500	400
Donations	0	0	100
Other	32,400	19,300	127,000
Total Generated Funds	32,900	19,800	127,500
TOTAL REVENUES	3,321,900	3,007,800	3,030,500
<u>EXPENSES</u>			
Administration (see Schedule 2)	214,500	92,500	91,000
School Programs (see Schedule 2)	2,898,000	2,192,400	1,938,000
Operations and maintenance (see Schedule 2)	0	0	
Inclusive Schooling (see Schedules 2&3)	712,000	709,000	476,000
Indigenous Languages and Education (see Schedules 2 & 4)	288,000	299,000	228,000
Student/Staff Accomodations (see Schedule 2)	0	0	
Debt Service			
Other - Transfer to Capital			220,000
Sub-Total Expenses Before Amortization	4,112,500	3,292,900	2,953,000
Amortization (see Schedule 6)			
TOTAL EXPENSES	4,112,500	3,292,900	2,953,000
ANNUAL OPERATING SURPLUS (DEFICIT)	-790,600	-285,100	77,500
ACCUMULATED SURPLUS (DEFICIT) OPEN *	1,369,000	1,257,860	1,291,500
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	578,400	972,760	1,369,000

*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	578,400	972,760	1,369,000
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)		0	0
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Total Closing Accumulated Surplus	578,400	972,760	1,369,000

**Department of Education, Culture & Employment
District Approved 2022-2023 Budget**

**Ndilo District Education Authority
Annual Budget**

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/ Cultural Programs	Student/Staff Accommodation	Total
<u>SALARIES</u>							
Teachers' Salaries		1,931,000					1,931,000
Regional Coordinators (RISC/RILE)				84,000	0		84,000
Program Support Teachers				158,000			158,000
Support Assistants				437,000			437,000
Indigenous Language Instruction					230,000		230,000
Cultural Resource Staff							0
Elders in Schools					5,000		5,000
Non Instructional Staff	112,000	159,000					271,000
Board/Trustee Honoraria	15,000						15,000
<u>EMPLOYEE BENEFITS</u>							
Employee Benefits/Allowances							0
Leave And Termination Benefits							0
<u>STAFF DEVELOPMENT (Including Travel)</u>							
							0
<u>SERVICES PURCHASED/CONTRACTED</u>							
Professional/Technical Services	85,000			10,000	0		95,000
Postage/Communication							0
Utilities							0
Heating							0
Electricity		1,000					1,000
Water/Sewage							0
Travel		3,000		5,000			8,000
Student Transportation (Busing)		65,000					65,000
Advertising/Printing/Publishing							0
Maintenance/Repair		50,000					50,000
Rentals/Leases		21,000					21,000
Other Contracted Services							0
<u>MATERIALS/SUPPLIES/FREIGHT</u>							
Assistive Technology							0
Materials	2,500	668,000		18,000	53,000		741,500
Freight							0
<u>DEBT SERVICE</u>							
							0
<u>OTHER</u>							
							0
SUB-TOTAL OF EXPENSES BEFORE AMORT	214,500	2,898,000	0	712,000	288,000	0	4,112,500
<u>AMORTIZATION</u>							
							0
TOTAL	214,500	2,898,000	0	712,000	288,000	0	4,112,500

**Department of Education, Culture & Employment
District Approved 2022-2023 Budget**

**Ndilo District Education Authority
Inclusive Schooling - (Schedule 3)
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	84,000		84,000
Magnet Facility Teachers			
Program Support Teachers	158,000		158,000
Support Assistants	437,000		437,000
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances			0
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	5,000		5,000
<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	18,000		18,000
Materials			0
Freight			0
TOTAL	712,000	0	712,000

**Department of Education, Culture & Employment
District Approved 2022-2023 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	230,000			230,000
Cultural Resource Staff			0	0
Elders in Schools			5,000	5,000
<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	1,000	1,000	51,000	#REF!
Freight				0
TOTAL	231,000	1,000	56,000	288,000

**Department of Education, Culture & Employment
Council Approved 2022-2023 Budget**

**Divisional Education Council/District Education Authority
Approved Person Years - (Schedule 5)
Annual Budget**

	<u>Person Years</u>
Administration Staff	1.00
Territorial Schools:	
Teachers	12.50
Consultants	
Classroom Assistants	
Secretaries	
Custodians	1.00
Other: Cook	0.50
Bus Driver/Bus Monitor (0.5 + 0.5)	1.00
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>25.50</u></u>

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan



Education Body Chair



Superintendent

June 30, 2022

Date

June 30, 2022

Date

Annual Report

Education Body Chair

Superintendent

Date

Date

Education Accountability Framework

Sahtú Divisional Education Council

Operating Plan

For the 2022-23 School Year



Cadre de responsabilisation en éducation

Conseil scolaire de division du Sahtú

Plan de fonctionnement

Année scolaire 2022-2023



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Operating Plan - Executive Summary

The Sahtú Divisional Education Council's Operating Plan for the 2022-2023 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:

Key Strategic Goals

In January 2020, the Sahtú Divisional Education Council began the process of strategic planning and long-term goal-setting. The process included community engagement sessions in the five Sahtú communities - Délı̨ne, Tuli't'a, Norman Wells, Fort Good Hope and Colville Lake. The objective of the community engagement sessions was to derive strategic priorities for the school based on community, school staff and student voice. The community and student voice had a broader influence as the Sahtú Divisional Education Council developed its *Growing Forward Together: Strategic Plan 2020-2025*.

Growing Forward Together: 2020-2025 sets the strategic priorities and goals for the SDEC. The four key priorities are:

Increasing Academic Achievement through Advocacy and Support

The SDEC strives to ensure equitable access to learning for all students. We advocate through the District Education Authority (DEA), Divisional Education Council (DEC), the Government of the Northwest Territories, and other political arenas to strengthen equitable access to education for all Sahtú students. Schools will celebrate student success throughout the year. Physical, emotional, spiritual and intellectual aspects of the whole student will be recognized and celebrated.

Becoming a Capable Person in the NWT

The SDEC supports 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. In addition to a focus on wellness and identity, schools prepare students with integrated skills, attitudes and capabilities to better make use of post-secondary and work opportunities after grade 12.

Strengthening Language, Culture and Identity

Schools in Sahtú region 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 is implemented where all students and staff

are expected to participate. Two of the five Sahtú schools offer a junior kindergarten/kindergarten Dene Kede (North Slavey) Language Immersion program.

Promoting a Respectful and Responsible Learning & Work Environment

The SDEC advocates for equitable access to learning and diverse choices in programming in small schools. Increasing services and providing a safe learning environment is paramount. The SDEC is committed to advocating for school facility improvements in all schools. An open channel between the school and community is a key component of student success. Sahtú schools look to strengthen parental engagement to improve student attendance and to support and improve academic achievement. Parental and community feedback is sought in an effort to bring about changes and joint successes, which are continuously identified and celebrated.

School Re-Opening:

Similar to educational jurisdictions across the Northwest Territories and across Canada, the Sahtú Divisional Education Council (SDEC) is encountering the aftermath of the twenty-four months of disruption in the education of JK - 12 students. Our data and on-going assessments show gaps in knowledge, skills, learning behaviours and achievement which we need to address in a proactive and systematic way, guided by research-based practices and educational expertise.

Additional Performance Improvement Planning for 2022-2023

The SDEC does not currently have regional achievement targets identified to address the gaps in student achievement in the areas of literacy and numeracy. Currently, schools identify school-specific targets in these academic achievement areas and Professional Learning Communities (PLCs) are the medium to analyze data and measure growth in achieving goals. To fully identify student improvement in the area of literacy and numeracy, the SDEC will identify regional achievement targets which all Sahtú schools are expected to attain or exceed. School administrators will conduct follow-up where programming or targets are not aligned with regional goals, or where classroom and school results fall short of regional goals.

Student absenteeism in grades 7 - 12 severely undermines academic success. Student absenteeism over a school career substantially undermines student achievement across all outcomes. During the 2022-2023 school year, the SDEC will begin to identify and address the hurdles students face in achieving excellent school attendance. The hurdles will be addressed in a holistic approach as to why students do not attend school and how student disengagement is influenced by what the schools are not offering.

Intergenerational trauma and systemic and historic impacts of residential schools reflected in current underachievement and lack of success within schools is a reality for many of our students.

All school staff will receive annual and on-going sensitivity training as a means to address how historic events impact current experiences within schools. Schools will look to community partners and allies to work with educators and students to understand and overcome hurdles to success.

Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division du Sahtú (CSDS) pour l'année scolaire 2022-2023 a été préparé conformément à la *Loi sur la gestion des finances publiques* (LGFP). 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 du CSDS pour la prochaine année scolaire.

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

Principaux objectifs stratégiques

En janvier 2010, le CSDS a enclenché le processus de planification stratégique et de fixation d'objectifs à long terme. Dans le cadre du processus, des séances d'échange avec le public ont eu lieu dans les cinq collectivités du Sahtú : Délne, Tuli't'a, Norman Wells, Fort Good Hope et Colville Lake. Le but était d'en tirer des priorités stratégiques pour les écoles en fonction des commentaires de la collectivité en général, ainsi que du personnel scolaire et des élèves. Les commentaires de la collectivité et en particulier des élèves ont eu une grande importance dans l'élaboration du plan stratégique pour 2020 à 2025, *Avancer et grandir ensemble*, par le Conseil.

Avancer et grandir ensemble de 2020 à 2025 établit les priorités et objectifs stratégiques du Conseil. Voici les quatre priorités retenues :

Défendre les intérêts des élèves et leur offrir du soutien pour favoriser la réussite scolaire

Le CSDS fait tout pour garantir un accès équitable à l'apprentissage pour tous les élèves. Nous faisons avancer ce dossier auprès du conseil scolaire de district (CSD), de l'administration scolaire de district (ASC), du gouvernement des Territoires du Nord-Ouest (GTNO), et d'autres arènes politiques afin de renforcer l'accès équitable à l'éducation pour tous les élèves du Sahtú. Les écoles célébreront la réussite des élèves tout au long de l'année. Les aspects physiques, affectifs, spirituels et intellectuels de chaque élève seront reconnus et valorisés.

Devenir une personne compétente aux TNO

Le Conseil scolaire apportera son soutien aux écoles pour favoriser le bien-être physique, affectif, 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 sur les terres ancestrales. En plus d'insister sur le bien-être et l'identité, les écoles permettent aux élèves de développer des compétences, des

attitudes et des capacités intégrées pour qu'ils puissent mieux profiter des occasions de poursuivre des études postsecondaires ou de décrocher un emploi après la 12^e année.

Renforcer la culture, la langue et l'identité

Les établissements de la région du Sahtú ont créé de riches occasions, tels des camps culturels sur les terres ancestrales, pour que les élèves acquièrent des compétences traditionnelles et tissent des liens avec les aînés et les spécialistes de la tradition. Afin de consolider l'autochtonisation de l'enseignement dans les écoles, une approche scolaire globale faisant participer tous les employés et élèves est mise de l'avant. Deux des cinq écoles du Sahtú proposent un programme d'immersion linguistique en prématernelle et maternelle.

Faire la promotion d'un environnement d'apprentissage et de travail qui favorise les comportements respectueux et responsables

Le Conseil scolaire veut qu'il y ait un accès équitable à l'apprentissage et une variété de choix de programmes dans les petites écoles. Offrir davantage de services et un environnement d'apprentissage sûr est d'une importance capitale. Le Conseil scolaire s'engage à promouvoir l'amélioration des installations scolaires dans toutes les écoles. 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 du reste de la communauté est sollicitée dans le but d'apporter des changements et de connaître des succès communs, continuellement reconnus et célébrés.

Réouverture des écoles

Un peu comme les autres administrations scolaires aux Territoires du Nord-Ouest et au Canada, le CSDS doit composer avec les conséquences de la perturbation de l'éducation des élèves de la prématernelle à la 12^e année qui a duré 24 mois. Nos données et évaluations continues montrent des lacunes dans les connaissances, les compétences, les comportements d'apprentissage et les accomplissements, lacunes que nous devons tenter de combler avec méthode, en nous fiant aux pratiques éprouvées et à l'expertise en éducation.

Autres plans d'amélioration du rendement pour 2022-2023

Pour l'instant, le Conseil scolaire n'a pas fixé de cibles de réussite régionales pour remédier aux lacunes des élèves en littératie et en numératie. Les écoles se fixent des cibles de réussite et les Communautés d'apprentissage professionnelles permettent d'analyser les données et de mesurer l'amélioration dans l'atteinte des objectifs. Afin de pleinement mesurer l'amélioration des élèves en littératie et en numératie, le Conseil scolaire déterminera des cibles de réussite régionales que toutes les écoles du Sahtú devront atteindre ou dépasser. Les administrations scolaires feront des suivis là où les programmes ou les cibles ne sont pas arrimés aux objectifs régionaux, ou lorsque les groupes d'élèves et les écoles n'atteignent pas les objectifs régionaux.

L'absentéisme des élèves de la 7^e à la 12^e année mine gravement la réussite scolaire.

L'absentéisme des élèves durant leur scolarité sape leur réussite à tous les égards. Durant l'année

scolaire 2022-2023, le Conseil scolaire commencera à cerner ce qui empêche les élèves de fréquenter l'école assidûment et à s'y attaquer. Une approche holistique face à ces difficultés sera employée pour comprendre pourquoi les élèves manquent l'école et quelles lacunes dans l'offre scolaire contribuent au désengagement.

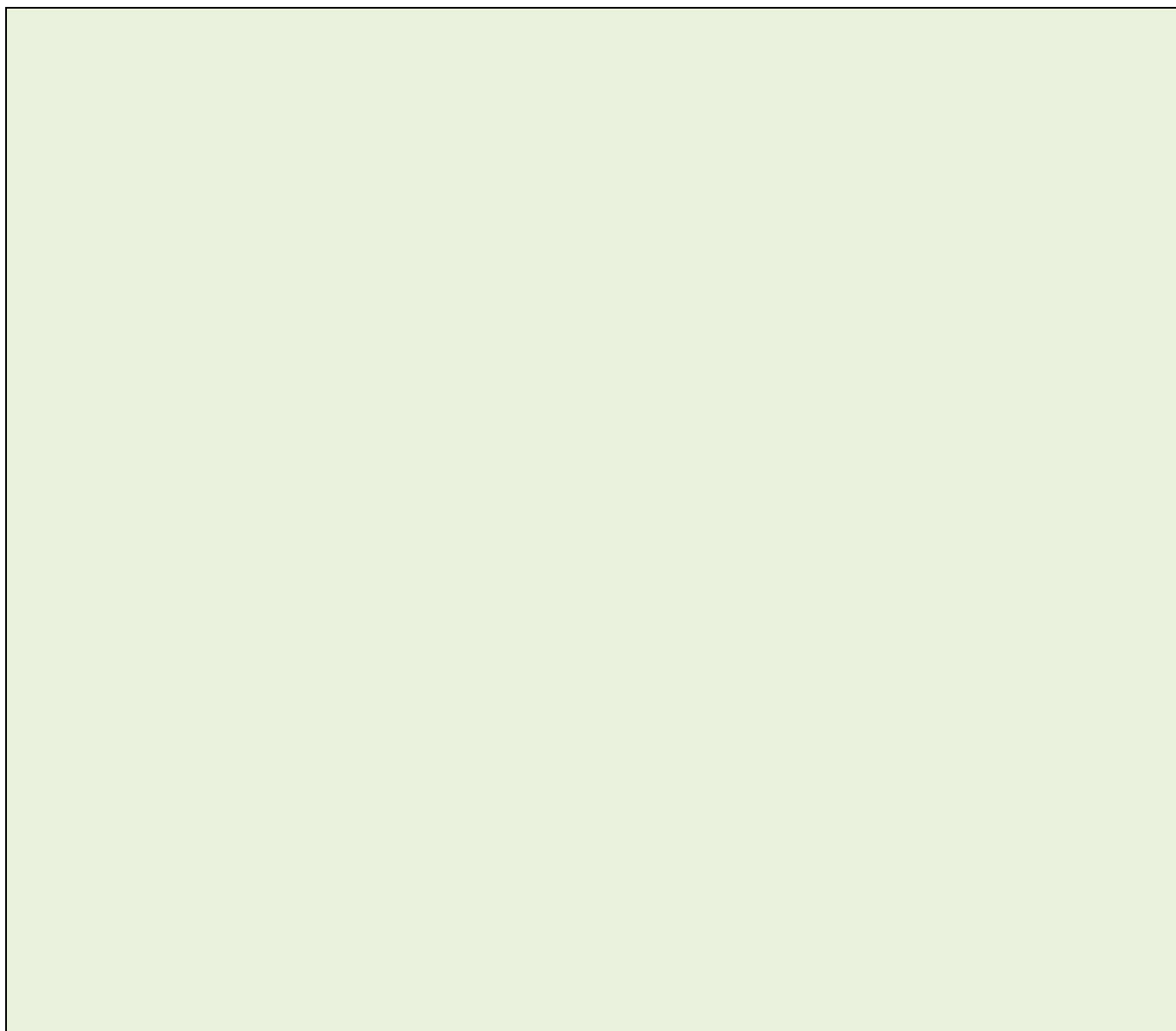
Le traumatisme intergénérationnel et les répercussions systémiques et historiques des pensionnats, qui se reflètent dans le rendement inférieur et le manque de succès actuel dans les écoles, sont la réalité pour nombre de nos élèves.

Tout le personnel scolaire recevra une formation annuelle et continue pour se sensibiliser à ces enjeux et réfléchir aux effets des événements historiques sur les expériences vécues actuellement à l'école. Les écoles feront appel à des partenaires communautaires et à des alliés pour travailler avec les éducateurs et les élèves pour comprendre et surmonter les freins à la réussite.

Annual Report - Executive Summary

The Sahtú Divisional Education Council's Annual Report for the 2022-2023 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. School Profiles; and
- D. Student 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) was established in 1989. The mandate of the SDEC is to provide a quality junior kindergarten to grade 12 education to approximately 520 students in the communities of Délı̄ne, Tulit’a, Norman Wells, Fort Good Hope, and Colville Lake. The SDEC is composed of one representative from each of the five community-based District Education Authorities (DEAs). DEAs are elected, acclaimed or appointed by the community, and each DEA elects one of its members to represent them at the regional SDEC meetings.

The SDEC is responsible for the provision of publicly-funded education within the jurisdiction according to all relevant statutes and regulations and using funds provided by the Government of the Northwest Territories. The SDEC provides facilities, transportation, programs and services and management of risk associated with the operations of the school division.

Governance Structure and Elections

2021-2024 Divisional Education Council Membership

Community	Representative	Position on Board
	Heather Bourassa	Chairperson
Colville Lake	Isabel Orlias	Trustee
Fort Good Hope	Lisa-Marie Pierrot	Trustee
Norman Wells	Sarah Baker	Vice-Chair
Tulit’a	Sally Horassi	Trustee
Délı̄ne	Mary Ann Vital	Trustee

Sahtú governance elections are held on a three-year cycle. Community District Education Authorities (DEAs) can be either elected through a democratic voting process or acclaimed if insufficient candidates put forward their name during the election. DEA members can also be appointed to a membership position if a vacancy occurs during the terms of the sitting DEA. The SDEC follows the elections procedures outlined in the NWT Elections Act and in accordance with Municipal and Community Affairs (MACA) policy and procedure.

Sahtú Divisional Education Council Elections

Election	Length of Term	School Years
October 2018	3 years	2018-2019 2019-2020 2020-2021
October 2021	3 years	2021-2022 2022-2023 2023-2024
October 2024	3 years	2024-2025 2025-2026 2026-2027

Governance Building Capacity

Effective school board governance results from the collective knowledge and skill of the trustees and their capacity or willingness to work together; to manage or resolve conflicting beliefs and values about what constitutes the public interest and to balance the responsibilities of constituency representation with the best interests of the whole organization. The combined skill set and knowledge of trustees and their ability to function in a collaborative manner are crucial to the effective governance of the organization. As a result, training is viewed as an important tool to increase understanding of roles and responsibilities and effective board collaboration.

In October 2021, the Sahtú elections took place and this resulted in a combination of newly elected and returning members to both the community DEAs and the subsequent appointment of trustees to the DEC. With many new members to the DEAs, training is an important tool to ensure members understand roles and responsibilities from a governance and operational perspective. A “DEA Orientation” workshop includes an overview of the function, foundation policies, and key priorities of the SDEC, and a clarification of DEA, member, and partner roles and responsibilities is provided at the start of each newly elected DEA.

Each year, the DEC has the opportunity to attend a conference related to SDEC key priorities.

Key Senior Management Positions:

Superintendent of Schools - Dr. Renee Closs

Assistant Superintendent - Lorraine Kuer

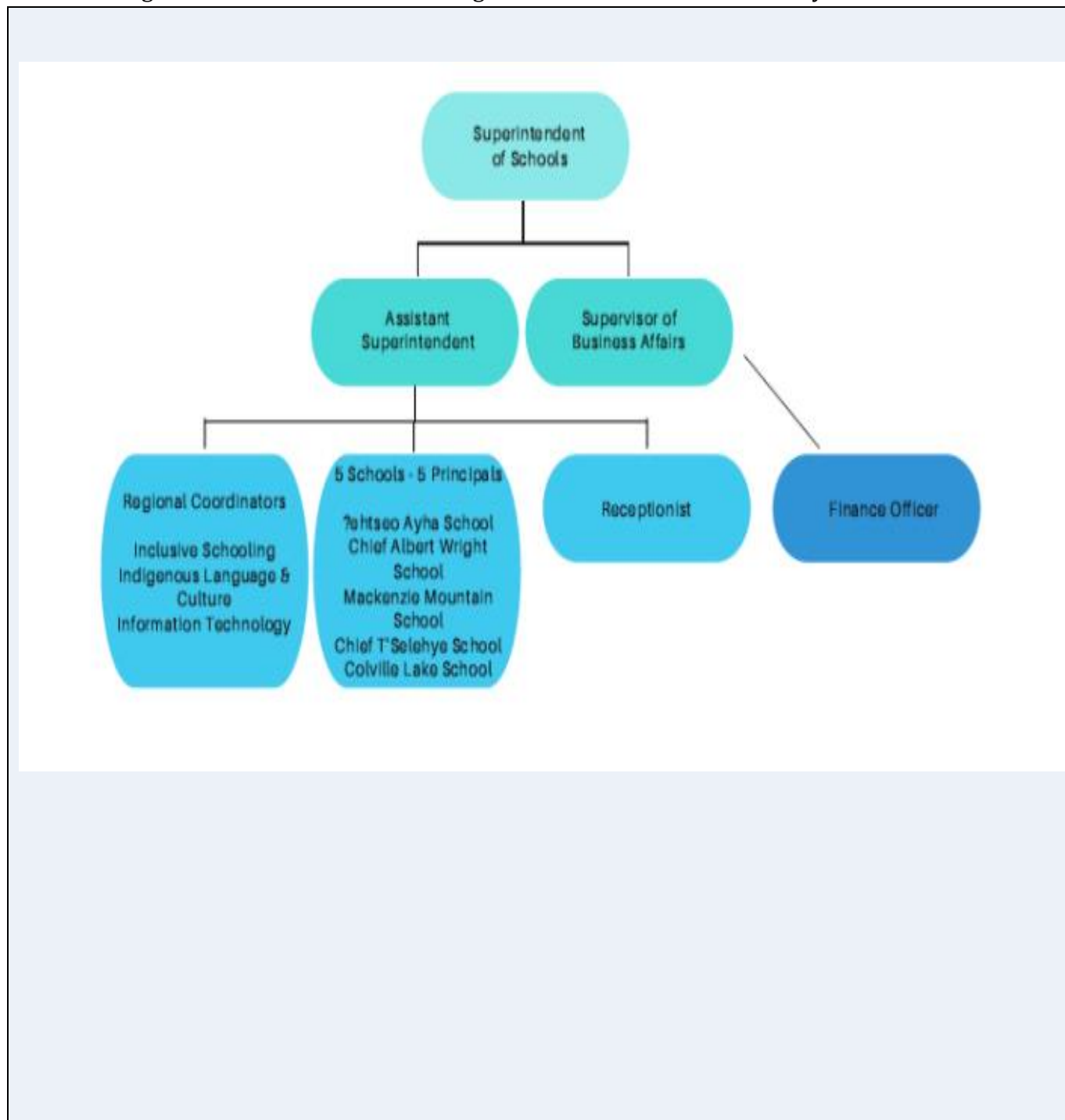
Supervisor of Business Affairs - Siddik Mohammad

The Superintendent of Schools is the Chief Executive Officer (CEO) of the SDEC and fulfills roles under the Government of the Northwest Territories legislations, including that of “Deputy Head” for the public service.

The Sahtú DEC identifies potential DEC / DEA development workshops to assist trustees in improving their skills as representatives on an education governing body. New DEC / DEA members are expected to review the local policies, regional policies and workshops available to trustees, such as the “New Member Orientation”.

B. Functional Organizational Chart

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



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).

Total Number of Schools in District	5	Total Anticipated Student Head Count	530
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School Name	Community	Grades Offered	Programming Highlights
Colville Lake School (Colville Lake)	Colville Lake	JK - 12	<ul style="list-style-type: none"> • Dene Kede Language classes • Extensive on-the-land programming • Full-time food preparation program • Individualized targets in reading and numeracy through the support of an instructional coach • Northern Distance Learning
ʔehtseo Ayha School (ʔehtseo Ayha)	Déłıne	JK - 12	<ul style="list-style-type: none"> • Dene Kede Language classes • JK - K Dene Kede Language Immersion class • Alternate high school program • Enhance Dene Kede Language program • Enhanced on-the-land programming for grades 8-12 • Northern Distance Learning
Chief T'Selehye School (Chief T'Selehye)	Fort Good Hope	JK - 12	<ul style="list-style-type: none"> • Dene Kede Language classes • JK - K Dene Kede Language Immersion class • Guided reading blocks • Nai?e?a 15 and 25 • Career and Education programming • Winter on-the-land camp

			<ul style="list-style-type: none"> Northern Distance Learning with two endpoints
Chief Albert Wright School (Chief Albert Wright)	Tulit'a	JK - 12	<ul style="list-style-type: none"> Dene Kede Language classes JK - K Dene Kede Language Immersion class Alternative high school programming Skills Canada curriculum Integrated Dene Kede Language throughout the school Northern Distance Learning with two endpoints
Mackenzie Mountain School (Mackenzie Mountain)	Norman Wells	JK - 12	<ul style="list-style-type: none"> Dene Kede Language classes Guided reading and numeracy blocks Increased electives in high school Significant offering of -1 courses in high school Northern Distance Learning Core French

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, and other noteworthy demographics.

The Sahtú region comprises five communities and each community have a JK - 12 school. Dene Kede (North Slavey) Language 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 the total population in the Northwest Territories as of January 1, 2022 as 45,640 residents.

The following are population estimates by region and by Sahtú communities as of July 1, 2022:

Sahtú Totals	2,668
Colville Lake	159
Déłıne	627
Fort Good Hope	601
Norman Wells	768
Tulit’a	513

Sahtú Income Distribution in 2019, 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	24.4	36.6	39.0
Colville Lake	-	-	-
Déłıne	31.0	40.5	28.6
Fort Good Hope	27.8	41.7	30.6
Tulit’a	27.8	44.4	27.8
Norman Wells	14.0	24.0	62.0

As of September 2021, the snapshot of Sahtú community school demographics show ethnic backgrounds as follows:

Student total	564
Dene	446
Inuit	8
Métis	22
Non-Aboriginal	81
Other Aboriginal	3
Unclassified	4

In May 2022, Sahtú Inclusive Schooling demographics showed that there were 63.4% on Regular Education programs and 36.6% of 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 comprise 10.9% of the student population and 10 students on Individual Education Plans comprised 1.8% of the school population.

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 & School Reviews;
- C. Staff Evaluations;
- D. Regional Training and In-Service;
- E. Literacy Coordinators;
- F. Healthy Food for Learning;
- G. Second Language Education; and,
- H. 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.	In growing NWT capable citizens, the Sahtú Education Body will target key competencies to nurture in all learning and teaching. Attendance and academic improvement targets will be embedded in the growth of key competencies. Aligned with this holistic approach to learning, Dene Kede language will be embedded in authentic daily activities throughout Sahtú schools in strong efforts to revitalize and make Dene Kede language accessible to all. Regional literacy (reading and writing) and numeracy targets will define priorities in approaches and expected gains within each school; academic targets are embedded and aligned with the development of key competencies over time. These regional goals and priorities are built upon the regional strategic plan developed in May 2020, after strategic visioning for education meetings in each community during January and February of 2020. Current priorities consider the learning loss due to pandemic school closures to in-person learning.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
Students will notice what they are learning and set goals so there is a clear connection between what is being learned and how it contributes to values, skills and dispositions that allow them to live and learn well as capable people. Each school will focus on key competencies and	Regional attendance data, captured Oct 31, Feb 28 and May 31 will show attendance of 80% or more across all divisions e.g. grades JK-6, 7-9, and 10 -12 as a measure of the impact of the strong focus on key competencies and		

<p>their components in developing capable youth. Attendance and academic growth targets will be embedded in the attainment of key competencies over time.</p>	<p>their components in developing capable youth. PowerSchool attendance will be used to report on success achieving the attendance target.</p>		
<p>Language revitalization and access to language in everyday settings: Students will learn through authentic tasks and use functional Dene Kede language that connects to their lives.</p>	<p>Everyone in the school will speak Dene Kede frequently / daily in a Whole School Approach to language learning. Each school will track the growth of student oral language through the tracking of mid-term and semester-end OLC report card results in oral language proficiency.</p>		
<p>Targeted remediation and intervention in reading in grades 1-9; in writing in grades 1-12, and in numeracy in grades 1-8 will result in all students on regular programs (but struggling with gaps in learning) making satisfactory to substantial gains in academic performance. Academic targets are embedded in competencies and the nurturing of values, skills and dispositions of capable NWT people. Attendance is foundational to academic success and instrumental to developing capable people in the NWT.</p>	<p>Comprehensive / Balanced Literacy Approaches, including daily guided reading, will result in all Sahtú grade 1 – 6 students on regular programs gaining four or more levels in reading over the school year, as measured by Fountas & Pinnell Reading Benchmark Assessments. Sahtú students in grades 7 – 9 will reach or exceed reading level Z, unless on individualized support plans for difficulty. Writing, assessed three times in the school year using Sahtú Whole Region Rubrics, will show 80% of grade 1- 12 students, on regular programs, meeting or exceeding grade level expectations in <i>content</i> and <i>organization</i> by June 2023. <i>Dossier</i> database</p>		

	<p>will be used to track success in achieving reading and writing goals. In numeracy, grade 1- 6 students on regular programs will meet or exceed 80% of curricular outcomes as measured by Sahtú Curriculum-Aligned Math Assessments in one to three years. Existing spreadsheets, designed to track student progress in meeting numeracy curricular outcomes, will be used to determine evidence of meeting targets.</p>		
<p>Respectful and responsible learning and working environments are established through on-going attention to staff sensitivity training in residential schools and intergenerational trauma awareness; anti-racism / anti – bias awareness; and completion of the GNWT modules: <i>Living Well Together</i>. Restorative Practices training in conflict resolution and healing circles similarly support respectful spaces.</p>	<p>By October 31, 2022 all Sahtú educators and staff will have completed the <i>Living Well Together</i> modules, including in-person workshops in residential schools’ awareness. By mid-September 2022 all Sahtú educators will have participated in anti-racism and anti-bias introductory work, with follow-up work occurring periodically in the school year. Restorative Practices training will be offered at one school site, with participants drawn from all five communities.</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</p>			

information related to the COVID-19 pandemic.	
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B. School Improvement Planning & School Reviews

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.

In addition, 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 regional priorities and goals for the upcoming school year related to School Improvement Planning and School Reviews, along with noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and School Reviews, and relevance to regional and shared priorities, for the school year.</p>	<p>Sahtú schools will begin school reviews in 2022 – 2023 with a phased-in approach over three years. Principals will report in spring 2023 on achieved results in relation to regional performance indicators, targets and shared priorities, the explanation for any difference between targets and results, noting areas of strength and areas for development. Additional elements of school reviews will be added in 2023 – 2024, with complete school reviews completed in 2024 – 2025. School reviews will then be completed according to a set cycle going forward. Each school will develop school improvement plans by September 30, 2022. These plans will be developed in consultation with the school DEA and community. School improvement planning will reflect the concerns and needs of individual schools but align with overall regional goals. These overarching strategic goals include: becoming a capable person in the NWT through developing key competencies; improving academic achievement in reading, writing and numeracy in support of developing competencies and becoming capable people; and promoting respectful and responsible learning and working environments.</p>
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<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>	

C. 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 for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations.</p>	<p>Teacher and principal evaluations are conducted according to the evaluation cycle. In 2022 – 2023, 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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<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. 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 approach to the completion of Training and In-Service.</p> <p>Please include relevance to regional and shared priorities, for the upcoming school year.</p>	<p>Post-pandemic training and in-service of staff will focus shared regional and school priorities in 2022 – 2023 as follows: residential schools / trauma-informed practices sensitivity training; anti-bias / anti-racism sensitivity training; direct reading instruction / reading intervention training for teachers in grades 1-6; numeracy assessments and numeracy instructional practices for teachers in grades 1-8; and Professional Learning Communities K-12: strengthening analyses of evidence and necessary changes in teaching and learning. Shared priorities also include in-service in strengthening the Whole School Approach to Dene Kede Language use and authentic use of the language, and Indigenization of curriculum in all schools.</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	50%		
% of Regional training and in-service focused on shared priorities	50%		
Number of administration days dedicated to training and in-service. (Please choose between 0 and 2.5)	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.			

E. 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 for the upcoming school year related to literacy, along with noted areas of strength and areas for development.

<p>Regional approach to how the Literacy Coordinator role will be used in the upcoming school year.</p> <p>Please indicate whether or not there is a Regional Literacy Action Plan in place.</p>	<p>The Assistant Superintendent has the responsibility to oversee the implementation of a comprehensive / balanced literacy approach across the region. In this role, the Assistant Superintendent supports the Literacy/Numeracy Interventionist in each school (funded through Jordan’s Principle), monitors reading and writing assessment data, and guides school-based teams to reflect on the data and to implement changes based on the analyses of literacy data. The Sahtú has a Regional Literacy Action Plan in place for 2022 – 2023. The Assistant Superintendent will support teacher learning in direct reading instruction (with an emphasis on phonics and word work integrated into reading instruction); guided reading instruction; targeted intervention in reading instruction (LLI); collaborative assessment of writing using regional rubrics; and social emotional learning (SEL) approaches in teaching writing.</p>
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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. 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 regional approach taken for the upcoming school year, along with noted areas of strength and areas for development.

<p>Regional approach to the Healthy Foods for Learning program for the upcoming school year.</p>	<p>Sahtú schools provide healthy foods daily as a way to address student basic needs, to support families with school-age children, and to scaffold student readiness to learn. All Sahtú schools offer daily breakfast programming, and mid-morning and mid-afternoon healthy snacks. Using Jordan’s Principle funding, Colville Lake School is able to hire 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.</p>
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<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>	

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Non-GNWT Funding Received <i>(\$ Amount / Source)</i>
Colville Lake				
?ehtseo Ayha				
Chief T'Selehye				
Chief Albert Wright				
Mackenzie Mountain				

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

G. 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, post-intensive)</i>	Grades of SL program <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>
Colville Lake	North Slavey	Core	JK – 9	200		
		Core	Nai?e?a 15, 25, 35 (full year)	250		
Pehtseo Ayha	North Slavey	Core	1 – 9	200		
		Immersion	JK – K	1650		
Chief T'Selehye	North Slavey	Core	JK – 9	200		
		Immersion	JK – K	1650		
		Core	Nai?e?a 15, 25, 35 (full year)	250		
Chief Albert Wright	North Slavey	Core	JK – 9	200		
		Immersion	JK – K	1650		
		Core	Nai?e?a 15, 25, 35 (one semester)	375		
Mackenzie Mountain	North Slavey	Core	JK – 9	200		
		Core	Nai?e?a 15, 25, 35 (one semester)	375		
	French	Core	JK – 9	200		

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

H. 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)
Colville Lake	\$37,250	\$5,000	\$42,250		
?ehtseo Ayha	\$36,250	\$5,000	\$41,250		
Chief T'Selehye	\$36,250	\$10,000	\$46,250		
Chief Albert Wright	\$70,500	\$10,000	\$80,500		
Mackenzie Mountain	\$33,250	\$5,000	\$38,250		
TOTAL	\$213,500	\$35,000	\$248,500		

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
Colville Lake				
?ehtseo Ayha				
Chief T'Selehye				
Chief Albert Wright				
Mackenzie Mountain				

The following tables detail regional and school specific reporting related to Northern Distance Learning, along with the noted areas of strength and areas for development.

Regional Performance Indicators	# of Eligible High Schools	# of NDL High Schools	Explanation for variance (if applicable)
Out of the total number of eligible high schools, how many offered NDL programming in the school year. If not all, please explain the variance including which schools.	5		

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 Reporting	School	School level Reporting
Top one or two NDL successes at each participating school.	Colville Lake	
	ʔehtseo Ayha	
	Chief T'Selehye	
	Chief Albert Wright	
	Mackenzie Mountain	
Top one or two challenges experienced with the implementation of NDL	Colville Lake	
	ʔehtseo Ayha	

at each participating school.	Chief T'Selehye	
	Chief Albert Wright	
	Mackenzie Mountain	
Top one or two supports that would help schools better implement NDL next year at each participating school.	Colville Lake	
	?ehtseo Ayha	
	Chief T'Selehye	
	Chief Albert Wright	
	Mackenzie Mountain	

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	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)
Colville Lake	1.00	1.00				
?ehtseo Ayha	1.00	1.00				
Chief T'Selehye	1.07	1.00				
Chief Albert Wright	1.00	1.00				
Mackenzie Mountain	1.31	1.00				
TOTAL	5.38	5.00	Funding reallocated within IS to offset under-funding of positions			

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)
Colville Lake	0.73	0.80		2.8	2.5 Support Assistants (0.8 PY) positions are funded through the Jordan’s Principle and the Child First Initiative
ʔehtseo Ayha	1.54	1.60		5.2	4.5 Support Assistants (0.8 PY) positions are funded through the Jordan’s Principle and the Child First Initiative
Chief T’Selehye	1.98	2.00		4.8	3.5 Support Assistants (0.8 PY) positions are funded through the Jordan’s Principle and the Child First Initiative
Chief Albert Wright	1.37	1.20		3.2	2.5 Support Assistants (0.8 PY) positions are funded through the Jordan’s Principle and the Child First Initiative
Mackenzie Mountain	2.43	2.50		6.1	4.5 Support Assistants (0.8 PY) positions are funded through the Jordan’s Principle and the Child First Initiative
TOTAL	8.05	8.10	Funding reallocated within IS to offset the under-funding of positions.	22.1	17.5 Support Assistants (0.8 PY) 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)
\$50,762	\$40,762	Funding reallocated within IS to offset under-funding of 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?
IEP Renewal	PSTs / Principals / Educators / SAs	RISC & ECE	TBD/ Virtual & In-person		
Healthy Relationships	PSTs / Educators	ECE	TBD/ Virtual & In-person		
New PST In-Service	PSTs	ECE	September/ In-person		
SA Training Program	SAs	Douglas College	August to June / Virtual		
ASD Speaker Series	PSTs / SAs	Children's Autism Services of Edmonton	TBD/ Virtual		
Foundations in ASD	PSTs / Educators / SAs	Children's Autism Services of Edmonton or	TBD/ Virtual & In-person		

		Continuum North			
Foundations in FASD	PSTs / Educators / SAs	CanFASD	TBD/ Virtual & recorded		
FASD for School Staff-Level II	PSTs / Educators / SAs	CanFASD	TBD/ Virtual & recorded		
Foundations in Down Syndrome	PSTs / Educators / SAs	Edmonton Down Syndrome Society	TBD/ Virtual or In-person		
Jolly Phonics	Educators	Jollyworks	TBD/ Virtual		
Social Emotional Learning	PSTs / Principals / Educators / SAs	RISC or ECE	TBD/ Virtual or In-person		
Regulation 101	PSTs / Educators / SAs	RISC or ECE	TBD/ Virtual or In-person		
Restorative Practices	PSTs / Principals / Educators / SAs	RISC or North Shore Restorative Justice in Education Initiative	TBD/ Virtual or In-person		
PBIS in the classroom	PSTs / Principals / Educators / SAs	RISC or Center on PBIS	TBD/ Virtual or In-person		
Safe and Caring Schools & PERP	PSTs / Principals/ SBST	RISC & ECE	TBD/ Virtual & In-person		
Non-Violent Intervention Crisis	PSTs / Principals / Educators / SAs	SIVA	TBD / Virtual or In-person		

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 (\$)	Explanation for Difference (if applicable)
\$72,821					

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, and funding spent on Healing and Counselling throughout the region.

Allocated <i>(\$)</i>	Actual <i>(\$)</i>	Purpose <i>(materials, positions, contracts, etc.)</i>	User Group Type <i>(# of classrooms / individual student/ etc.)</i>	Total <i>(\$)</i>	Explanation for Difference <i>(if applicable)</i>
\$115,101					

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 for the upcoming school year, along with 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 will conduct at least one (1) in-person visit to each school in the Sahtú, to support the development, alignment and review of Student Support Plans (SSPs), and Individual Education Plans (IEPs). Following the ECE’s instructions, the RISC will ensure the transition from the actual IEP to the Inclusive Based-Competency Individual Education Plan (ICBIEP) by providing support, training and resources to the PSTs. The RISC will also monitor the alignment of student supports through virtual check-ins with PSTs and further in-person support visits, as needed. SSPs and 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 RISC monitor that SSPs are finalized on time and support teachers in applying differentiated instruction and individualized strategies to support each students’ growth.</p>
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<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>	

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 for the upcoming school year, along with 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.</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 using flexible instructional strategies. In addition, the RISC and Assistant Superintendent monitor the implementation of and provide professional development opportunities for flexible instructional strategies throughout the school year.</p>
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<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 for the upcoming school year, along with 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.</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.</p>
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<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. 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 for the upcoming school year, along with 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.</p>	<p>Parents and students will be included in developing and reviewing SSPs and ICBIIEP (if possible) or IEP through in-person meetings. When not possible, discussion can be through teleconference calls or virtual conferences. The expectation is that parents receive a mailed copy of SSPs and IEPs at each school reporting period. SSPs, ICBIIEP/IEP can be reviewed and changed at any time, but in the Sahtú, these reviews coincide, at minimum, with reporting periods, at least three to four times per year. Suggested reviews dates are indicated in the Important Dates calendar sent out to Principals and PSTs.</p>
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<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>	

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 for the upcoming school year, along with 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.</p>	<p>PST priority time-use targets in the Sahtú will align with the ECE guidelines of at least 60% of their time supporting teachers, 25% of their time used to help 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 and by consulting the PST's monthly report that summarizes their duties.</p>
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<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>	

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 *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (ILE Policy) is in place to support the Department 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 quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the ILE Policy.

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 variance.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference or any adjustments to PYs <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 Action 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 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>
Colville Lake	Principal, Indigenous Language Instructor, Language Classroom Helper, principal and teacher	Once per month	
?ehtseo Ayha	Principal, Indigenous Language Instructor, Land and Culture Coordinator, teachers and DEA member	Once per month	
Chief T’Selehye	Principal, Indigenous Language Instructor, Language Classroom Helper, Support Assistant and teacher	Once per month	
Chief Albert Wright	Principal, Language Immersion teacher, Indigenous Language Instructor and Language Classroom Helper	Once per month	
Mackenzie Mountain	Principal, Indigenous Language Instructor, Land and Culture Coordinator, DEA member and teachers - occasionally a representative from the Town of Norman Wells and the Norman Wells Land Corporation attend	Once per month	

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 shows the breakdown of the budgeted, and actual ILI (PY funding) in place at each school, identifies whether the allocated PY is new or a returning ILI, and explanation for adjustments to PY.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference or any adjustments to PYs (if applicable)
Colville Lake	0.75	1.00			
ᑭᑭᑭᑭ Ayha	1.21	1.00			
Chief T'Selehye	1.39	1.40			
Chief Albert Wright	1.08	1.00			
Mackenzie Mountain	1.17	1.00			
TOTAL	5.60	5.40	Funding for unfilled 0.20 instructor has been allocated with ILE to cover ILE office operational support, such as duty travel.		

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 SDEC provides additional support in areas where ILIs identify challenges. Through IT training and job shadowing with other ILIs, challenges in integration of technology and implementation of JK/K immersion and OLC programming have been supported through this	
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	targeted capacity-building. In 2022, a temporary Classroom Helper was hired in each location as a temporary measure to address challenges of workload resulting from the return to in-person learning after school closures. In 2022 – 2023, this support will be contingent on identified needs and available funding.	
Plans to recruit and retain language teachers, if any?	We will be actively recruiting for one new Indigenous Language Instructor (Ehtseo Ayha School) for the 2022-2023 school year.	
The # of anticipated New ILIs and which schools they are in.	1 - Ehtseo Ayha School	
Challenges and/or barriers faced in the region, including any specific information related to the COVID-19 pandemic, if any?	The SDEC is anticipating the retirement of several Indigenous Language Instructors over the next two years. During the 2022-2023 school year, we will begin conversations on ways to strategize early recruitment as to ensure there is transition for new ILIs.	

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:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
 - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit*.
- Schools should 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, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
 - Allocating resources to help build the school-community relationship, including mandatory Elders in Schools programming;
 - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including two days of mandatory cultural orientation; and,
 - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
 - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
 - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
 - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

Indigenous Education funding includes the hiring of Elders and community resource people and providing appropriate teacher training to ensure the *ILE Policy* is 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 variance.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) / Source (If applicable)
Colville Lake	\$37,250	\$20,500				
?ehtseo Ayha	\$43,500	\$23,500				
Chief T'Selehye	\$43,500	\$22,500				
Chief Albert Wright	\$42,300	\$23,500				
Mackenzie Mountain	\$39,900	\$20,500				
TOTAL	\$206,450	\$110,500	Funding reallocated in ILE to offset other programming needs, such as professional development for RILE & ILEs and contracted services. Community Supports and Resource Development have also received an increase in funding.			

The following table details whether **schools** choose to allocate or find additional funding for an Elder and/or Cultural Support Worker that works at the school on a **consistent schedule** either from ILE funds or 3rd party funding.

School	Elder in School (Y/N)	Cultural Support Worker (Y/N)	How is this position funded?	If no to either of these positions, why not?
Colville Lake	Yes	Yes	Elder funded through ILE budget and the Culture Support Worker funded through Jordan's Principle	
?ehtseo Ayha	Yes	Yes	Elder funded through ILE budget and the Culture Support Worker funded through Jordan's Principle	
Chief T'Selehye	Yes	Yes	Elder funded through ILE budget and the Culture Support Worker funded through Jordan's Principle	
Chief Albert Wright	Yes	Yes	Elder funded through ILE budget and the Culture Support Worker funded through Jordan's Principle	
Mackenzie Mountain	Yes	Yes	Elder funded through ILE budget and the Culture Support Worker funded through Jordan's Principle	

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. This includes regional targets set, achieved results, and explanation for difference.

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 (whole school approach to language use).	100%		
# of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%		

Type of Residential School Awareness Training offered (e.g. Blanket exercise, ICAST, Conference)	
--	--

Education bodies must allocate resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory** cultural orientation. The following table details school-based approaches to **local** cultural orientation days.

School	Type of Cultural Orientation <i>(Planned activities)</i>	% of Staff Participation	% of Actual Participation	Explanation for Difference <i>(if applicable)</i>
Colville Lake	Living Well Together: Modules 3 & 5 (day 1) Culture Tent with Elders (day 2)	100%		
?ehtseo Ayha	Living Well Together: Modules 3 & 5 (day 1) Culture Camp and activities (day 2)	100%		
Chief T'Selehye	Living Well Together: Modules 3 & 5 (day 1) Culture Camp and activities (day 2)	100%		

Chief Albert Wright	Living Well Together: Modules 3 & 5 (day 1) Culture Camp and activities (day 2)	100%		
Mackenzie Mountain	Living Well Together: Modules 3 & 5 (day 1) Culture activities (day 2)	100%		

F. 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. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

The following table details the **land-based** key cultural experiences that were offered during the school year, using funding from the community support or Indigenous education categories.

School	Name of Land-Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language incorporated? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
Colville Lake					
?ehtseo Ayha					
Chief T'Selehye					
Chief Albert Wright					
Mackenzie Mountain					

The following table details the **school-based** key cultural experiences using funding from the community support or Indigenous education categories.

School	Name of School-Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts/Elders Hired	Was the Indigenous Language Incorporated Throughout? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
Colville Lake					
?ehtseo Ayha					

Chief T'Selehye					
Chief Albert Wright					
Mackenzie Mountain					

The following table details the supplies purchased by schools to deliver key cultural experiences.

School	Land-Based Supplies or Equipment Purchased	School-Based Supplies or Equipment Purchased or Rented	If training or licensing was required, was it paid through ILE funding? (Y/N)
Colville Lake			
?ehtseo Ayha			
Chief T'Selehye			
Chief Albert Wright			
Mackenzie Mountain			

G. 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.</p>	<p>As the Sahtú DEC moves out of restrictions and the ability to gather returns, the SDEC will seek ECE support for the delivery of the OLC, including professional development opportunities for ILEs and other training. Further professional development opportunities will be sought for ILEs to support and sustain the OLC delivery. The SDEC promotes the use of the neurolinguistics second language acquisition approach, using simple sentence interactions and repetition. The key features are ‘listen - speak - read - write’ using authentic situations.</p> <p>Three of the five Sahtú schools will be offering Junior Kindergarten / Kindergarten Dene Kede (North Slavey) Language Immersion classes in 2022-2023.</p>
--	---

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.	

H. Employing a Whole School Approach to Language Use

All school staff play a role in supporting language reclamation and language revitalization efforts. Employing a ‘**whole school approach to language use**’ bridges a gap created by colonization. Through acknowledgment of the value and the authentic use of language and culture, the whole school approach is a component of reconciliation. Education bodies must allocate resources to employ a whole school approach to Indigenous language use.

The following tables detail initiatives that employ the whole school approach to language use.

School	Indigenous Language Signage in Schools (Y/N)	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
Colville Lake			
?ehtseo Ayha			
Chief T’Selehye			
Chief Albert Wright			
Mackenzie Mountain			

I. 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 **regional** amount of allocated and actual funding spent on community support, and the explanation for any variance.

Allocated (\$)	Actual (\$)	Community Support Activity	Total (\$)	Explanation for Difference (if applicable)
\$93,200				

J. 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*. Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

- Allocating resources to support core Indigenous language instruction;
- Allocating resources to develop resources for the *Our Languages* curriculum;
- Allocating resources to support community connections related to Indigenous language instruction; and,
- Allocating resources to support Indigenous language instruction through an immersion approach, where and when possible.

Resource Development funding is to be used only for:

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

Note: Please ensure copies of any new resources produced are submitted to ECE-ILES.

The following table details the **regional** funding allocated, budgeted, actual expenditures for resources development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference <i>(if applicable)</i>	Actual (\$)	Explanation for Difference <i>(if applicable)</i>
\$137,868	\$160,000	Funding from Indigenous Education has been reallocated to this section.		

The following table details the **regional** and **school** training and workshops for Indigenous language instruction (ILI) staff to further their professional development in *OLC* and *ILE Handbook* implementation.

School and # of ILIs participating	OLC or ILE Handbook	Specific Focus <i>(ex: assessment)</i>	Training Provider <i>(ex: RILE, ECE, contractor)</i>	Planned Dates and Location	Was this training held as planned? <i>(Y/N) If no, why not?</i>

The following table details the **regional** resources created for the implementation of *OLC* and *ILE Handbook* in schools.

Resource Type (ex: books, signage, digital, visuals, translations)	Title of Resource (if texts)	# of Copies Produced	Language Produced In

The following table details **regional** funding used to support technological needs that support OLC and ILE implementation.

Type of technology purchased	# of Items Purchased	How the Purchased Technology Supports <i>OLC</i> and <i>ILE Handbook</i> Implementation

Appendix B: Operating Plan - Operating Budget

**Department of Education, Culture & Employment
Council/District Approved 2022-2023 Budget**

**Divisional Education Council/District Education Authority
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated**

	2022-2023 Budget	2021-2022 Approved Budget	2021-2022 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	14,943,672	14,832,098	14,971,140
SSI (Base Amounts - Schedule 8)	55,000	55,000	
Northern Distance Learning (Schedule 8)		216,500	
Minority Language (Schedule 8)	55,000	55,000	71,500
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions			
Sub-Total ECE	15,053,672	15,158,598	15,042,640
GNWT Other Contributions			
Total GNWT	15,053,672	15,158,598	15,042,640
Federal Government Jordan's Principle (Schedule 8)	4,276,631	3,331,659	3,331,659
Federal Government Other			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
Admin Fees JP	438,350		375,975
Investment Income	45,000	30,000	53,685
Donations			
Other	25,000	25,000	25,000
Total Generated Funds	508,350	55,000	454,660
TOTAL REVENUES	19,838,653	18,545,257	18,828,959
<u>EXPENSES</u>			
Administration (see Schedule 2)	1,359,918	1,240,413	1,833,708
School Programs (see Schedule 2)	10,396,033	10,088,424	9,404,924
Operations and maintenance (see Schedule 2)	174,952	172,952	205,080
Inclusive Schooling (see Schedules 2&3)	2,380,221	2,302,681	2,189,994
Indigenous Languages and Education (see Schedules 2 & 4)	1,430,716	1,459,825	1,189,372
Student/Staff Accomodations (see Schedule 2)			
Debt Service			
Other JP Principle	4,276,631	3,331,659	3,331,659
Sub-Total Expenses Before Amortization	20,018,471	18,595,954	18,154,737
Amortization (see Schedule 6)			
TOTAL EXPENSES**	20,018,471	18,595,954	18,154,737
ANNUAL OPERATING SURPLUS (DEFICIT)	-179,818	-50,697	674,222
ACCUMULATED SURPLUS (DEFICIT) OPEN *	2,849,246	1,646,284	2,175,024
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	2,669,428	1,595,587	2,849,246
*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	2,669,428	1,595,587	2,849,246
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	2,669,428	1,595,587	2,849,246

**Department of Education, Culture & Employment
Council Approved 2022-2023 Budget**

**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
SALARIES								
Teachers' Salaries		7,365,887					1,426,314	8,792,201
Regional Coordinators (RISC/RILE)				190,884	183,775			374,659
Program Support Teachers				901,553				901,553
Support Assistants				1,087,100			518,008	1,605,108
Indigenous Language Instruction					733,722			733,722
Cultural Resource Staff								0
Elders in Schools					117,351			117,351
Non Instructional Staff	1,097,779	1,843,751						2,941,530
Board/Trustee Honoraria	83,300			62,762				146,062
EMPLOYEE BENEFITS								0
Employee Benefits/Allowances								0
Leave And Termination Benefits		485,000						485,000
STAFF DEVELOPMENT (Including Travel)	62,000							62,000
SERVICES PURCHASED/CONTRACTED								0
Professional/Technical Services								0
Postage/Communication								0
Utilities			55,000					55,000
Heating								0
Electricity								0
Water/Sewage								0
Travel								0
Student Transportation (Busing)		150,536						150,536
Advertising/Printing/Publishing								0
Maintenance/Repair			13,200					13,200
Rentals/Leases			106,752					106,752
Other Contracted Services								0
MATERIALS/SUPPLIES/FREIGHT								0
Assistive Technology								0
Materials	116,839	550,859		137,922	395,868		2,332,309	3,533,797
Freight								0
DEBT SERVICE								0
OTHER								0
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,359,918	10,396,033	174,952	2,380,221	1,430,716	0	4,276,631	20,018,471
AMORTIZATION								0
TOTAL	1,359,918	10,396,033	174,952	2,380,221	1,430,716	0	4,276,631	20,018,471

**Department of Education, Culture & Employment
Council Approved 2022-2023 Budget**

**Divisional Education Council/District Education Authority
Inclusive Schooling - (Schedule 3)
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	190,884		190,884
Magnet Facility Teachers			
Program Support Teachers	901,553		901,553
Support Assistants	1,087,100		1,087,100
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances	62,762		62,762
<u>STAFF DEVELOPMENT (Including Travel)</u>			
			0
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services			0
Student Transportation (Busing)*			0
Other Contracted Services			0
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	42,821		42,821
Materials	95,101		95,101
Freight			0
TOTAL	2,380,221	0	2,380,221

**Department of Education, Culture & Employment
Council Approved 2022-2023 Budget**

**Divisional Education Council/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		183,775		183,775
Indigenous Language Instruction	733,722			733,722
Cultural Resource Staff				0
Elders in Schools	117,351			117,351
<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	50,000	345,868		395,868
Freight				0
TOTAL	901,073	529,643	0	1,430,716

**Department of Education, Culture & Employment
Council Approved 2022-2023 Budget**

**Divisional Education Council/District Education Authority
Approved Person Years - (Schedule 5)
Annual Budget**

	<u>Person Years</u>
Administration Staff	5.00
Territorial Schools:	
Teachers	45.10
Consultants	1.75
Classroom Assistants	0.50
Secretaries	1.90
Custodians	5.03
Other - Specify	
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	5.38
Support Assistants	8.05
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	5.60
Other - Specify	
Total Person Years	<u>80.31</u>

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan


Education Body Chair

June 30, 2022
Date



Superintendent

June 30, 2022

Date

Annual Report

Education Body Chair

Date

Superintendent

Date

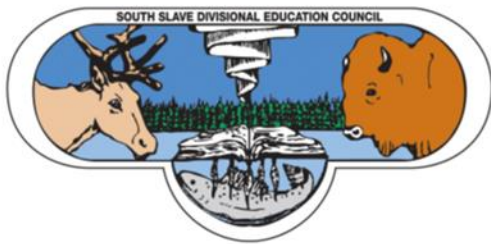
Education Accountability Framework

South Slave

Divisional Education Council

Operating Plan

For the 2022-23 School Year



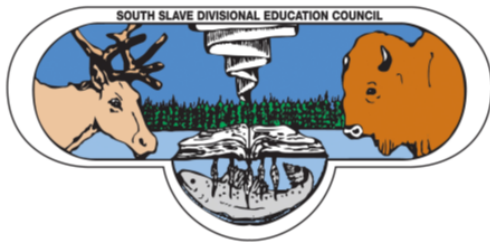
*Creating
Futures*

Cadre de responsabilisation en éducation

Conseil scolaire de division du Slave Sud

Plan de fonctionnement

Année scolaire 2022-2023



*Creating
Futures*

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Operating Plan - Executive Summary

The South Slave Divisional Education Council's Operating Plan for the 2022-2023 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 2022 - 2023

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 or 5 Western and Northern Canada norm)
3. At least 67% of the students reading at or above the Canadian average on the Canadian Achievement Test (CAT-4 Western and Northern Canada norm)
4. At least 80% of SSDEC trustees and staff 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. A 5% increase in the number of students working at grade level (oral proficiency) in their Indigenous language (baseline in 2022-23)
6. 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)

7. 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 or 5 assessment
2. At least 73% of the students at or above the Canadian average in Math on the Canadian Achievement Test (CAT-4 Western and Northern Canada norm)
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). Ensure staff are trained to effectively deliver these programs and enhance implementation of such.
2. Average student attendance improved by at least 3%.
3. 85% of parents participate in at least one of the following : 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 JK-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 or 5 when available, Whole School Writes, Diploma Exams) and analysis. It is our hope that these will not be impacted by any COVID -19 measures which we saw impact the 2020/2021 and 2021/2022 school years with closures and online learning situations at multiple occasions in the year.

Regional and school administrators will continue to provide priority related progress reports to their respective education governing bodies (SSDEC and DEAs) and monthly principal reports will continue to be an expectation.

Having had staff complete the GNWT's Living Well Together program, our focus is to maintain the momentum and highlight DEA priorities throughout schools, staff and wider community as needed.

Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division du Slave Sud (CSDSS) pour l'année scolaire 2022-2023 a été préparé conformément à la *Loi sur la gestion des finances publiques* (LGFP). 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 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 :

Buts et priorités pour la région en 2022-2023

Favoriser la réussite des élèves en alphabétisme

Faire augmenter le pourcentage d'élèves qui répondent aux attentes en alphabétisme ou les dépassent.

Cibles :

1. Au moins 70 % des élèves démontrent des compétences de lecture correspondant à leur niveau, selon la grille des niveaux de lecture de Fountas et Pinnell.
2. Au moins 20 % des élèves s'améliorent d'au moins une unité Stanine en lecture au test de rendement canadien [Canadian Achievement Test] (norme CAT-4 ou CAT-5 pour l'ouest et le nord du Canada).
3. Au moins 67 % des élèves atteignent ou dépassent la moyenne canadienne en lecture au test de rendement canadien [Canadian Achievement Test] (norme CAT-4 pour l'ouest et le nord du Canada).
4. Au moins 80 % des membres du Conseil et du personnel du CSDSS seront en mesure d'engager la conversation et de répondre aux salutations (p. ex. « Comment allez-vous? » « Je vais bien, et vous? »), d'exprimer leur reconnaissance (p. ex. « Beau travail, c'est bien. »), de dire « merci », d'utiliser au moins trois expressions de salutation ou de remerciement

supplémentaires dans la langue autochtone locale (huit expressions pour entamer la discussion ou répondre sans aide-mémoire).

5. Augmentation de 5 % du nombre d'élèves qui répondent aux exigences de leur niveau d'études (compétences en expression verbale) dans leur langue autochtone (valeur de référence à établir en 2022-2023).
6. 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 %).
7. 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 mathématiques

Faire augmenter le pourcentage d'élèves qui répondent aux attentes en mathématiques ou les dépassent.

Cibles :

1. Au moins 20 % des élèves s'améliorent d'au moins une unité Stanine en mathématiques au test de rendement canadien (CAT-4 ou 5).
2. Au moins 73 % des élèves atteignent ou dépassent la moyenne canadienne en mathématiques au test de rendement canadien [Canadian Achievement Test] (norme CAT-4 pour l'ouest et le nord du Canada).
3. 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 %).
4. Au moins 90 % des parents se disent satisfaits du développement de leur enfant en mathématiques (taux de réponse de 80 %).

Favoriser la compréhension et l'exercice du 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 :

1. Au moins 85 % des élèves de la maternelle à la 10^e année participent à un minimum de quinze séances (ou dix heures d'enseignement) d'un programme de responsabilité sociale qui comprend les lois dévées, les sept Enseignements sacrés, l'outil DIRE (demander de l'aide, ignorer, reculer et en parler) [1^{re} à 3^e année], le programme Incredible Flexible You (de 4 à 7 ans), les zones de régulation (maternelle à 3^e année), MindUp (prématernelle à 8^e année), Second Step (maternelle à 9^e année), Mindful Schools (de la maternelle à l'adolescence), Superflex (3^e année), Mentor DIRE (4^e à 6^e année), Quatrième R (7^e, 8^e et 9^e année), le programme sur les relations saines Plus (7^e à 11^e année), ou le programme de leadership et de résilience (7^e à 12^e année).
2. Augmentation de l'assiduité moyenne des élèves d'au moins 3 %.
3. 85 % 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 pour l'éducation et les langues autochtones, ainsi que pour l'intégration scolaire

Notre politique et notre structure de planification de l'éducation communautaire, les journées d'orientation culturelle et la participation des personnes-ressources de la collectivité (Aînés), les conversations à trois, l'éducation adaptée aux cultures autochtones (apprentissage des salutations en langues autochtones locales par le personnel) : toutes contribuent 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 s'acquittant de 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.

La fixation de buts et de cibles, en particulier pour nos initiatives en alphabétisation et en enseignement des mathématiques, permet de soutenir la mise en œuvre du curriculum de la prématernelle à la 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 prévoyons maintenir des pratiques d'analyse et d'évaluation systémiques (tests de rendement de l'Alberta [AAT], tests de rendement canadiens [CAT-4 ou 5, si disponibles], examens d'écriture à l'échelle de l'école [Whole School Writes], examens pour l'obtention du diplôme). Nous espérons qu'aucune mesure liée à la COVID-19 ne viendra influencer l'évaluation comme ce fut le cas en 2020-2021 et 2021-2022, quand nous avons connu des fermetures et avons dû transférer souvent l'apprentissage en ligne.

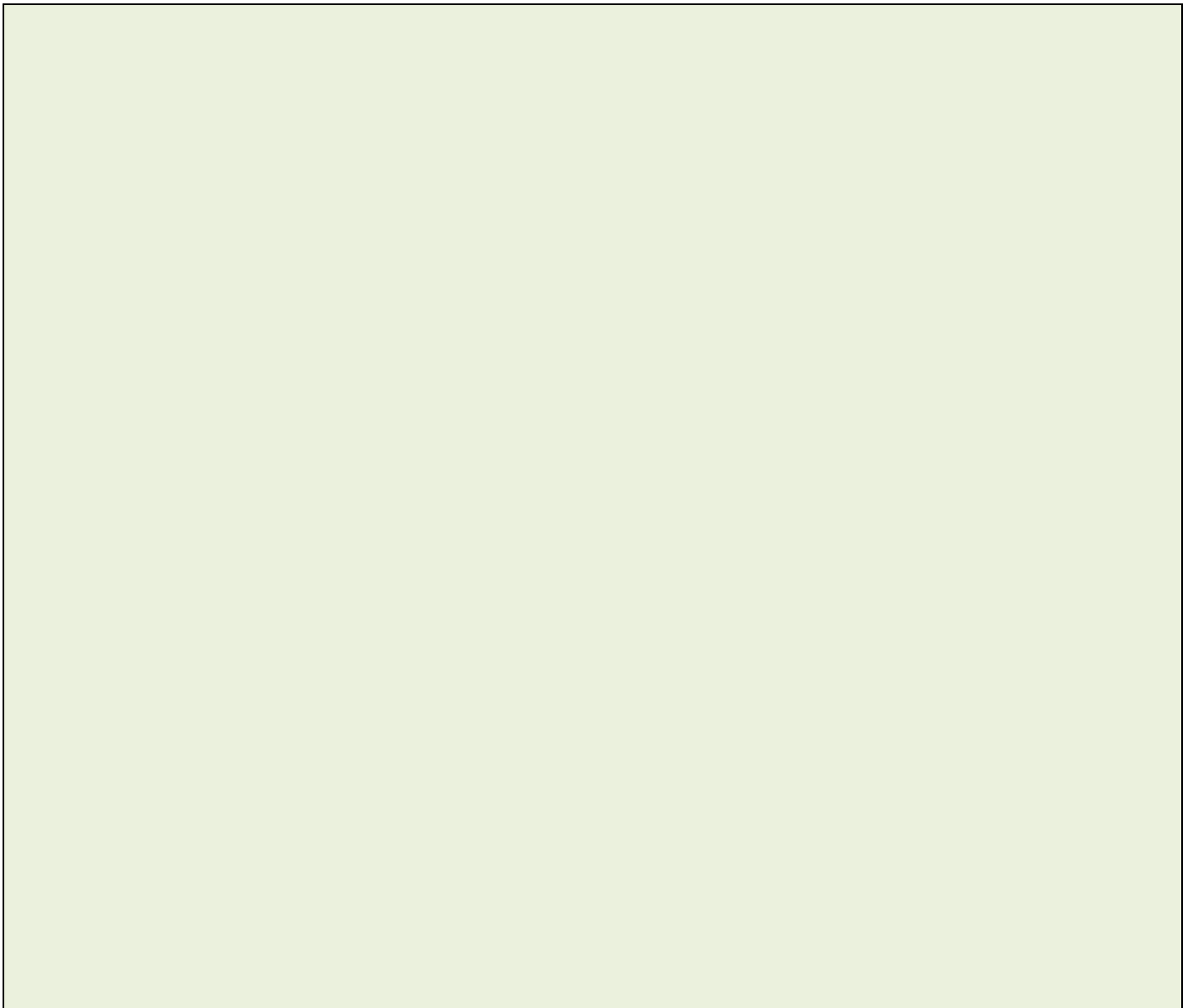
Les administrateurs scolaires et régionaux feront des rapports d'étape sur la réalisation des priorités régulièrement à leurs organes directeurs respectifs (CSDSS et ASD) et les directeurs d'école seront tenus de fournir des rapports mensuels.

Après avoir demandé au personnel de terminer le programme Bien vivre ensemble du GTNO, nous tentons de maintenir l'élan et de souligner les priorités de l'administration scolaire de division dans toutes les écoles, pour tout le personnel et pour toute la communauté, selon les besoins.

Annual Report - Executive Summary

The South Slave Divisional Education Council's Annual Report for the 2022-2023 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. School Profiles; and
- D. Student 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 1,200 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 Resolution	Bess Ann McKay (Chairperson)	2-year term (Dec 2023)
Hay River	Pennie Pokiak (Vice-Chairperson)	3-year term (Oct 2024)
Fort Smith	Crystal McKinnon	3-year term (Oct 2024)
Kát'odeeche	Crystal Sabourin	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 length 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 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. Souhail Soujah
- Assistant Superintendent – Cora America
- Comptroller – Shawn Brace

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.

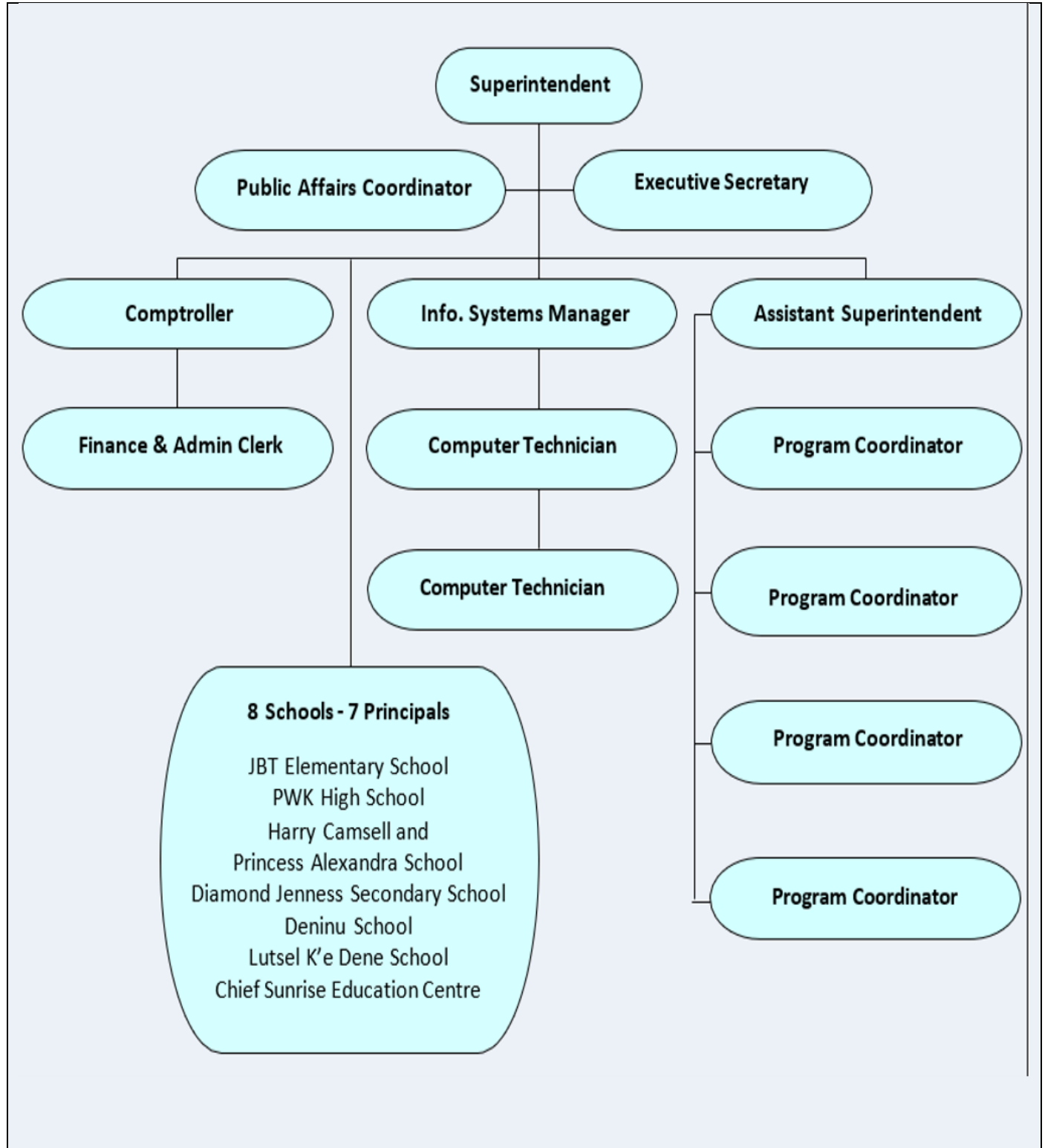
The Formula Funding and Staffing workshops are highly recommended for new DEA members. Other workshops include, but are not limited to: Policy Development, Leadership for Literacy, Community Education Planning, Implications of the Education Act, Harassment Awareness Workshop, Fundraising, Partnerships, 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. 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 Division	8	Total Anticipated Student Head Count	1200
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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 ● dēne dédliné yati ● nēhiyaw ● Français: Core ● Français: 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 ● Dene Yatie ● Core French
Princess Alexandra School (PAS)	Hay River	4-7	<ul style="list-style-type: none"> ● Single-grade & split-grade classes ● Dene Yatie ● Core French (4-5) ● Intensive French (6) ● Post-Intensive French (7)
Diamond Jenness	Hay River	8-12	<ul style="list-style-type: none"> ● Single-grade, split-grade & multi-grade classes

Secondary School (DJSS)			<ul style="list-style-type: none"> ● Dene Yatie ● 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
Łutsek'e Dene School (LDS)	Łutsek'e	JK-12	<ul style="list-style-type: none"> ● Multi-grade classes ● Chipewyan ● Northern Distance Learning
Chief Sunrise Education Centre (CSEC)	Kátł'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)

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, and other noteworthy demographics.

The 5 communities of the South Slave encompass the following language groups:

- Chipewyan
- Cree
- Dene Yatie
- 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 39%
- Metis 22%
- Inuit 11%
- Other 28%

Hay River (English, French, Dene Yatie) (68% Indigenous)

- Dene 35%
- Metis 27%
- Inuit 6%
- Other 32%

Kátł'odeeche (English, Dene Yatie) (100% Indigenous)

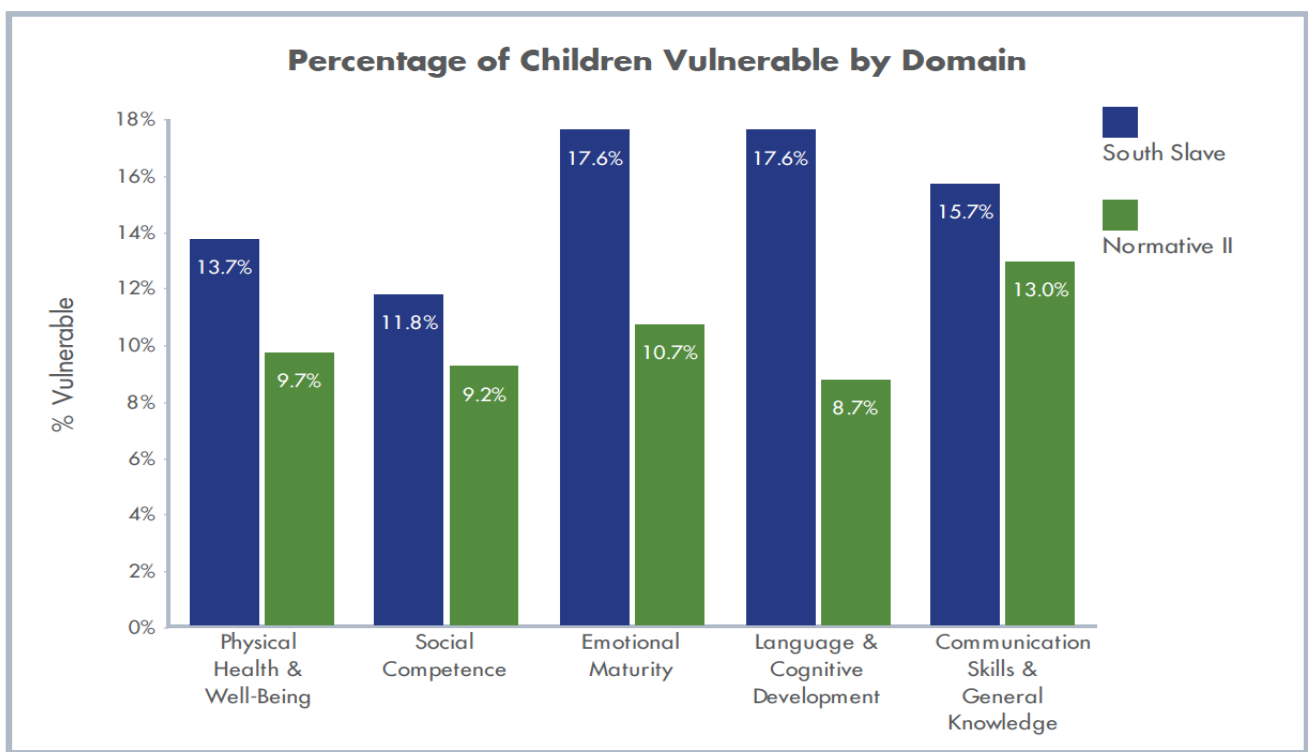
- Dene 94%
- Metis 6%

Łutsel K'e (Chipewyan, English) (100% Indigenous)

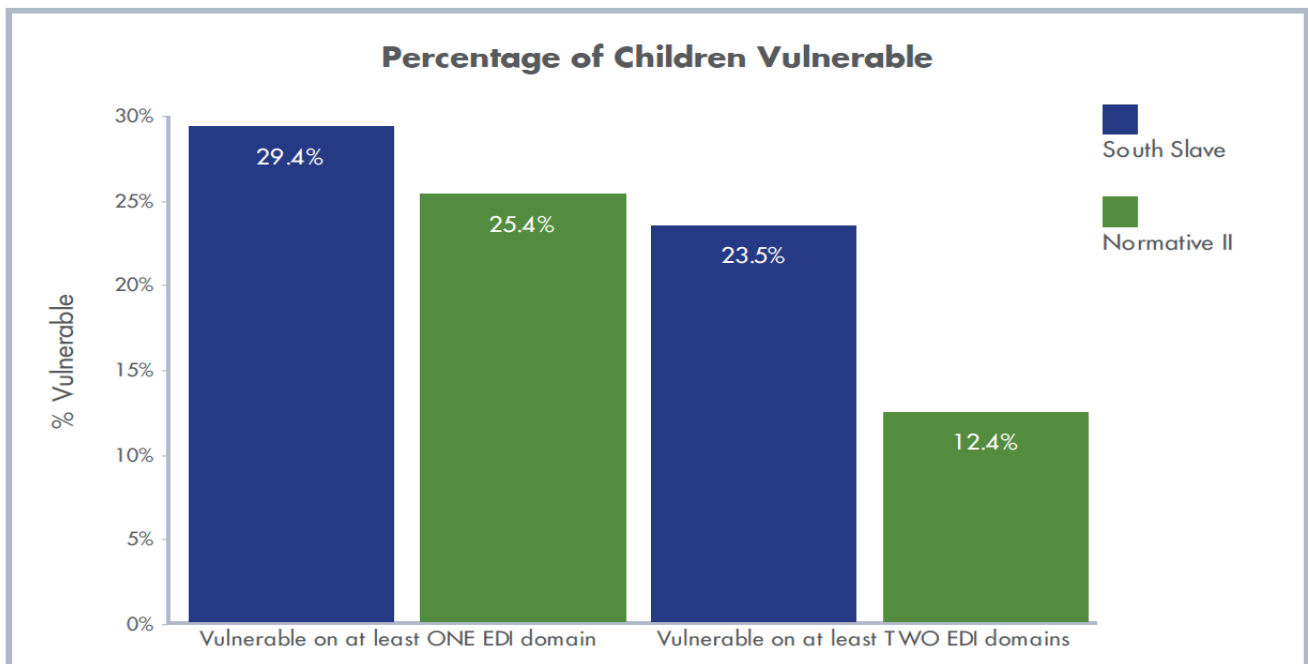
- Dene 100%

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.

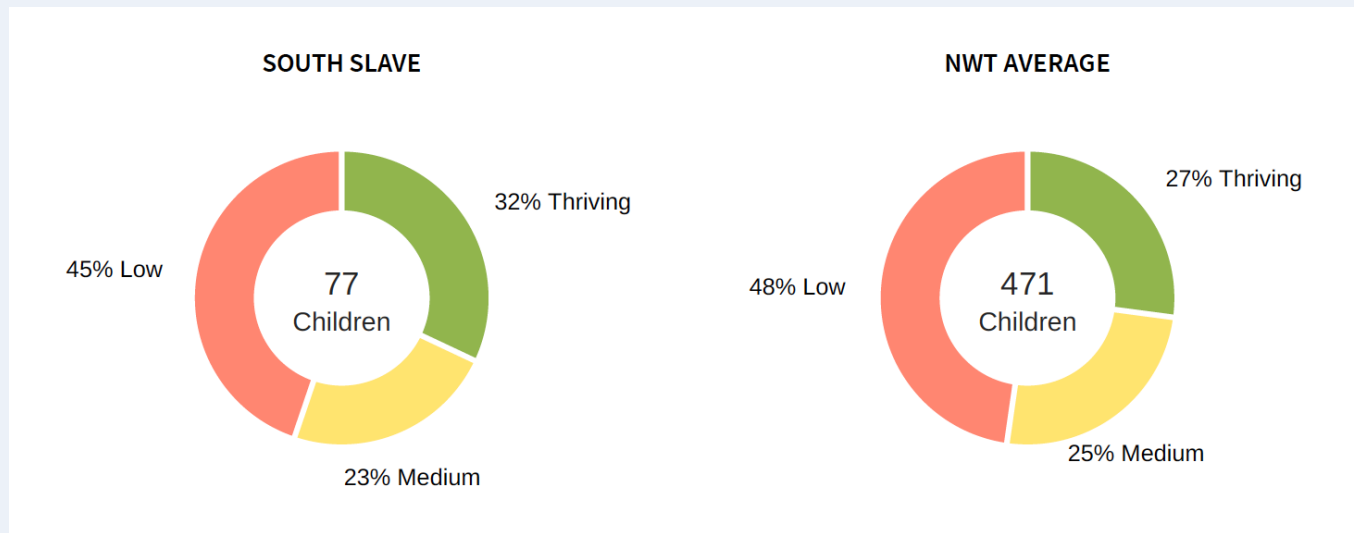
Early Development Instrument (EDI) Results for SDEC & NWT Percentage of Children (5 year olds) Vulnerable at least ONE or TWO domains (School Year 2020/2021) (Taken from Summary Report: Kindergarten Students in the Northwest Territories: South Slave Divisional Education Council School year 2020/2021)



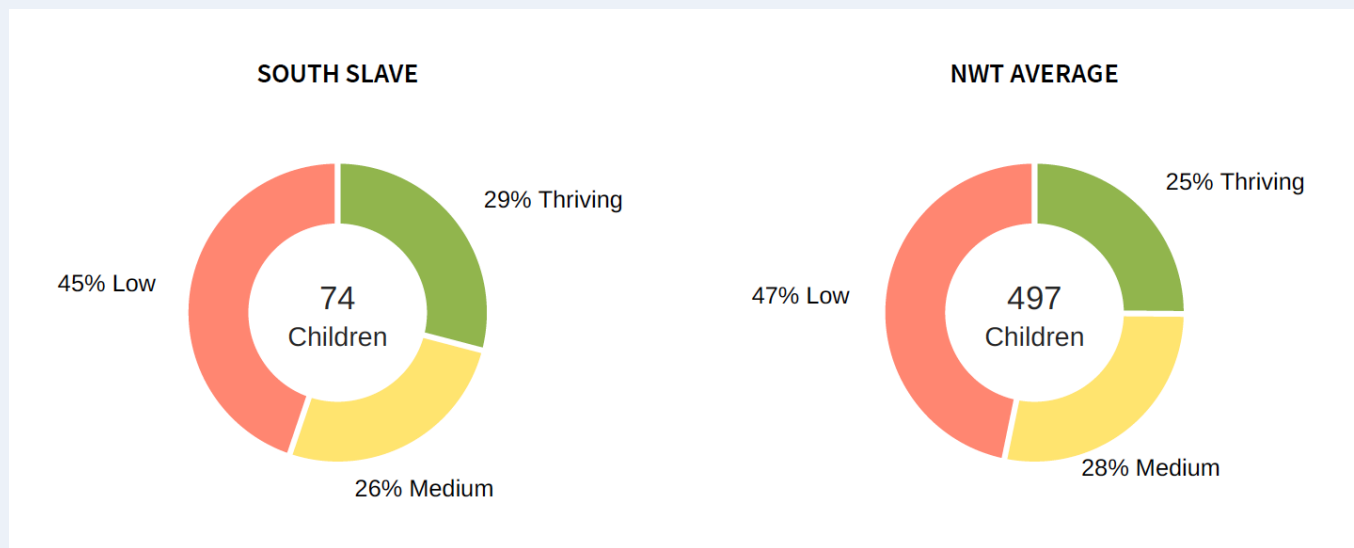
The graph below illustrates South Slave 2020/2021 results for the percentage of children vulnerable on at least one and at least two domains compared to the Normative II population.



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)



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 & School Reviews;
- C. Staff Evaluations;
- D. Regional Training and In-Service;
- E. Literacy Coordinators;
- F. Healthy Food for Learning;
- G. Second Language Education; and,
- H. 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>To improve student success in <i>literacy</i> To increase the percentage of students meeting or exceeding expectations for literacy proficiency</p> <p>To improve student success in <i>numeracy</i> To increase the percentage of students meeting or exceeding expectations for numeracy proficiency</p> <p>To increase understanding and practice of <i>socially responsible behaviour</i> 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 OCPHO 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, and physical distancing.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
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 and staff 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 increase in the number of students working at grade level (oral proficiency) in their Indigenous language (baseline in 2022-23)	5%		
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)	90%		

in math (with 80% or better survey response rate]			
Percentage of parents who say they are satisfied with their child’s growth in math (with 80% or better survey response rate]	90%		
<i>Social 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), ● 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) 	85%		
Percentage of parents who participate in at least one of: <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%		
Percentage increase in average student attendance <p><i>Council recognizes that the achievement of this target is a shared responsibility with parents, students and DEA’s</i></p>	3% more than prior year		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region	

B. School Improvement Planning & School Reviews

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.

In addition, 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 regional priorities and goals for the upcoming school year related to School Improvement Planning and School Reviews, along with noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and School Reviews, 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 the Board Office when calendars are developed). Students, parents/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>
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	<p>Our Regional goals/targets and our comprehensive Literacy and Numeracy initiatives, in particular, support effective implementation of the JK-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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Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

C. 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 for the upcoming school year related to staff evaluations, along with 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 consultation 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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<p>Areas of Strength for the region</p>	
<p>Areas for Development for the region</p>	
<p>Additional Comments for the region</p>	

D. 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 approach to the completion of Training and In-Service.</p> <p>Please include 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 2022/ 2023 the focus is on Collaborative Common Assessments (How will we know if students have learned?) and Vince Bustamante has been contracted to facilitate our collaborative learning teams on these days in August 2022. This build on the work undertaken in 2021/2022 with Katie White in the same topic area.</p> <p>Over the past twelve years of the Leadership for Literacy (L4L) initiative, we have added many research-based practices that have 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 as are the research-based practices around the Science of Reading.</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?
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	<p>3) What will we do if students haven't learned it? 4) What will we do if they have already learned it?</p> <p>In addition, we encourage professional self reflection around the PLC+ model which adds further questions for consideration - most notably the questions of who benefitted from my instruction today and who didn't, and how can I drive learning forward in line with high expectations?</p> <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 previous 2 years' challenges and impacts of the 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 <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. (Please choose between 0 and 2.5)	2.5		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

E. 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 for the upcoming school year related to literacy, along with noted areas of strength and areas for development.

<p>Regional approach to how the Literacy Coordinator role will be used in the upcoming school year.</p> <p>Please indicate whether or not there is a Regional Literacy Action Plan in place.</p>	<p>The Regional Literacy Coordinator’s role will be to continue to mentor and support the in-school instructional/literacy coaches, and administrators, and to provide ongoing job-embedded professional development and support to teachers who are 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 previously experienced will not be an issue in 2022/2023 (we hope) and as such, more on site, face to face and in-classroom supports will be offered along with on demand video-conferencing support.</p>
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Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

F. 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 regional approach taken for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to the Healthy Foods for Learning program for the upcoming school year.	The SSDEC recognizes that nutrition plays an integral role in supporting student learning. All schools offer a combination of programs that offer sugar-free, unprocessed food, hot meals and snacks. In addition, schools also offer one-off/special activities, like hot dog days and other celebratory activities such as those focused on traditional foods e.g. Bannock days. These offerings do fluctuate depending on the availability of food in the community that meet these criteria. 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).
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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>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Non-GNWT Funding Received <i>(\$ Amount / Source)</i>
JBT	Snack	280	Open to all students	Catholic Women's league \$300, Legion \$5000, Food First \$1760, Town of Fort Smith \$500, Metis Local \$3500
PWK	Breakfast Lunch Snack/Open Cupboard	Breakfast - 60 Lunch - 30 Snack - 60	Open to all students	
HC	Breakfast Snack Lunch	Breakfast - 10 Snack - 130 Lunch - 20	Breakfast (on demand) Lunch (on demand) Snacks available to all	Community donations accepted
PA	Breakfast Snack Lunch	Breakfast - 10 Snack - 150 Lunch - 20	Breakfast (on demand) Lunch (on demand) Snacks available to all	Community donations accepted
DJ	Breakfast Snack Lunch Care Package Open Cupboard After School	Breakfast - 25 Snack - 35 Lunch - 25 Care Package -4-5 wkly After School - 15-20	Open to all students	Community donations accepted
DN	Breakfast Snack	Breakfast - 25 Snack - 70	Open to all students.	Food First Dene Kue Band
LK	Breakfast Snack	Breakfast - 25-30 Snack - 50	Open to all students	Funding from Glassco Foundation
CSEC	Breakfast 2 snacks AM/PM	Breakfast - 50 AM/PM Snacks - 50 Lunch - 15	Everyone welcome (Breakfast/Snacks) Lunch for Off-Reserve and on demand	Community donations welcome Recycling program

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

G. 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 (Chipewyan, Cree, English, French, or South Slavey)	Type of SL program (core, immersion, intensive, post-intensive)	Grades of program (per program type)	Frequency of Program (min/week)	Actual Frequency of SL Program (min/week)	Explanation for difference (if applicable)
JBT	Chipewyan	Core	K-6	150		
	Cree	Core	K-6	150		
	French	Core	K-6	150		
	French	Immersion	K-6	1125		
PWK	dëne dédliné yati	Core	7-12	200		
	nēhiyaw	Core	7-12	200		
	French	Core	7-12	200		
	French	Immersion	7-9	700		
HC	South Slavey	Core	JK-3	150		
	French	Core	JK-3	120		
PA	South Slavey	Core	4-7	120		
	French	Core	4-5	90		
	French	Intensive	6	s 1 - 1152 s 2 - 390		
	French	Post-Intensive	7	315		
DJ	Dene Yatie	Core	8-12	Jr. 213 Sr. 398		

School Name	Language <i>(Chipewyan, Cree, English, French, or South Slavey)</i>	Type of SL program <i>(core, immersion, intensive, post-intensive)</i>	Grades of program <i>(per program type)</i>	Frequency of 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	150		
	Cree	Core	K-6	150		
	French	Core	K-6	150		
	French	Immersion	K-6	1125		
	French	PIF	8-12	Jr. 336 Sr. 398		
DN	Chipewyan	Core	JK-12	JK-9: 150 10-12: 250		
LK	Chipewyan	Core	JK-12	225		
CSEC	South Slavey	Core	JK-9	180		

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

H. 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)
Deninu	\$62,500	in kind and CUSO volunteer	\$62,500		
Lutsel K'e	\$0	\$0	\$0		
TOTAL	\$60,500	\$62,500	\$62,500		

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
Deninu				
Lutsel K'e				

The following tables detail regional and school specific reporting related to Northern Distance Learning, along with the noted areas of strength and areas for development.

Regional Performance Indicators	# of Eligible High Schools	# of NDL High Schools	Explanation for variance (if applicable)
Out of the total number of eligible high schools, how many offered NDL programming in the school year. If not all, please explain the variance including which schools.	1		

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 Reporting	School	School level Reporting
Top one or two NDL successes at each participating school.	Deninu	
	Lutsel K'e	
Top one or two challenges experienced with the implementation of NDL at each participating school.	Deninu	
	Lutsel K'e	
Top one or two supports that would help schools better implement NDL next year at each participating school.	Deninu	
	Lutsel K'e	

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	4.06	2.3	1 PST & 2 Coaches - 0.6 Coach is also VP, other 0.8 Coach is also teacher			
PWK		4.1	2 PSTs, 2 alternate program teachers, & 1 coach - 08 PST & 0.8 alternate teacher also VPs			
HC	4.12	1.2	0.4 PST/VP and 0.8 PST/LC			
PA		1.2	0.6 PST/VP and 0.6 PST/LC/VP			
DJ		2.0	added 0.2 to make 2 full time PSTs			
DN	1.0	1.2	0.8 PST/VP, and 0.8 Coach			
LK	1.0	1.0				
CSEC	1.0	1.0				
TOTAL	11.18	14	Coaches are only half coded to IS Funding reallocated within Inclusive Schooling			

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)
JBT	7.52	3.2 (+8)	SA funding used for 2 Phoenix alternative program teachers 11 * 0.8 Jordan’s Principle Funded PYs		
PWK		2.4 (+0.8)			
HC	7.63	3.3 (+3.2)	12 * 0.8 Jordan’s Principle Funding		
PA		3.2 (+3.2)			
DJ		3.3 (+3.2)			
DN	1.47	1.6 (+4.2)	7 * 0.8 Jordan’s Principle Funding		
LK	1.07	3 (+0.8)	1 * 0.8 Jordan’s Principle Funding		
CSEC	1.04	1.4 (+0.8)	1 * 0.8 Jordan’s Principle Funding		
TOTAL	18.73	22.1 (+24.2)	32 P/T JP funded SA’s for high number of students with exceptional needs		

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)
\$76,763	\$76,763			

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?
4 * 2 day meetings on a range of emergent topics	PST's,	RISC and fellow PSTs depending on topic	Sept.8 th -9 th : New PST Training Yellowknife October 2022 Hay River Feb.6 th -7 th Joint PST/Principals Meeting Hay River Feb.21 st - 23 rd PST Spring in-service Yellowknife April 2023		

			Fort Smith June 2023 Hay River		
SA Handbook, Growth Planning	SA's	RISC	Aug 27-28 Hay River		
PLC Pilot	Teaching staff at LKDS and RISC	The Summit on PLC at work	Feb.28 th - March 2 nd , 2023 Phoenix, Arizona		
Complex Cases	PST's, SA's, Teachers	ECE and Contractors	As needed / Upon request		
Trauma-informed practice	PST's, SA's, Teachers	RISC, ECE, contractors	Upon request		
Response to intervention	PST's, SA's, Teachers	RISC, contractors	Upon request		
Learning Achievement gaps	PST's, SA's, Teachers	RISC, ECE, contractors	Upon request		
Competency Based IEPs	PSTs	RISC and ECE	Upon request		
Reading Interventions	PST's, SA's, Teachers	Math Coordinator	Upon request		

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 (\$)	Explanation for Difference (if applicable)
\$103,276					

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 allocated, and funding spent on Healing and Counselling throughout the region.

Allocated (\$)	Actual (\$)	Purpose (materials, positions, contracts, etc.)	User Group Type (# of classrooms / individual student/ etc.)	Total (\$)	Explanation for Difference (if applicable)
\$145,860	JBT - \$				
	PWK - \$				
	HC - \$				
	PA - \$				
	DJSS - \$				
	DN - \$				
	CSEC - \$				
	LK - \$				

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 for the upcoming school year, along with 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, reviews all SSPs and IEPs to ensure support is 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>
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<p>Areas of Strength for the region</p>	
<p>Areas for Development for the region</p>	
<p>Additional Comments for the region</p>	

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 for the upcoming school year, along with 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.</p>	<p>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.</p>
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<p>Areas of Strength for the region</p>	
<p>Areas for Development for the region</p>	
<p>Additional Comments for the region</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 for the upcoming school year, along with 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.</p>	<p>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 2022/2023.</p>
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<p>Areas of Strength for the region</p>	
<p>Areas for Development for the region</p>	
<p>Additional Comments for the region</p>	

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 for the upcoming school year, along with 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.</p>	<p>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.</p>
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<p>Areas of Strength for the region</p>	
<p>Areas for Development for the region</p>	
<p>Additional Comments for the region</p>	

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 for the upcoming school year, along with 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.</p>	<p>At every RISC/PST regional meeting, time alignment and support are discussed and any concerns are addressed. The expectation for direct working both with teachers, staff and with students is discussed during at least one regional Principal meeting each year as well as individually with each principal in the process of developing their staffing plans (January/February) for the coming school year.</p>
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<p>Areas of Strength for the region</p>	
<p>Areas for Development for the region</p>	
<p>Additional Comments for the region</p>	

L. Magnet Facilities

The Trailcross Group Home 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	1.0	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	\$9,694	Funding reallocated within Inclusive Schooling to offset underfunding (partial PY and mid-point funding) of UNW positions		

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 *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (ILE Policy) is in place to support the Department 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 quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the ILE Policy.

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 variance.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference or any adjustments to PYs <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 Action 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 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>
JBT	ILE teachers, admin (P), interested staff	Once a month	
PWK	IL Instructors (2), Leadership Team (P, VPs, IC, PST) and staff (Teachers/SAs)	Team: bi-weekly All staff: 1/month	
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	Monthly	
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 shows the breakdown of the budgeted, and actual ILI (PY funding) in place at each school, identifies whether the allocated PY is new or a returning ILI, and explanation for adjustments to PY.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference or any adjustments to PYs (if applicable)
JBT	3.65	2	2 full time		
PWK		2	2 full time		
HC	2.93	1.4	1 full time and 0.4 ILE trainee		
PA		1.4	1 full time and 0.4 ILE trainee		
DJ		1.3	1 full time and 1 part time		
DN	1.11	1.2	1 full time and 1 part time		
LK	1.0	1.45	1 full time and 1 part time		
CSEC	1.0	1.2	1 full time and 1 part time		
TOTAL	9.69	11.95	allocations supplemented from surplus		

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>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.</p>	
<p>Plans to recruit and retain language teachers, if any?</p>	<p>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.</p>	
<p>The # of anticipated New ILIs and which schools they are in.</p>	<p>HC/PA Trainee now DJSS ILI New HC/PA trainee for 2022-23</p>	
<p>Challenges and/or barriers faced in the region</p>	<p>More than a handful of our existing ILI's are within a few years of retirement</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:

- Schools must actively implement *Dene Kede* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
 - Allocating resources to support JK-12 educators in actively implementing *Dene Kede*.
- Schools should 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, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
 - Allocating resources to help build the school-community relationship, including mandatory Elders in Schools programming;
 - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including two days of mandatory cultural orientation; and,
 - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
 - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
 - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
 - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

Indigenous Education funding includes the hiring of Elders and community resource people and providing appropriate teacher training to ensure the *ILE Policy* is 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 variance.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) / Source (If applicable)
JBT	\$64,800	36,149	Contributing to full 2nd IL teacher position in each school			
PWK		40,000				
HC	\$93,600	31,000	Contributing to IL apprentice position			
PA		31,000				
DJ		29,500				
DN	\$37,500	25,000	Contributing to 2nd part time IL teacher position			
LK	\$32,250	15,000	Contributing to 2nd part time IL teacher position			
CSEC	\$26,000	25,000	Contributing to 2nd part time IL teacher position			
TOTAL	\$254,150	\$211,500	Summary of funds reallocated for additional IL positions from above			

The following table details whether **schools** choose to allocate or find additional funding for an Elder and/or Cultural Support Worker that works at the school on a **consistent schedule** either from ILE funds or 3rd party funding.

School	Elder in School (Y/N)	Cultural Support Worker (Y/N)	How is this position funded?	If no to either of these positions, why not?
JBT	N	N	ILI funded when Elders and Knowledge Keepers available	
PWK	N	N		
HC	N	N	ILI funded when Elders and support are available	
PA	N	N	ILI funded when Elders and support are available	
DJ	N	Y	.3 of SA funded through ILI	
DN	N	N	ILI funded when Elders and support are available	
LK	N	N		
CSEC	Y	Y	JP/Dehcho FN funding Third-party funds and ILE	

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. This includes regional targets set, achieved results, and explanation for difference.

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 (whole school approach to language use).	8		
# of schools offering Dene Kede training and support to all staff members.	8		

Type of Residential School Awareness Training offered (eg. Blanket exercise, ICAST, Conference)	
---	--

Education bodies must allocate resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory** cultural orientation. The following table details school-based approaches to **local** cultural orientation days.

School	Type of Cultural Orientation <i>(Planned activities)</i>	% of Staff Participation	% of Actual Participation	Explanation for Difference <i>(if applicable)</i>
JBT	Traditional Cultural sewing while learning about Indigenous history in NWT (1) Year End all day cultural experiences including cultural camp, dene games, food prep, local crafts, outdoor cultural activities and learning	100%		
PWK	On-the-land experiences, local history, food	100%		

	preparation, dene games, drumming ...			
HC	Elders lead traditional fire feeding ceremonies, drumming, local history, food preparation, dene games, local crafts, sharing of ideas to include in year plans ...	100%		
PA	Elders lead traditional fire feeding ceremonies, drumming, local history, food preparation, dene games, local crafts, sharing of ideas to include in year plans ...	100%		
DJ	Feeding the Fire ceremonies, culture camp activities, dene games, traditional food preparation and sampling, story telling and sharing of local history/music/drumming	100%		
DN	Elders or other Dene lead traditional fire feeding ceremonies, drumming, local history, food preparation, dene games, local crafts, sharing of ideas to include in year plans, etc.	100%		
LK	Feeding the Fire ceremony, on the land activities led by ILE instructors and community experts.	100%		
CSEC	Feeding the Fire, On-the-land experiences, local history, food preparation, dene games, drumming, fishing, traditional medicine, Sandy Creek school cabin	100%		

F. 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. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

The following table details the **land-based** key cultural experiences that were offered during the school year, using funding from the community support or Indigenous education categories.

School	Name of Land-Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language incorporated ? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
JBT					
PWK					
HC					
PA					
DJ					
DN					
LK					
CSEC					

The following table details the **school-based** key cultural experiences using funding from the community support or Indigenous education categories.

School	Name of School-Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts/Elders Hired	Was the Indigenous Language Incorporated Throughout? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
JBT					
PWK					
HC					
PA					
DJ					
DN					
LK					
CSEC					

The following table details the supplies purchased by schools to deliver key cultural experiences.

School	Land-Based Supplies or Equipment Purchased	School-Based Supplies or Equipment Purchased or Rented	If training or licensing was required, was it paid through ILE funding? <i>(Y/N)</i>
JBT			
PWK			
HC			
PA			
DJ			
DN			
LK			
CSEC			

G. 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.</p>	<p>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. ILIs are supported in-school by literacy coaches, regionally by the RILE (inc. school visits and 2 x 2-day workshops each year).</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	11		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

H. Employing a Whole School Approach to Language Use

All school staff play a role in supporting language reclamation and language revitalization efforts. Employing a ‘**whole school approach to language use**’ bridges a gap created by colonization. Through acknowledgment of the value and the authentic use of language and culture, the whole school approach is a component of reconciliation. Education bodies must allocate resources to employ a whole school approach to Indigenous language use.

The following tables detail initiatives that employ the whole school approach to language use.

School	Indigenous Language Signage in Schools (Y/N)	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
JBT			
PWK			
HC			
PA			
DJSS			
DN			
LK			
CSEC			

I. 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 **regional** amount of allocated and actual funding spent on community support, and the explanation for any variance.

Allocated (\$)	Actual (\$)	Community Support Activity	Total (\$)	Explanation for Difference (if applicable)
\$96,231	JBT - \$			
	PWK - \$			
	HC - \$			
	PA - \$			
	DJSS - \$			
	DN - \$			
	CSEC - \$			
	LK - \$			

J. 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*. Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

- Allocating resources to support core Indigenous language instruction;
- Allocating resources to develop resources for the *Our Languages* curriculum;
- Allocating resources to support community connections related to Indigenous language instruction; and,
- Allocating resources to support Indigenous language instruction through an immersion approach, where and when possible.

Resource Development funding is to be used only for:

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

Note: Please ensure copies of any new resources produced are submitted to ECE-ILES.

The following table details the **regional** funding allocated, budgeted, actual expenditures for resources development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$141,483	\$141,483			

The following table details the **regional** and **school** training and workshops for Indigenous language instruction (ILI) staff to further their professional development in *OLC* and *ILE Handbook* implementation.

School and # of ILIs participating	OLC or ILE Handbook	Specific Focus (ex: assessment)	Training Provider (ex: RILE, ECE, contractor)	Planned Dates and Location	Was this training held as planned ? (Y/N) If no, why not?

The following table details the **regional** resources created for the implementation of *OLC* and *ILE Handbook* in schools.

Resource Type (ex: books, signage, digital, visuals, translations)	Title of Resource (if texts)	# of Copies Produced	Language Produced In

The following table details **regional** funding used to support technological needs that support OLC and ILE implementation.

Type of technology purchased	# of Items Purchased	How the Purchased Technology Supports <i>OLC</i> and <i>ILE Handbook</i> Implementation

Appendix B: Operating Plan - Operating Budget

**South Slave Divisional Education Council
Statement of Revenues and Expenditures
Annual Budget**

	<u>2022/23</u> <u>Budget</u>	<u>2021/22</u> <u>Approved</u> <u>Budget</u>	<u>2021/22</u> <u>Projected</u>
<u>Revenues</u>			
Government of the NWT			
Regular Contribution	\$24,433,292	\$24,102,384	\$24,102,384
French Language Contribution	\$193,000	\$193,000	\$193,000
Indigenous Language and Education			
Other ECE Contributions (includes NDJ)	\$210,000	\$320,220	\$789,802
Total ECE Contributions	\$24,836,292	\$24,615,604	\$25,085,186
Other GNWT Contributions	15,000	31,695	\$10,000
Total GNWT	\$24,851,292	\$24,647,299	\$25,095,186
Federal Government - Jordan's Principle	\$1,076,314	\$2,403,595	\$3,930,027
Federal Government Other	\$0	\$0	\$0
Council Generated Funds			
Investment Income	\$50,000	\$50,000	\$50,000
Non-GNWT Contributions	70,000	70,000	64,600
Other			11,100
Total Council Generated Funds	\$120,000	\$120,000	\$125,700
Total Revenues	\$26,047,606	\$27,170,894	\$29,150,913
<u>Expenditures</u>			
Administration	\$2,377,380	\$2,287,036	\$2,163,373
School Operations	16,645,060	16,487,534	16,371,393
Inclusive Schooling	5,851,761	7,375,123	9,191,731
Indigenous Languages and Education	2,130,501	2,085,120	1,935,114
Total Expenditures Before Amortization	\$27,004,702	\$28,234,813	\$29,661,611
Amortization	26,236	26,236	26,236
Total Expenditures	\$27,030,938	\$28,261,049	\$29,687,847
Surplus/(Deficit)	(\$983,332)	(\$1,090,155)	(\$536,934)
Accumulated Surplus/(Deficit) - Opening *	\$3,804,345	\$4,341,279	\$4,341,279
Accumulated Surplus/(Deficit) - Closing *	\$2,821,013	\$3,251,124	\$3,804,345

* 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
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Salaries

Teachers Salaries	\$13,559,071	\$2,070,850	\$1,272,820	\$241,633	\$17,144,374
Support Assistants		\$2,088,078	\$171,286	\$834,681	\$3,094,045
Regional Coordinators	\$326,046	\$163,023	\$163,023		\$652,092
Counsellors					\$0
Non-Instructional Staff	\$1,360,000	\$1,507,203			\$2,867,203
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
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Acquired Services

Professional/Technical	\$50,000	\$40,000	\$20,000	\$27,000	\$137,000
Postage/Communications	\$35,000				\$35,000
Utilities					\$0
Employee Travel	\$105,000	\$80,000	\$20,000	\$20,000	\$225,000
Student Travel					\$0
Student Transportation (bussing)		\$301,768	\$10,000		\$311,768
Advertising/Printing/Publish.	\$25,000	\$25,000	\$5,000	\$175,000	\$230,000
Maintenance/Repair	\$23,000				\$23,000
Rentals/Leases	\$163,610	\$30,000	\$15,000	\$20,000	\$228,610
Other					\$0
Contracted Services	\$35,000	\$175,000	\$65,000	\$30,000	\$305,000

Materials/Supplies/Freight

Assistive Technology	\$270,770	\$380,972	\$100,000		\$751,742
Materials	\$5,000	\$20,000	\$188,496	\$248,372	\$461,868
Freight			\$30,000	\$3,000	\$33,000

Total

	\$2,377,380	\$16,645,060	\$4,775,447	\$2,130,501	\$1,076,314	\$27,004,702
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**South Slave Divisional Education Council
Details of Inclusive Schooling Expenditures
Annual Budget**

General	Magnet Facilities	Total
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Salaries

Regional Coordinator	\$163,023		\$163,023
Program Support Teachers	\$1,921,868	\$148,982	\$2,070,850
Support Assistants	\$2,015,691	\$72,387	\$2,088,078
Counsellors			\$0

Employee Benefits

Benefits/Allowances			\$0
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Staff Development

			\$0
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Purchased/Contracted Services

Professional/Technical	\$20,000		\$20,000
Travel	\$20,000		\$20,000
Student Transportation (bussing)	\$10,000		\$10,000
Other Contracted Services	\$65,000		\$65,000

Materials/Supplies/Freight

Assistive Technology	\$100,000		\$100,000
Materials	\$199,496	\$9,000	\$208,496
Freight	\$30,000		\$30,000

Total

	\$4,545,078	\$230,369	\$4,775,447
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**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		\$163,023		\$163,023
Teachers	\$1,272,820			\$1,272,820
Support Assistants	\$171,286			\$171,286
Elders in the School			\$30,000	\$30,000
<u>Employee Benefits</u>				
Benefits/Allowances				\$0
<u>Purchased/Contracted Services</u>				
Professional/Technical	\$27,000			\$27,000
Travel		\$20,000		\$20,000
Student Transportation (bussing)				\$0
Advertising/Printing/Publishing	\$175,000			\$175,000
Rentals/Leases	\$20,000			\$20,000
Other Contracted Services	\$30,000			\$30,000
<u>Materials/Supplies/Freight</u>				
Materials	\$138,372		\$80,000	\$218,372
Freight	\$3,000			\$3,000
Total	\$1,837,478	\$183,023	\$110,000	\$2,130,501

**South Slave Divisional Education Council
Schedule of Approved Person Years
Annual Budget**

	<u>PY's</u>
<i>Administration Staff</i>	9.00
<i>Territorial Schools</i>	
Teachers	86.26
Secretaries	6.20
Custodians	11.98
Consultants	2.00
<i>Inclusive Schooling</i>	
Consultants	1.00
Support Assistants	21.35
Magnet Facilities	1.80
Student Support Teachers	13.90
<i>Aboriginal Languages</i>	
Teachers	10.00
Classroom Assistants/ALS	1.75
Regional Consultant	1.00
<i>Total Person Years</i>	<u><u>166.24</u></u>

**South Slave Divisional Education Council
Related Party Transactions
Annual Budget**

	<u>2022/23 Budget</u>
<u>Revenue</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	\$1,076,314
Interest Revenue *	\$50,000
Other Revenue (general)	
NWTTA - SSI	\$70,000
Total Revenue	<u><u>\$1,614,314</u></u>
 <u>Expenditures</u>	
Compensation and Benefits	\$1,419,314
Other Expenses	\$195,000
Total Expenditures	<u><u>\$1,614,314</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.

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan


Education Body Chair


Superintendent

Oct 3/22
Date

Oct 31 2022
Date

Annual Report


Education Body Chair


Superintendent

Date

Date

Education Accountability Framework

Tłıchǫ Community Services Agency

Operating Plan

For the 2022-23 School Year



Cadre de responsabilisation en éducation

Agence de services communautaires ṭı̣cḥo

Plan de fonctionnement

Année scolaire 2022-2023



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Operating Plan - Executive Summary

The Tłıchq Community Services Agency's Operating Plan for the 2022-2023 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 887 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 2022-2026.

1. Student Achievement: 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 student achievement data the TCSA has developed a comprehensive plan to improve oral language, literacy, and mathematics that includes:

- Literacy and Math Curriculum Coordinators to strengthen instruction, analyse student achievement data; and
- Student Success Initiative (SSI) proposal to provide support for Professional Learning Communities (PLC) and Response to Intervention (RTI) 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 and Emergency Response Plans (ERP) that are reviewed annually to ensure the safety of our students;
- Improving SSPs and IEPs goals to be responsive to assessments and providing corresponding programming for students with complex needs;
- 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; and
- Aligning school and regional policies and procedures with a trauma informed lens.

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 Tłıchǰ language;
- Expanding on Information Technology instruction and capacity through the region with a focus on Google workspace; 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 Tłıchǰ 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 Tłıchǰ as a second language, and one school offers Tłıchǰ 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 Tłıchǰ 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 Tłıchǰ 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, Tłıchǰ History, and numerous Tłıchǰ 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'.

Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Agence de services communautaires ṭicḥo (ASCT) pour l'année scolaire 2022-2023 a été préparé conformément à la *Loi sur la gestion des finances publiques* (LGFP). 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 l'ASCT pour la prochaine année scolaire.

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

L'ASCT regroupe 5 écoles accueillant quelque 887 élèves. Nos écoles desservent des élèves de la prématernelle à la 12^e année et nos programmes comprennent l'immersion en ṭicḥo, les programmes réguliers et de transition, 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) se résument ainsi : « la force de deux peuples ».

En réponse au plan stratégique de l'ASCT, les priorités et les buts suivants en éducation ont été retenus pour 2022 à 2026 :

1. Alphabétisation : Favoriser une éducation, des interventions et de la formation de grande qualité en langue orale, en lecture et en mathématiques.
2. Bien-être et soutien aux élèves : Veiller à ce que tous les élèves aient la même chance de réussir.
3. Apprentissage permanent : Former des élèves qui seront capables d'apprendre toute leur vie.
4. Des programmes et services respectueux de la culture – Intégrer la culture autochtone à l'éducation pour accroître les compétences des Ṭicḥo.

En réponse aux données régionales sur l'alphabétisation, l'ASCT a élaboré un plan exhaustif pour améliorer les compétences en langue orale ainsi qu'en lecture et écriture qui prévoit :

- L'embauche d'un coordonnateur en alphabétisation et en enseignement des mathématiques pour appuyer l'enseignement et analyser les données sur la réussite.
- La proposition d'une initiative pour la réussite scolaire afin de soutenir les communautés d'apprentissage professionnel et le modèle « De la réaction à l'intervention » 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, de counseling, de bien-être et de loisirs, et de réadaptation en ergothérapie ou en orthophonie.
- Amener toutes les écoles de l'ASCT à adhérer aux plans de sécurité et d'intervention en cas d'urgence dans les écoles, qui sont révisés annuellement pour garantir que nos élèves sont en sûreté.
- Améliorer les objectifs des plans de soutien à l'élève et des plans d'études individuels d'urgence pour bien réagir aux évaluations et offrir la programmation correspondante aux élèves à besoins particuliers.
- Soutenir le programme de santé et de mieux-être des aînés autochtones, les conseillers en soins à l'enfance et à la jeunesse et les Services nordiques de counseling et de thérapie pour offrir des services de santé et de counseling à nos élèves.
- Arrimer les politiques et procédures scolaires et régionales en tenant compte des traumatismes.

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, des mathématiques et de la langue ṭicḥo.
- Mettre à profit l'éducation et les capacités en matière de technologies de l'information dans la région, en particulier les espaces de travail de Google.
- 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, le 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 communauté en général, 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 ṭicḥo. Par conséquent, l'ASCT poursuivra et étendra plusieurs initiatives importantes :

- Toutes les écoles de la région de l'ASCT offrent des cours de ṭicḥo langue seconde, et une école offre de l'immersion en ṭicḥo 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 ṭicḥo 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 autres 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 ṭicḥo 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).

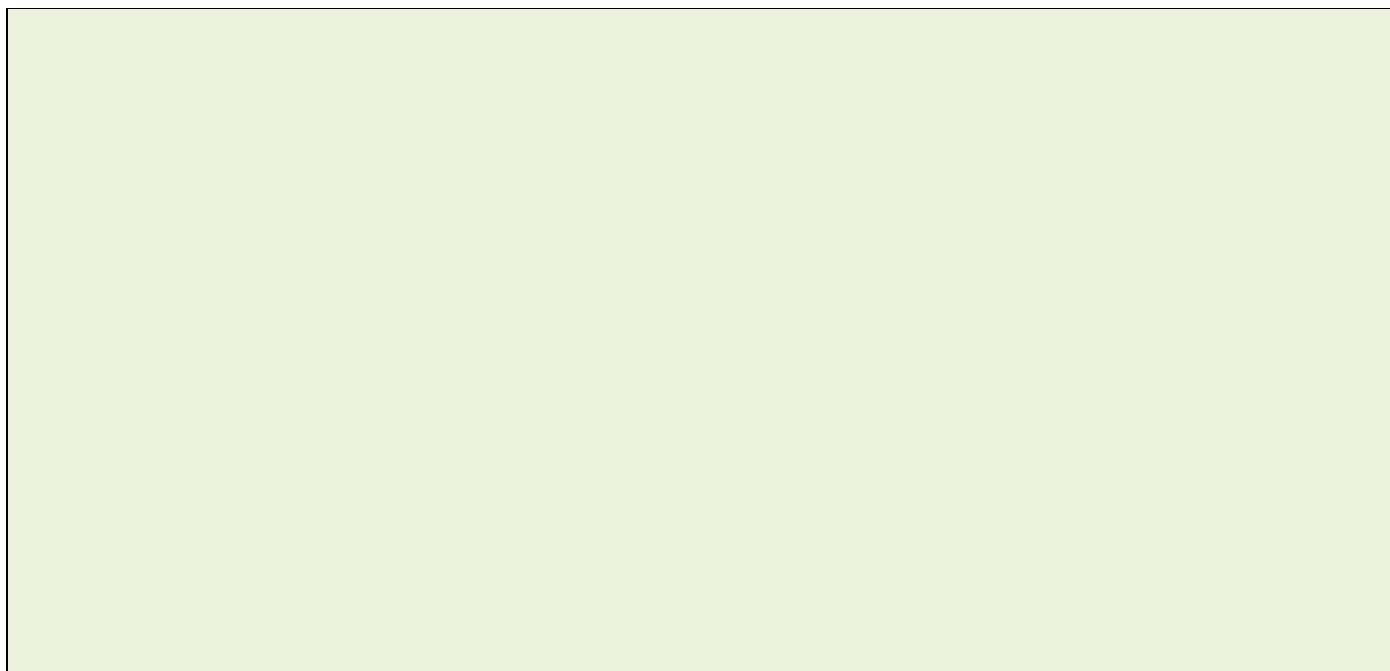
- L'ASCT continuera de soutenir l'intégration de la culture et de la langue autochtone en éducation par l'intermédiaire de ressources élaborées dans la région, notamment le programme culturel intégré, l'histoire t̄ich̄o et de nombreux livres en langue t̄ich̄o.

« 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 ».

Annual Report - Executive Summary

The Tłıchq Community Services Agency's Annual Report for the 2022-2023 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. School Profiles; and
- D. Student 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 on 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 of 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 Tłıchǫ 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 Tłı̨chǫ 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.

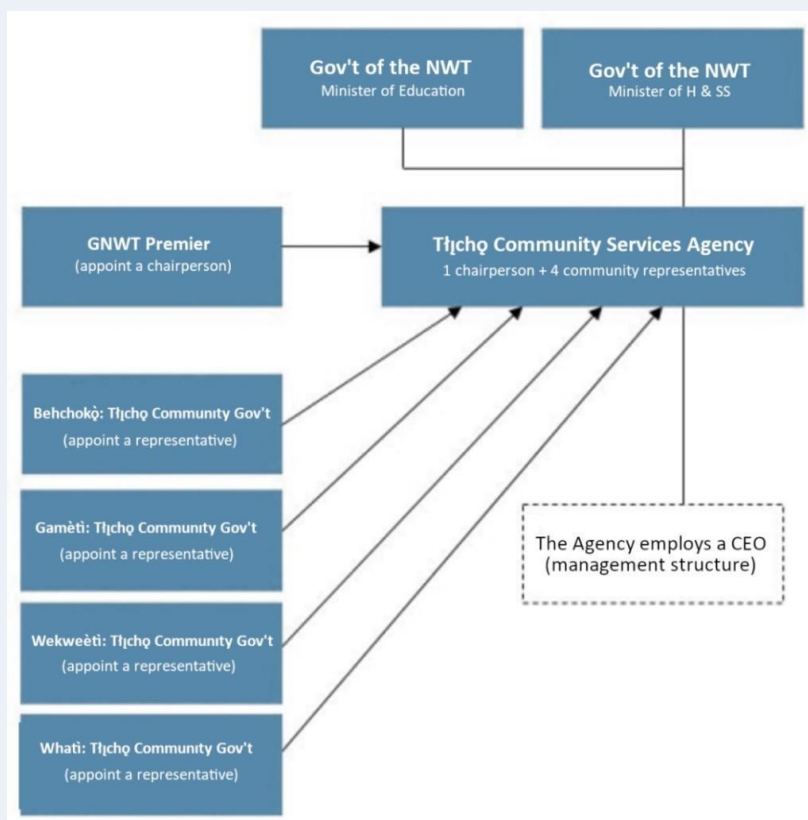
The current TCSA Board members include:

- Chairperson – Ted Blondin
- Behchokó Representative – Rosa Mantla
- Whatì Representative – Alex Nitsiza
- Gamètì Representative – Irene Mantla
- Wekweètì Representative – Marie Adele Football



The term for the current Chairperson was extended on July 19, 2021 for three years. The terms for each of the current TCSA Board members end in the 2025-2026 school year (June 2026) and a new board will be appointed by July 2026.

Figure 2: Governance Structure of the Tłı̨chǫ 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 from 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
- Executive Director of Health and Social Services - Sara Nash
- Director of Health and Social Services – Rebecca 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 Tłı̨chǫ Government, were returned to the Tłı̨chǫ 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. 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).

Total Number of Schools in District	5	Total Anticipated Student Head Count	887
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School Name	Community	Grades Offered	Programming Highlights
Mezi Community School (MCS)	Whati	JK – 12	<ul style="list-style-type: none"> - Culturally responsive programming - Tłchq language whole school approach - Single grade, multi-grade and split-grade programming - NDL School
Chief Jimmy Bruneau School (CJBS)	Behchokò	JK – 12	<ul style="list-style-type: none"> - Culturally responsive programming - NDL School - Tłchq language whole school approach - Single grad, multi-, and split-grade programming - Transitional Program (new in 2021-22)
Elizabeth Mackenzie Elementary School (EMES)	Behchokò	JK – 6	<ul style="list-style-type: none"> - Tłchq Immersion (K-2) - Culturally responsive programming - Tłchq language whole school approach - Split-grade programming
Jean Wetrade Gamètì School (JWGS)	Gamètì	JK – 12	<ul style="list-style-type: none"> - Culturally responsive programming - Tłchq 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 - Tłchq language whole school approach - Multi-grade programming

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, and other noteworthy demographics.

The Tłıchǫ Community Services Agency (TCSA) consists of 5 schools with approximately 887 students for the 2022-2023 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 three of five communities (Whatì, 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, 2021.

School	Total FTEs	Indigenous FTEs
Chief Jimmy Bruneau School	391.5	389.5
Elizabeth Mackenzie Elementary School	212	206
Jean Wetrade Gamètì 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 2022

Program Type	# of Students
Regular Program	13
Regular Program with Accommodations for Difficulty	219
Modified Program	215
Individual Education Plan	14
Total	461 (463 in Powerschool)

Table 3: Student Supports for Grade 10-12 as of April 2022

Program Type	# of Students
Regular Program	248
Regular Program with Accommodations for Difficulty	68
Individual Education Plan	17
Total	333 (334 Powerschool)

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 through a Response to Intervention (RTI) approach.

The TCSA experienced a decrease in actual enrollment during the COVID pandemic. Particularly, students over 19 experienced a significant change in attendance patterns with many students struggling with distance/blended learning.

Like many school boards we have experienced a decrease in student attendance over the last two years. The decrease is likely related to the COVID screening tool that strictly limits students' attendance if they have any of the symptoms of COVID and decisions by families to limit their exposure. Community engagements have indicated that poor sleep and electronic use patterns are significantly impacting students' ability to attend and participate in their education. While attendance is a significant risk to student achievement, it also has a direct impact on our funding amounts for the following year. The TCSA board has directed the Education Division to work closely with community partners to improve attendance with strategies that are unique to each school and responsive to each family.

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 & School Reviews;
- C. Staff Evaluations;
- D. Regional Training and In-Service;
- E. Literacy Coordinators;
- F. Healthy Food for Learning;
- G. Second Language Education; and,
- H. 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>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 overarching Strategic Plan for the TCSA was published in the TCSA Strategic Plan in 2022.</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 2022-2026:</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.
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	<ol style="list-style-type: none"> 3. Wellness and Student Support: Ensure all students have equal opportunity to succeed by adapting programming in response to student centered decision making. 4. Lifelong Learning: Developing capable lifelong learners by providing professional development that supports innovative teaching, and quality career focusing.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>Culturally Responsive Program 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 a high level of cultural instruction. 	<ol style="list-style-type: none"> 1. Mentoring for every ILI 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 Tłıchq language, integrated studies, and camps. 3. Update and/or develop at least 2 locally developed courses and develop teacher resources to support the Drumming course. 		
<p>Student Achievement</p> <p>Work towards Canada standards in/through:</p> <ol style="list-style-type: none"> 1. Oral Language Initiative 2. Reading and Early Literacy Initiatives 	<ol style="list-style-type: none"> 1. TROLL: by Spring 2023, 60% of kindergarten students at or above the 25th percentile with 25% above the 50th percentile 2. F&P Close the Gap: by Spring 2023, 60% of students will close their reading gap by improving more than one grade level. 		

<p>3. Mathematics Instruction and Assessment</p>	<p>3. CTBS Close the Gap: by Spring 2023, 50% of students will close their numeracy gap by improving more than one grade level.</p>		
<p>Lifelong Learning</p> <p>1. Purposeful coaching and in-servicing for staff including building capacity in all staff.</p> <p>2. Quality career path support for students in grades 7-12.</p> <p>3. Increase the capacity to utilize technology across the region.</p>	<p>1. Ensure every staff receives a variety of onsite and virtual coaching throughout the year to meet individual needs and develop local capacity through individualized on-the-job training and collaborative professional development.</p> <p>2. Career Focused Programming: 70% of students in grade 7-12 will have a career portfolio using myBluePrint developed in conjunction with partners (school staff, TG, GNWT – CEA, and Regional Coordinators).</p> <p>3. Expand on IT instruction and capacity through the region with a focus on Google Workspace.</p>		
<p>Wellness and Student Support</p> <p>1. Integrated SSPs, IEPs, MEPs, and SBSTs that respond and drive referrals and supports.</p> <p>2. Provide responsive programming for students with complex needs.</p>	<p>1. The RISC will work with PSTs to establish and provide on-going monitoring protocols and conduct an annual audit for compliance.</p> <p>2. Increase access to services and programming that support the delivery of SSP, MEP and IEP goals.</p> <p>3. Align school and regional policies and procedures with a trauma informed lens.</p>		

<p>3. Expand on systemic approaches to Trauma Sensitive Instruction.</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>			

B. School Improvement Planning & School Reviews

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.

In addition, 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 regional priorities and goals for the upcoming school year related to School Improvement Planning and School Reviews, along with noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning (SIP) and School Reviews, and relevance to regional and shared priorities, for the school year.</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 student achievement, Tłıchǫ culture and language, student wellness, attendance, and lifelong learning. The school improvement process is linked to the school review process.</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 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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<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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C. 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 for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations.</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 (2004)</i> and <i>Direction on Principal Growth and Evaluation in the Northwest Territories (2012)</i> in conducting the evaluations. Where operational requirements (limited managers for large staff) 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> <p>The Union of Northern Workers (UNW) (school support staff) are evaluated using the GNWT’s E-Performance tool. Education, unlike many other GNWT divisions, has an increasing number of staff with limited number of managers/supervisors (only principals) resulting in pressure on limited management resources to complete UNW employee evaluations.</p>
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<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. 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 approach to the completion of Training and In-Service.</p> <p>Please include relevance to regional and shared priorities, for the upcoming school year.</p>	<p>The TCSA dedicates considerable resources to provide training and in-servicing to our educators. For the 2022-2023 school year this includes: a regional conference, one language instructor in-service, two cultural orientation days, and nearly 20 hours collaborative STIP time. In addition to these training activities, the TCSA also offers extensive onsite coaching and workshops in PLCs, literacy, numeracy, and Indigenizing education. Due to internet bandwidth, in person training is preferred, however virtual options are becoming more common. 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.</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. (Please choose between 0 and 2.5)	0		
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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E. 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 teachers 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 as their Literacy Coordinator, and the relevance of the position to regional and shared priorities for the upcoming school year related to literacy, along with noted areas of strength and areas for development.

<p>Regional approach to how the Literacy Coordinator role will be used in the upcoming school year.</p> <p>Please indicate whether or not there is a Regional Literacy Action Plan in place.</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.” 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 targets:</p> <ul style="list-style-type: none"> - TROLL: by Spring 2023, 60% of kindergarten students at or above the 25th percentile with 25% above the 50th percentile - F&P Close the Gap: by Spring 2023, 50% of students will close their reading 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, as well as, strengthening instruction through Reading in the Disciplines. The TCSA has a Literacy Action Plan as well as an Oral Language Strategy to guide implementation in these critical areas.</p>
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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. 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 regional approach taken for the upcoming school year, along with noted areas of strength and areas for development.

<p>Regional approach to the Healthy Foods for Learning program for the upcoming school year.</p>	<p>The Tł̓ch̓q Community Services Agency offers Healthy Food programming in all our schools, all programs are free for all students to access. Currently, the programs we offer are:</p> <table border="1" data-bbox="545 611 1318 936"> <thead> <tr> <th>Program Name</th> <th>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>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. The agency has both a Healthy Foods in School Policy, as well as Traditional Foods Policy. Traditional foods are an important part of the daily lives for many of Tł̓ch̓q people. It is essential for their health, culture, and identity. Food and the way it is prepared carries significant meaning for all people; it acknowledges traditions, appreciates the experiences and diverse preferences of a group of people. Thus, healthy traditional foods are encouraged in all Tł̓ch̓q schools and camps.</p>	Program Name	Schools Involved	Breakfast programs	All Schools	Drop the Pop	All Schools	Lunch Program	CJBS	Traditional Food Day	All Schools
Program Name	Schools Involved										
Breakfast programs	All Schools										
Drop the Pop	All Schools										
Lunch Program	CJBS										
Traditional Food Day	All Schools										

<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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School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Non-GNWT Funding Received <i>(\$ Amount / Source)</i>
AAS				
EMES				
CJBS				
JWGS				
MCS				

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

G. 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 Tłıchǰ)</i>	Type of SL program <i>core, immersion, intensive, post-intensive</i>	Grades of SL program <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>
AAS	Tłıchǰ	Core	JK to 10	150 min/week		
EMES	Tłıchǰ	Core	JK to 6	90 min/week		
	Tłıchǰ	Immersion	SK to 2	330 min/week		
CJBS	Tłıchǰ	Core	JK - 9 10-12	150 min/week 375 min/week		
JWGS	Tłıchǰ	Core	JK-9 10-12	150 min/week 225 min/week		
MCS	Tłıchǰ	Core	JK-9 10-12	150 min/week 400 min/week		

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

H. 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	\$31,250	in kind	\$31,250		
CJBS	\$26,000	in kind	\$26,000		
JWGS	\$31,250	in kind	\$31,250		
MCS	\$31,250	in kind	\$31,250		
TOTAL	\$119,750		\$119,750		

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 regional and school specific reporting related to Northern Distance Learning, along with the noted areas of strength and areas for development.

Regional Performance Indicators	# Of Eligible High Schools	# Of NDL High Schools	Explanation for variance <i>(If applicable)</i>
Out of the total number of eligible high schools, how many offered NDL programming in the school year. If not all, please explain the variance including which schools.	4		

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 Reporting	School	School level Reporting
Top one or two NDL successes at each participating school.	AAS	
	CJBS	
	JWGS	
	MCS	

Top one or two challenges experienced with the implementation of NDL at each participating school.	AAS	
	CJBS	
	JWGS	
	MCS	
Top one or two supports that would help schools better implement NDL next year at each participating school.	AAS	
	CJBS	
	JWGS	
	MCS	

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	1.5	Non-compliance request use of partial 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)
AAS	0.50	0.50	Itinerant position with JWGS with high travel costs			
CJBS	3.25	3.00	Unable to staff a partial position. Limited housing.			
EMES	1.66	2.00	High level of complex needs			
JWGS	1.00	0.5	Itinerant position with AAS with high travel costs			
MCS	1.37	1.00	Unable to staff a partial position. Limited housing			
TOTAL	7.78	7.00	Non-compliance request to use partial position towards 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)
AAS	0.19	0.87 *2.61	One full time SA position *JP funded		
CJBS	6.3	5.2 12.18*	*JP funded		
EMES	3.07	4.35 10.44*	*JP funded		
JWGS	0.84	1.74 3.48*	*JP funded		
MCS	2.54	2.61 4.35*	*JP funded		
TOTAL	12.94	14.77 33.06*	SA are placed based on student need *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)
\$57,295	\$57,295			

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 Literacy Intervention and Reading Behaviours	PSTs / Literacy coaches/ LLI	Literacy Coordinator, Contractor (F&P)	2 sessions planned and 1 virtual (Sept. winter spring) Date: TBD Location: All schools		
Workshop: SSP writing IEP writing	PSTs / Educators	RISC	Dates: TBD Location: YK		
Workshop: Self-Regulation	PSTs	RISC and Regional Student Transition Service Coordinator	Dates: TBD Location: YK		
Workshop for	PSTs/	RISC and	Dates: TBD		

complex needs	Teachers	Contract provider	Location: virtual/YK		
Video conferencing: SLP/OT Training	Support Assistants	SLP Coordinator, EMES SLP, and Contractors (Stanton and TinyEye)	2 Thursdays a month. Date will depend on SLP availability		
Onsite / video conferencing: Assistive Technology	Support Assistants / PSTs / Educator	RISC or Contractor (as needed)	As needed		
Peer Mentoring	PSTs	RISC	TBD/regional schools		

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 students/ etc.)	Total (\$)	Explanation for Difference (if applicable)
\$78,647					

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 allocated, and funding spent on Healing and Counselling throughout the region.

Allocated (\$)	Actual (\$)	Purpose (Materials, positions, contracts, etc.)	User Group Type (# of classrooms / individual students/ etc.)	Total (\$)	Explanation for Difference (if applicable)
\$113,062					

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 support is aligned to the goals stated in their SSPs and/or IEPs for the upcoming school year, along with 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>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. The TCSA approach is further discussed in Section J of this plan. 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 in the first report card (if not already shared) for signatures.</p> <p>An area of continued focus for the region will be a wrap-around, collaborative approach when writing and implementing 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. Then, the targets adjust as the individual benchmarks become more attainable and students meet with regular success.</p> <p>‘Making a Plan’ (MAP) sessions are a vital piece of SSP and IEP programming particularly for students in transition. Regional staff, including the Student Transition Coordinator, Child and Youth Care Counsellors, and the Career Education Advisor, who are invited to support these transition meetings with families.</p>
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<p>Areas of Strength for the region</p>	
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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 for the upcoming school year, along with 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.</p>	<p>As part of our regional strategic goals the TCSA has set a priority to foster lifelong learning and provide individualized coaching and mentoring. Thus, the TCSA takes the approach that not all staff need the same support. Personalized coaching, small group workshops, and mentorship approaches have replaced 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. This is a tiered approach to strengthening instructional practices.</p> <p>Regardless of the support provider– 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> <p>Through the PLC process the region has identified that strengthening Tier 1 instruction is a priority. The TCSA is supporting education staff by digging deeper into analyzing reading assessments and explicitly targeting how to plan for reading instruction and moving beyond ability reading groups to better target specific gaps in reading. Explicit, targeted, and structured literacy instruction have been the most effective instructional strategies and thus the main area for staff training.</p> <p>The region continues to visit essential learning outcomes (ELOs) to prioritize outcomes to drive instruction based on the evidence from the assessments from oral language to reading comprehension.</p>
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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 for the upcoming school year, along with 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.</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 2022-23 school year to include refining the referral process, record keeping, and procedures associated with the SBST.</p> <p>Based on the evidence from the 2021-22 tracking sheet (minute log) most referrals to the SBSTs focus on solving specific problems. The Regional Inclusive Schooling Coordinator will continue to have the expectation of SBSTs including all parties to support students. Thus, support for SBSTs will focus on ensuring priority referrals, refining SSPs/IEPs goals, and access to appropriate interventions.</p> <p>The TCSA will continue to support SBSTs to enhance the discussion and implementation of transitioning between supporting documents such as analyzing assessments, reports and other data when moving a student from an SSP to an IEP.</p>
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<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. 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 for the upcoming school year, along with 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.</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 of the SSPs and IEPs, teachers will be responsible for creating responsive and appropriate support for students. The TCSA will continue 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 which beyond teachers, support assistants, and administration may include Child and Youth Care Counsellors, Student Transition Coordinator, Community Liaisons, Health and Wellness Elders, contractors, territorial partners (TBST and/or Child Development Team), and health partners.</p> <p>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 overseen by PSTs. Regular contact between the school and family is facilitated by PSTs.</p>
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<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>	

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 for the upcoming school year, along with 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.</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, and coordinate additional student supports (speech, OT, educational and psychological assessments) for a very large percent of our population (see Table 2 and 3). 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>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> <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>
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<p>Areas of Strength for the region</p>	
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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 *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (ILE Policy) is in place to support the Department 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 quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the ILE Policy.

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 variance.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference or any adjustments to PYs <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 Action 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 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>
AAS	Principal, Indigenous Language Instructor, teacher, SAs and secretary	Monthly	
CJBS	Principal, Vice Principal, PE teacher, Indigenous Language Instructors, Culture Instructor, Elders, Bus Drivers, SAs	Monthly	
EMES	Administration, Tłıchǫ Immersion teachers and support assistants, Indigenous Language Instructor, PE teacher	Monthly	
JWGS	Indigenous Language Instructor, Elder, PST, SA	Monthly	
MCS	Principal, Indigenous Language Instructor, Elder, Teachers (5), PST, 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 shows the breakdown of the budgeted, and actual ILI (PY funding) in place at each school, identifies whether the allocated PY is new or a returning ILI, and explanation for adjustments to PY.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference or any adjustments to PYs (if applicable)
AAS	0.50	1.0	Position supports language and cultural programming.		
CJBS	3.94	2.0	The school staffs a full-time culture instructor who does language programming on the land.		
EMES	2.05	3.0	Tłıchq Immersion program and core. The school staffs a full-time culture instructor and 2 SA for the immersion classrooms.		
JWGS	0.75	1.0	Unable to hire part time		
MCS	1.8	1.5	Core Tłıchq and cultural programming.		
TOTAL	9.04	8.5 (ILI) 12.11 (culture and lang staff)	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 Tłıchǫ 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 Tłıchǫ language programs, including offering longer language rich camps to ensure new graduates have strong Tłıchǫ language where ILI and other language support staff use on the land opportunities to enhance programming. 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>The # of anticipated New ILIs and which schools they are in.</p>	<p>None for 2022-2023</p>	
<p>Challenges and/or barriers faced in the region, including any specific information related to the COVID-19 pandemic, if any?</p>	<p>Many of the new young Tłıchǫ language Instructors have less confidence in their oral, and written language. Another challenge identified through coaching is instructional pedagogy; many instructors require support beyond language acquisition extending into instructional areas such as assessment, inclusive schooling, and reporting. Many ILI find it difficult to participate in online learning and training models that have become more prevalent since the start of the COVID-19 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:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
 - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit*.
- Schools should 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, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
 - Allocating resources to help build the school-community relationship, including mandatory Elders in Schools programming;
 - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including two days of mandatory cultural orientation; and,
 - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
 - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
 - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
 - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

Indigenous Education funding includes the hiring of Elders and community resource people and providing appropriate teacher training to ensure the *ILE Policy* is 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 variance.

Operating Plan

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) / Source (If applicable)
AAS	\$31,250	\$31,250				
CJBS	\$41,600	\$41,600				
EMES	\$31,200	\$31,200				
JWGS	\$31,250	\$31,250				
MCS	\$37,500	\$37,500				
TOTAL	\$172,800	\$172,800				

The following table details whether **schools** choose to allocate or find additional funding for an Elder and/or Cultural Support Worker that works at the school on a **consistent schedule** either from ILE funds or 3rd party funding.

School	Elder in School (Y/N)	Cultural Support Worker (Y/N)	How is this position funded?	If no, to either of these positions, why not?
AAS	Y	N	Jordan Principle - Elder	
CJBS	Y	Y	Jordan Principle - Elder Culture Support - ILE ECE	
EMES	Y	Y	Jordan Principle - Elder Culture Support - ILE ECE	
JWGS	Y	N	Jordan Principle - Elder	
MCS	Y	N	Jordan Principle - Elder	

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. This includes regional targets set, achieved results, and explanation for difference.

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 (whole school approach to language use).	5		
# Of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	5		

Type of Residential School Awareness Training offered (e.g. Blanket exercise, ICAST, Conference)	
--	--

Education bodies must allocate resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory** cultural orientation. The following table details school-based approaches to **local** cultural orientation days.

School	Type of Cultural Orientation <i>(Planned activities)</i>	% of Staff Participation	% of Actual Participation	Explanation for Difference <i>(if applicable)</i>
AAS	Living Well Together (ICAST); Feeding of the Fire; Camp based on culture related activities; Dene Kede	100%		

CJBS	Living Well Together (ICAST); Feeding of the Fire; Camp based cultural activities; Dene Kede	100%		
EMES	Feeding of the Fire, Living Well Together (ICAST), Culture Based Integrated Planning, On the Land camp activities	100%		
JWGS	Feeding of the Fire; Living Well Together (ICAST); Fall Fish Camp; Spring Camp; School-based cultural activities; Dene Kede	100%		
MCS	Living Well Together (ICAST); Feeding of the Fire; on the land Camp and school based cultural activities; Dene Kede	100%		
TCSA	1-day regional cultural orientation: for all staff feeding of the fire, camp based cultural activities, Living Well Together Training	100%		

F. 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. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

The following table details the **land-based** key cultural experiences that were offered during the school year, using funding from the community support or Indigenous education categories.

School	Name of Land-Based Key Cultural Experience <i>(list all occurrences)</i>	# Of Participants	# Of Cultural Resources Experts / Elders Hired	Was an Indigenous language incorporated? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
AAS					
CJBS					
EMES					
JWGS					
MCS					

The following table details the **school-based** key cultural experiences using funding from the community support or Indigenous education categories.

School	Name of School-Based Key Cultural Experience <i>(list all occurrences)</i>	# Of Participants	# Of Cultural Resources Experts/Elders Hired	Was the Indigenous Language Incorporated Throughout? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
AAS					

CJBS					
EMES					
JWGS					
MCS					

The following table details the supplies purchased by schools to deliver key cultural experiences.

School	Land-Based Supplies or Equipment Purchased	School-Based Supplies or Equipment Purchased or Rented	If training or licensing was required, was it paid through ILE funding? (Y/N)
AAS			
CJBS			
EMES			
JWGS			
MCS			

G. 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.</p>	<p>As part of the TCSA strategic plan, the TCSA prioritizes our role in contributing to the revitalization, maintenance, and promotion of Tłıchǫ 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 Tłıchǫ 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. In addition, common lesson/unit plans are developed to support new Language Instructors. 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 Tłıchǫ immersion program continues to grow additional classroom resources are supported for the program.</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	None		
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. Employing a Whole School Approach to Language Use

All school staff play a role in supporting language reclamation and language revitalization efforts. Employing a ‘**whole school approach to language use**’ bridges a gap created by colonization. Through acknowledgment of the value and the authentic use of language and culture, the whole school approach is a component of reconciliation. Education bodies must allocate resources to employ a whole school approach to Indigenous language use.

The following tables detail initiatives that employ the whole school approach to language use.

School	Indigenous Language Signage in Schools (Y/N)	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
AAS			
CJBS			
EMES			
JWGS			
MCS			

I. 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 **regional** amount of allocated and actual funding spent on community support, and the explanation for any variance.

Allocated (\$)	Actual (\$)	Community Support Activity	Total (\$)	Explanation for Difference (if applicable)
\$85,681				

J. 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*. Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

- Allocating resources to support core Indigenous language instruction;
- Allocating resources to develop resources for the *Our Languages* curriculum;
- Allocating resources to support community connections related to Indigenous language instruction; and,
- Allocating resources to support Indigenous language instruction through an immersion approach, where and when possible.

Resource Development funding is to be used only for:

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

Note: Please ensure copies of any new resources produced are submitted to ECE-ILES.

The following table details the **regional** funding allocated, budgeted, actual expenditures for resources development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$114,737	\$114,737			

The following table details the **regional** and **school** training and workshops for Indigenous language instruction (ILI) staff to further their professional development in *OLC* and *ILE Handbook* implementation.

School and # of ILIs participating	OLC or ILE Handbook	Specific Focus (ex: assessment)	Training Provider (Ex: RILE, ECE, contractor)	Planned Dates and Location	Was this training held as planned ? (Y/N) If no, why not?

The following table details the **regional** resources created for the implementation of *OLC* and *ILE Handbook* in schools.

Resource Type (ex: books, signage, digital, visuals, translations)	Title of Resource (of texts)	# Of Copies Produced	Language Produced In

The following table details **regional** funding used to support technological needs that support OLC and ILE implementation.

Type of technology purchased	# Of Items Purchased	How the Purchased Technology Supports <i>OLC</i> and <i>ILE Handbook</i> Implementation

Appendix B: Operating Plan – Operating Budget

**Department of Education, Culture & Employment
Council/District Approved 2022-2023 Budget**

**Divisional Education Council/District Education Authority
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated**

	2022-2023 Budget	2021-2022 Approved Budget	2021-2022 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	17,885,011	17,905,791	18,407,993
Northern Distance Learning (Schedule 8)	119,750	121,250	89,500
Minority Language (Schedule 8)			
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions	258,000	140,000	541,430
Sub-Total ECE	18,262,761	18,167,041	19,038,923
GNWT Other Contributions	154,775	125,750	181,506
Total GNWT	18,417,536	18,292,791	19,220,429
Federal Government Jordan's Principle (Schedule 8)	8,136,643	6,045,281	5,022,941
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	25,000	25,000	36,000
Donations			
Other	135,000	10,000	410,441
Total Generated Funds	160,000	35,000	446,441
TOTAL REVENUES	26,714,179	24,373,072	24,689,811
<u>EXPENSES</u>			
Administration (see Schedule 2)	1,406,314	1,427,078	1,363,512
School Programs (see Schedule 2)	12,549,429	12,503,948	13,025,279
Operations and maintenance (see Schedule 2)			
Inclusive Schooling (see Schedules 2&3)	3,174,238	3,157,102	2,920,071
Indigenous Languages and Education (see Schedules 2 & 4)	1,980,992	2,034,286	1,892,875
Student/Staff Accomodations (see Schedule 2)			
Debt Service			
Jordan's Principal	8,136,643	6,045,281	5,022,941
Sub-Total Expenses Before Amortization	27,247,618	25,167,695	24,224,678
Amortization (see Schedule 6)	56,565	56,565	56,565
TOTAL EXPENSES**	27,304,183	25,224,260	24,281,243
ANNUAL OPERATING SURPLUS (DEFICIT)	(590,003)	(851,188)	408,568
ACCUMULATED SURPLUS (DEFICIT) OPEN *	2,097,110	1,688,542	1,688,542
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	1,507,107	837,354	2,097,110

*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	1,507,107	837,354	2,097,110
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	<u>(169,695)</u>	<u>(226,260)</u>	<u>(226,260)</u>
Closing LED Reserve (YK1 Restricted)	-	-	-
Closing Liability to GNWT (CSFTNO)	-	-	-
Total Closing Accumulated Surplus	<u>1,337,412</u>	<u>611,094</u>	<u>1,870,850</u>

**Department of Education, Culture & Employment
Council Approved 2022-2023 Budget**

**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 Principal	Total
<u>SALARIES</u>								
Teachers' Salaries		8,325,847					1,552,721	9,878,568
Regional Coordinators (RISC/RILE)				176,537	221,992			398,529
Program Support Teachers				1,047,913	1,085,862			2,133,774
Support Assistants		167,952		1,527,435	355,602		4,203,861	6,254,850
Indigenous Language Instruction								-
Cultural Resource Staff					37,000			37,000
Elders in Schools								-
Non Instructional Staff	1,092,814	2,018,325		88,268			839,715	4,039,123
Board/Trustee Honoraria	30,000							30,000
<u>EMPLOYEE BENEFITS</u>								
Employee Benefits/Allowances		150,000						150,000
Leave And Termination Benefits								-
<u>STAFF DEVELOPMENT (Including Travel)</u>								
								-
<u>SERVICES PURCHASED/CONTRACTED</u>								
Professional/Technical Services	30,000							30,000
Postage/Communication	32,200	67,910						100,110
Utilities								-
Heating								-
Electricity								-
Water/Sewage								-
Travel	91,000	27,408		40,000	10,000		25,150	193,558
Student Transportation (Busing)		678,913						678,913
Advertising/Printing/Publishing								-
Maintenance/Repair	3,000	82,000			5,000			90,000
Rentals/Leases	6,000	30,000			4,500			40,500
Other Contracted Services	98,000	162,350		217,062	45,000		1,374,196	1,896,608
<u>MATERIALS/SUPPLIES/FREIGHT</u>								
Assistive Technology								-
Materials	21,500	800,224		75,524	216,037			1,113,285
Freight	1,800	38,500		1,500			141,000	182,800

<u>DEBT SERVICE</u>								-
<u>OTHER</u>								-
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,406,314	12,549,429	-	3,174,238	1,980,992		8,136,643	27,247,618
<u>AMORTIZATION</u>		56,565						56,565
TOTAL	1,406,314	12,605,994	-	3,174,238	1,980,992		8,136,643	27,304,183

**Department of Education, Culture & Employment
Council Approved 2022-2023 Budget**

**Divisional Education Council/District Education Authority
Inclusive Schooling - (Schedule 3)
Annual Budget**

SALARIES

Regional Coordinators

Magnet Facility

Teachers Program

Support Teachers

Support Assistants

	General Inclusive Schooling	Magnet Facilities	Total
	264,805		264,805
	1,047,913		1,047,913
	1,527,435		1,527,435

EMPLOYEE BENEFITS

Employee Benefits/Allowances

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STAFF DEVELOPMENT (with Travel)

	40,000		40,000
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SERVICES PURCHASED/CONTRACTED

Professional/Technical Services

Student Transportation (Busing)*

Other Contracted Services

	217,062		217,062

MATERIALS/SUPPLIES/FREIGHT

Assistive Technology

Materials

Freight

	77,024		77,024
			3,174,238

TOTAL

	3,174,238	-	3,174,238
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*See guidelines related to Inclusive Schooling student transportation

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

**Divisional Education Council/District Education Authority
Indigenous Languages and Education - (Schedule 4)
Annual Budget**

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional ILE Coordinators			221,992	221,992
Indigenous Language Instruction	1,441,463			1,441,463
Cultural Resource Staff	37,000			37,000
Elders in Schools				-
EMPLOYEE BENEFITS				
Employee Benefits/Allowances				-
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services				-
Travel			10,000	10,000
Student Transportation (Busing)*				-
Advertising/Printing/Publishing				-
Rentals/Leases	4,500			4,500
Other Contracted Services	40,000		10,000	50,000
MATERIALS/SUPPLIES/FREIGHT				
Materials	206,037		10,000	216,037
Freight				-
TOTAL	1,729,000	-	251,992	1,980,992

*See guidelines related to Indigenous Languages and Education student transportation

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	8.50
Territorial Schools:	
Teachers	57.80
Consultants	2.00
Classroom Assistants	
Secretaries	4.54
Custodians	8.13
Other - Specify	
Coord Comm Liaison	1.00
Literacy Coach	0.50
Bus Drivers	5.00
Kitceh Staff	1.87
Librarian	1.97
Jordan's Principal	62.10
Inclusive Schooling:	
Regional Coordinator	1.50
Program Support Teachers	7.00
Support Assistants	14.77
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	12.11
Other - Specify	
Total Person Years	<u>189.79</u>

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan



Education Body Chair

June 28, 2022

Date



Superintendent

June 28, 2022

Date

Annual Report

Education Body Chair

Date

Superintendent

Date

Education Accountability Framework

Yellowknife Catholic Schools

Operating Plan

For the 2022-23 School Year



Where Learning Lights the Spirit
Où l'apprentissage reflète l'Esprit
Yedàl Nezll T'à Hoghàts'eeᑭ

Cadre de responsabilisation en éducation

Écoles catholiques de Yellowknife

Plan de fonctionnement

Année scolaire 2022-2023



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Operating Plan - Executive Summary

The Yellowknife Catholic Schools' Operating Plan for the 2022-2023 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 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 three-year strategic plan; ***Developing Capable People Together*** to 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 are always looking forward and thinking about the many ways our world is changing, to ensure our students are prepared to adapt to these changes as they emerge. As such we are excited that our 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.

Plan de fonctionnement – Sommaire

Le plan de fonctionnement des Écoles catholiques de Yellowknife (ÉCY) pour l'année scolaire 2022-2023 a été préparé conformément à la *Loi sur la gestion des finances publiques* (LGFP). 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 des ÉCY pour la prochaine année scolaire.

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

Les ÉCY ont élaboré un plan stratégique triennal, *Former ensemble des personnes compétentes*, pour permettre aux élèves de développer les caractéristiques et les compétences dont ils auront besoin dans l'immédiat et à l'avenir. Sachant que la pensée, le bien-être et les relations sont au cœur de notre travail, nous avons appuyé le plan stratégique sur *L'Ambition des ÉCY pour l'apprenant*. En tant que communauté d'apprentissage, nous restons tournés vers l'avenir et nous réfléchissons sur les multiples façons dont évolue le monde pour bien préparer nos élèves à s'adapter aux changements à mesure qu'ils surviennent. Notre plan stratégique, source de notre motivation, est conçu autour de trois priorités : **stimuler la réflexion, cultiver le bien-être, et tisser des liens dans l'esprit de notre foi catholique.**

Stimuler la réflexion

Notre communauté d'apprentissage stimulera la pensée critique par le questionnement et l'innovation.

- Les élèves participeront à des activités de découverte et d'exploration.
- Les éducateurs instaureront une culture de la tolérance où les erreurs sont vues comme des occasions de croître.
- Le district formera des personnes socialement responsables, capables d'appliquer la pensée critique à leurs idées et d'aller plus loin dans leur foi.

Cultiver le bien-être

Notre communauté d'apprentissage fera la promotion de l'empathie et de l'engagement pour le bien-être.

- Les élèves seront attentifs à leur bien-être spirituel, physique, social et affectif, culturel et intellectuel.

- Les éducateurs créeront une communauté axée sur la foi et composée de personnes socialement responsables qui ont la capacité de s'adapter et d'appliquer de nouvelles connaissances.
- Le district privilégiera la foi, la dignité et l'équité dans des classes inclusives.

Tisser des liens

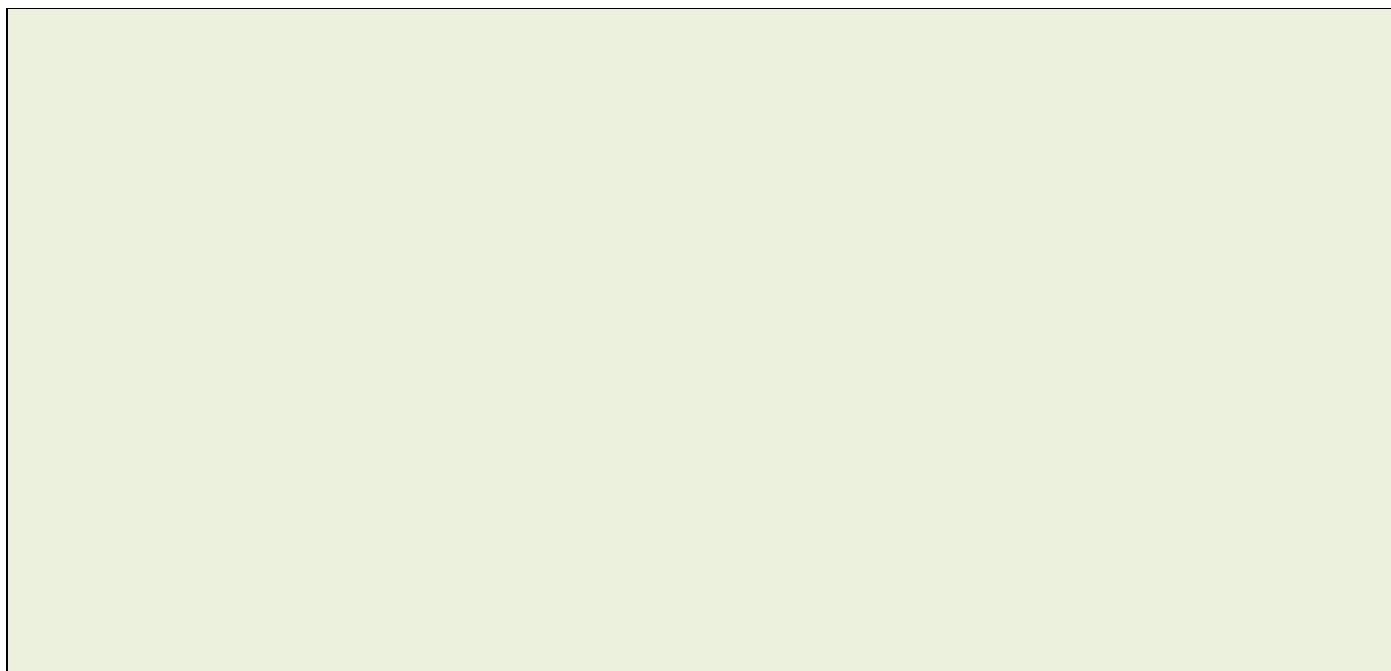
Notre communauté d'apprentissage accordera une importance fondamentale aux relations dans l'épanouissement des élèves.

- Les élèves apprendront en quoi les émotions influencent tous les aspects de la vie.
- Les éducateurs créeront une atmosphère sûre et empreinte de compassion qui favorise la collaboration.
- Le district renforcera les partenariats avec la paroisse, les familles, les membres de la collectivité, le MÉCF, ainsi que les peuples autochtones des TNO.

Annual Report - Executive Summary

The Yellowknife Catholic Schools' Annual Report for the 2022-2023 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. School Profiles; and
- D. Student 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, and current membership:

Yellowknife Catholic Schools is governed by a District Education Authority of seven trustees, who were elected in October 2021. This is a one-year term with the next election scheduled in October 2022. 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:

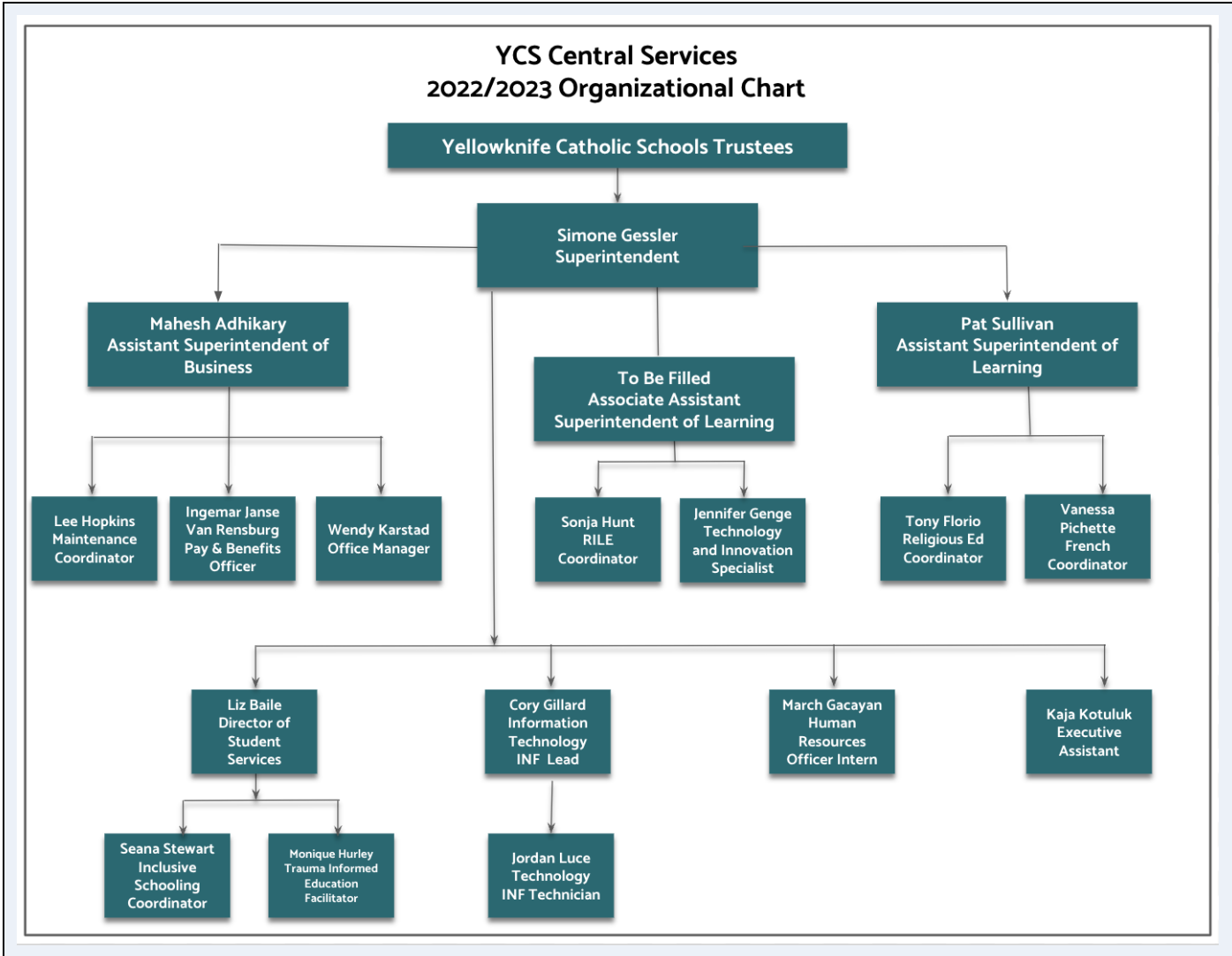
- › Tina Schauerte (Chair)
- › Susan Waddell (Vice-Chair)
- › Ainsley Dempsey
- › Christine Lewandowski
- › Steven Voytilla
- › Melanie Williams
- › Andy Young

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 the Finance and Facilities Committee, Policy Committee, and Committee of the Whole. Yellowknife Catholic Schools has also created a COVID19 Committee for the purpose of research and recommendation in relation to the pandemic. This committee will only exist until no longer required and only meets when necessary. As such, it was created as an Ad Hoc Committee rather than a standing committee.

B. Functional Organizational Chart

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



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).

Total Number of Schools in District	Three	Total Anticipated Student Head Count	YCS - 1,500 ESJS - 604 WCS - 370 ESPHS -526
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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 (Nᓄᓐ Dechᓐta Nàgedè).
Ecole St. Patrick (ESPHS)	Yellowknife	8-12	Trades, MakerSpace, Alternative Learning Centre, FLEX, 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, and other noteworthy demographics.

Our schools are multicultural with families from all over the world. YCS will have an estimated Indigenous population of 35% next year.

Based on our present student profiles, our Indigenous population per school is predicted to be as follows:

Ecole St. Joseph School 21%
 Ecole St. Patrick School 39%
 Weledeh Catholic School 53%

Based on TieNet 2021/2022 data, YCS has in Tienet a total population of 1666 with JK -2 High Needs with 22 profiles, 21 Gr. 3-12 students on IEPs, 56 students on Modified Programs and **471** students on Regular programs with Accommodations. A continuing trend of students entering junior kindergarten with significant language and emotional challenges remain. The increase of students with specific needs at this developmental level requires an increase of either educational assistants and daily planning as well as supporting parents in their awareness and understanding of what schools can provide. YCS will start a new process next year where all students who require specific support in JK/Kindergarten, Grade One will be placed either on a formal SSP or IEP. This was not done in the past.

Limitations to Health and Mental Health Services (Speech-Language Pathology, Occupational Therapy, Audio and Psychiatric Care) is a challenge to provide a multidisciplinary approach for those students who are complex. YCS Student Services will work with school teams, TBST and southern contractors to identify what areas can be realistically addressed.

YCS has 4 students with low incidence complex needs who will be placed in grades one and two. Due to the nature of their disability, these students will now require highly structured prescribed literacy and communication programming. This will be the first year that YCS will be required to implement these interventions and will have to depend heavily on southern experts to ensure implementation.

Child and Youth Care Counselors are providing support to the ever-increasing population of students with mental health challenges and diagnoses 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.

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 & School Reviews;
- C. Staff Evaluations;
- D. Regional Training and In-Service;
- E. Literacy Coordinators;
- F. Healthy Food for Learning;
- G. Second Language Education; and,
- H. 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>Leading to a collective vision of developing capable people together, YCS stakeholders developed three priority areas for 2021 - 2024.</p> <p>Strategic Priority Areas:</p> <p>Inspiring Thinking: <i>Our learning community will inspire critical thinking through inquiry and innovation.</i></p> <p>Cultivating Well-Being: <i>Our learning community will promote empathy and a commitment to well-being.</i></p>
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Building Relationships: *Our learning community will value relationship building as the foundation for students to thrive.*

Three goals have been created under each priority to guide the work of district staff, and to ensure that the impact is observable. In addition, there will be an emphasis on creating and integrating supporting documents that detail the observable impact of teaching practices that lead to improved student learning. Finally, Yellowknife Catholic Schools has been committed to integrating the five NWT shared priority areas into this work:

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

YCS will strategically align PD, STIP collaborative time, and SSI projects to ensure success in priority areas.

Integration of Priority Areas

Our literacy focus will continue to be on standardizing literacy practices across the district, furthering the work that has been done on the application of universal assessment tools. Dr. Leyton Schnellert and Dr. Donna Kozak will serve as facilitators for this work, based on ensuring that collectively developed common beliefs about literacy instruction will be evident in classrooms.

Work will continue on the district literacy assessment plan for 2022 - 2023. Staff PD on the use of these tools will continue virtually and in-person in the fall. Similarly, staff training on Daily 5 will continue in 2022-2023.

In response to staff feedback and research on effective PD, the YCS administration will revise the process for collaborative teams for 2022 - 2023. This change is designed to more closely align collaborative time with the strategic plan. Generally, collaborative teams will consist of staff from the same grade or subject-specific area, who will then determine their team’s focus areas from the three priority areas. A significant shift in future collaborative time is a direct result of a major change in our 2022 - 2023 calendar. One-half day per month will now be dedicated to collaborative time, allowing for increased, uninterrupted learning time.

	<p>YCS administrators will continue to explore the use of RULER in the district. We will work towards revising the leadership team charter and integrating the concept into the collaborative team structure.</p> <p>YCS Indigenous Language and Culture programs will continue to be a priority for our schools. School ILE teams are committed to finding ways to integrate a whole school approach to Indigenous Language and build common phrases in Wiliideh Yati. The tent frames, key cultural culture camps, resources such as videos, books and kits, and co-planning support for teachers with the ILE Coordinator will continue.</p> <p>This year, time was provided for all staff to independently explore the GNWT’s Living Well Together. Although we could only dedicate enough time for staff to reasonably complete 2-3 modules from the Living Well Together program, approximately 25% of our staff had completed at least 5 modules by March 2022. We will build on staff participation in this program in 2022 - 2023.</p> <p>Given that our new strategic plan is designed to create capable people together, there will be a natural link between our plan and the shared priority of recognizing the importance of developing key competencies.</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%		
% of all classroom teachers involved in professional development and collaboration in literacy and numeracy learning	100%		
% of teachers involved in student and educator wellness	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 & School Reviews

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.

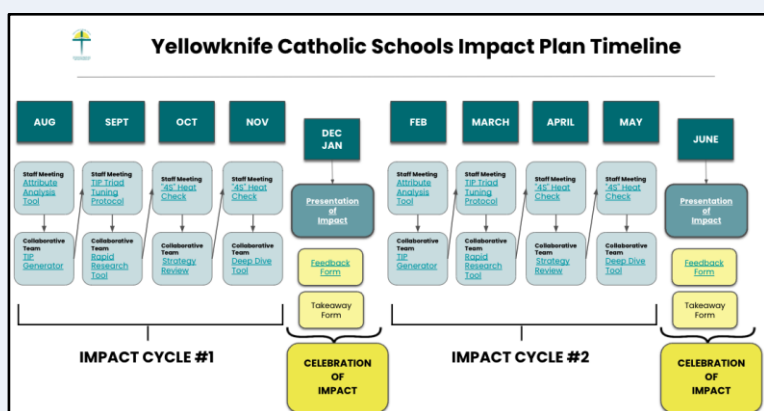
In addition, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail regional priorities and goals for the upcoming school year related to School Improvement Planning and School Reviews, along with noted areas of strength and areas for development.

Regional approach to **School Improvement Planning and School Reviews**, and relevance to regional and shared priorities, for the school year.

School Impact Plans are developed and aligned with regional priorities and departmental priorities. The approach that will be used is as follows:

- School leadership teams in conjunction with their staff will create School Impact Plans (SIP) to measure evidence of priorities
- Draft SIPs will be presented at the public board meeting in September
- Final plans will be submitted to Superintendent by October 15th
- School Impact Plans will reflect Team Impact Plans developed by collaborative teams
- Team Impact Plans will be presented in January and May
- School Presentations of Impact will be reported at the public board meeting in June 2023



School Reviews are completed annually with each site completed on a four-year cycle. This is a comprehensive process completed by a review team with an external facilitator and includes a review of the NWT shared priorities as well as YCS' strategic priorities. In addition, the school review examines school culture, community partnerships, school environment, and staff, student, and parent satisfaction.

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. 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 for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations.</p>	<p>Teaching and administrative staff are evaluated every five years, as per the collective agreement. Teachers are evaluated by the school administration. YCS' <i>Professional Impact Plan</i> is based on the priorities of the district using a collaborative approach between the staff member and the administration as well as a process of reflection on growth. Staff are required to identify their goals for growth and tie them to their <i>Personal Impact Plans</i>. Throughout the process, discussions take place between the teacher and evaluator. At the end of the process, the teacher provides their presentation of impact. There is also a professional standards expectation domain. Completed <i>Professional Impact Plans</i> are provided to the Superintendent for review and filing.</p>
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<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. 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 approach to the completion of Training and In-Service.</p> <p>Please include relevance to regional and shared priorities, for the upcoming school year.</p>	<p>In addition to the staff training in language and culture and inclusive schooling, which is scheduled throughout the year, YCS will continue to build on the training that began in 2021 - 2022.</p> <p>The main focus will be on supporting teachers in developing or improving upon teaching methods and strategies that will have the greatest impact on student learning. YCS's new strategic plan, with an emphasis on</p>
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	<p>observable impact, will serve as the guiding document for this work. Once again, Cale Birk will be facilitating these sessions, and staff will continue to build on these skills while meeting with their designated collaborative team.</p> <p>Similarly, Dr. Donna Kozak and Dr. Leyton Schnellert will continue to support staff from all grades in literacy-related topics, including universal assessment strategies and literacy across the disciplines. The focus differs slightly depending upon the grade level.</p> <p>For the first time in many years, YCS will have numeracy coaches in two schools. The positions are currently up for competition, but the focus will be on supporting teachers in math instruction.</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. (Please choose between 0 and 2.5)	2.0		
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. 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 for the upcoming school year related to literacy, along with noted areas of strength and areas for development.

<p>Regional approach to how the Literacy Coordinator role will be used in the upcoming school year.</p> <p>Please indicate whether or not there is a Regional Literacy Action Plan in place.</p>	<p>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 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 has created a literacy plan to be implemented in 2022 and will continue for the next three years.</p>
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<p>Areas of Strength for the region</p>	
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Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

F. 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 regional approach taken for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to the Healthy Foods for Learning program for the upcoming school year.	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.
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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>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Non-GNWT Funding Received <i>(\$ Amount / Source)</i>
Weledeh Catholic School				
Ecole St. Joseph School				
Ecole St. Patrick School				

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

G. 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, post-intensive)</i>	Grades of SL program <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>
ESJS	Wıłı̄deh Yatı (Tłı̄chǫ)	Core	Jk-2	3 times 35 min per 6 day cycle		
ESPHS	Wıłı̄deh Yatı (Tłı̄chǫ)	Core	8-9	Daily, 6 week blocks 84 minutes daily		
WCS	Wıłı̄deh Yatı (Tłı̄chǫ)	Core	Jk-7	3 times 40 mins per 6 day cycle		
ESJS	French	Bilingual	JK	1880 min./cycle (6 days cycle)		
ESJS	French	Immersion	K-2	1880 min./cycle (6 days cycle)		
ESJS	French	Immersion	3-7	1520 min./cycle (6 days cycle)		
WCS	French	Bilingual	JK	1880 min./cycle (6 days cycle)		

WCS	French	Immersion	K-2	1880 min./cycle (6 days cycle)		
ESPHS	French	Immersion	8-9	420 min./cycle (2 days cycle)		
ESPHS	French	Immersion	10-12	166 min./cycle (2 days/cycle)		
ESJS	French	Core	1-7	120 min./cycle (6 days cycle)		
WCS	French	Core	1-7	120 min./cycle (6 days cycle)		
ESPHS	French	Core	8-9	70 min./cycle (2 days cycle)		
ESPHS	French	Core	10-12	140 min./cycle (2 days cycle)		

**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)
1.0	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)
St. Joseph	9.61	4.00				
Weledeh		2.00				
St. Patrick		3.5				
TOTAL	9.61	9.5	.11 is used to provide teacher coverage for planning and working with PSTs			

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)
St. Joseph	23.33	23.00	12 IS 8 JP 1 FI 2 JK		
Weledeh		23.00	7 IS 15 JP		

			1 JK		
St. Patrick		20.00	4 IS 16 JP		
TOTAL	23.33	23.0	YCS keeps .33 of a classroom assistant at the district level for fall allocation depending on needs within the schools with incoming unknown students.		

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 <i>(if applicable)</i>	Actual (\$)	Explanation for Difference <i>(if applicable)</i>
\$61,736	\$61,736			

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?
YCS CA Orientation, YCS Standards for Care, Visuals	Classroom Assistants (CA) PSTs Teachers	RISC/ Director of Student Services	Over the year Schools		

Safety for All Gradual Release Child Abuse Protocol Observation/Data Collection Transition Plans			District		
YCS Personal Care Procedures Standards & Safety	PSTs, CAs Teachers	Director /RISC	As Required		
Autism Challenging Behaviour	Staff	Robyn Combres	October January May Schools		
<u>YCS IMPACT FOR LEARNING</u> PST Cohorts	PSTS	Liz Baile Seana Stewart Mentors			

<p><u>YCS IMPACT FOR LEARNING</u> <i>Classroom Assistant Cohorts</i> Literacy PECS/Visuals SLPA Autism Challenging Beh./Observation Self Regulation Trauma Complex Needs Work Experience Learning Disabilities Douglas College Executive Functioning</p>	<p>CAs Leads Liz Baile Seana Sewart Trauma Facilitator</p>	<p>Donna Zoark PREP Calgary CNIB Calgary Merrill Dean NT Inclusion Robyn Combres Sonderly Online TBST Mehrit Centre Stanton SLP YCS Database on IS Douglas College ECE</p>	<p>Half day /month Schools/all year. Online In-Person</p>		
<p>Hearing Loss</p>	<p>Selected Staff</p>	<p>Barb Neufeld</p>	<p>Schools October April</p>		
<p>Literacy and Language Programming for Children with Downs Syndrome</p>	<p>Selected Staff</p>	<p>PREP Calgary Education Planner OT SLP Reading Specialists</p>	<p>Sept Jan April Online 20 minute Zoom meetings - 10 months Online Schools</p>		
<p>Literacy and Apraxia for students with CVI and Apraxia</p>	<p>Selected Staff</p>	<p>Pathways Tanya Sloane SLP</p>	<p>Sept Jan April Online 20 minute</p>		

			Zoom meetings - 10 months Online Schools		
ABC Observation and Behaviour Planning	SBST teams	Robyn Combres	October January May District		
Trauma Informed Education Practices	SBST Teachers CAs	Student Services TBST Online			
CBIEP Assessment Evidence	PST/Teacher Teams	Shelley Moore Liz Baile	November March District		
Instructional Design	PSTs/Teachers	Leyton Schellernt	April District		
Assessment Level B	French Immersion PSTs	Evelyne Collins-Leveque	October March		

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</i>	Reason for using a contractor rather than a GNWT-provided service	School(s) impacted by Service	Length of Contract	Total (\$)
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	<i>days of consultation)</i>	<i>(GNWT service unavailable, etc.)</i>			

** 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 (\$)	Explanation for Difference (if applicable)
\$84,190					

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, and funding spent on Healing and Counselling throughout the region.

Allocated (\$)	Actual (\$)	Purpose (materials, positions, contracts, etc.)	User Group Type (# of classrooms / individual student/ etc.)	Total (\$)	Explanation for Difference (if applicable)
\$80,180					

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 for the upcoming school year, along with 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>YCS PSTs are supported by the district to use effective IS processes with teachers that will assist students in accessing the curriculum. Each month the PSTs work on tool development and discuss clarity of processes. This helps to align and facilitate the coordination of support and instructional design. The RISC will conduct 3 district-wide audits of SSP/IEP in TIENET as well as random audits with feedback to each school over the year.</p> <p>The YCS PST team and Student Services Team worked on standardizing and outlining, in detail, the specific areas of the SSP writing process to assist PSTs and teachers in completing SSPs with accuracy. All schools in the 2022-23 year will be working on and ensuring all student information is relayed with the agreed-upon standards, language and details required. The areas streamlined in language and content are a) statement of purpose b) outcomes c) strategies d) other comments. Teachers, PSTs and principals are expected to follow the YCS revised processes and timelines.</p>
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The YCS PSTs team in-district meetings will focus on deepening 3 areas of SSP alignment: 1) UDL and trauma accommodations and how this is to be translated on SSPs/IEPs. 2) tightening the process for teachers and administrators at the elementary /high school for modified programming “placement” and 3) outlining the necessary evidence for a student to be given a scribe/reader on an SSP/IEP.

Some YCS classes will be heavily weighted with a wide range of student profiles, SSPs and IEPs with very large class sizes. SBSTs will work with the RISC on a specialized process throughout the school year to provide systematic and proactive support to those targeted classrooms. Classroom wraparounds processes were not done last year to COVID. SBSTs and the RISC will begin this process to yield a coordinated approach and impact on learning.

YCS will fully implement the revised NT CBIEP. The Director of SS and the RISC will closely monitor the success rate in the implementation process and communicate the information back to the YCS leadership team for consideration.

Specialists will be coordinated throughout the year to support staff with instructional strategies and special needs techniques for effective IEP/SSP programming and UDL planning. This year’s plan is to target only a few recommendations suggested ensuring fidelity, sustainability of the said support by doing data collection, impact to learning reflections and scaffolding next steps.

The YCS RISC has been tasked to develop an SBST support and accountability process for each student being provided with an educational psychological assessment. This is also to ensure follow-through and action on SSP/IEPs. This data collection and accountability format will continue and be analyzed in December 2022 by the Director of Student Services and reported back to Senior Leadership and Principals.

YCS Student Services will initiate more formal assessments for French Immersion students with neurodiverse profiles and analyze the barriers and successes of FI supports in YCS’s current programming. This new data collection will be launched in June 2022 until June 2023 as the first phase of data collection to assist FI decision-making and instruction.

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 for the upcoming school year, along with 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.</p>	<p>YCS Administration teams are leaders of Inclusive Schooling and Instruction. SBSTs are active and work to support teachers with a range of diverse learners in all domains.</p> <p>The YCS Pyramid of Supports Visual tool guides all staff in understanding tiered levels of instruction and support for different learners. The new YCS Pyramid of PROCESSES which are defined pathways for using YCS Student Services Resources has been agreed upon by Leadership and will be activated in the fall. .</p> <p>In 2022-23, each SBST will revisit this visual anchor tool with school staff. Principals will lead and promote the Pyramid and how to use the tiered levels of essential strategies that support teachers’ choices, approaches, and strategies for their classroom. The RISC will support the SBSTs to ensure they are using the anchor tool to help them prioritize and match responses to struggling and/or advanced learners.</p> <p>YCS Principals have committed to providing dedicated monthly Teacher/CA planning time on designated Thursdays throughout the entire year. This year YCS started a Teacher/CA Communication Agreement and this process will</p>
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	<p>be extended by furthering the time for Teachers and CAs to have meaningful conversations about strategies.</p> <p>Principals work with the RISC /PSTS in supporting teachers by coordinating planning time for staff for SSP, IEP and social-emotional planning. Administrators are present and actively participate in some or all of the various types of meetings and planning processes. The Director and RISC will meet with principals on a regular basis to discuss ways to specifically support new teachers and create an action plan together to meet teachers' needs to implement effective instructional strategies.</p> <p>Assistive technology strategies (high and low) will continue to be offered, promoted and outlined as important flexible tools for learning. Principals will support the RISC by committing to inservices that will take place in the classroom, during PD sessions and when scheduling individualized training sessions are required for specific staff.</p>
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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 for the upcoming school year, along with 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.</p>	<p>All PSTs and Admin are committed to meeting weekly. The RISC visits the SBSTs for observation, contribution 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 Director ensures Principals are committed to SBST time.</p> <p>YCS Student Services developed May 2022, a district standardized team referral form for all schools. All schools will be working on increasing teacher participation in referring students to the team over the course of this year.</p> <p>Principals will work with PSTs twice a year to determine how often teachers are referring students or not, what are the trends and patterns of the referrals. SBST will be asked to SBST the yearly schedules of how SBST will be used. Student Services will request how many team referrals were made and ask SBST to also provide that data at staff meetings.</p>
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<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>	

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 for the upcoming school year, along with 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.</p>	<p>The YCS PST team has worked hard, under the ECE training plan, to understand and gain confidence in facilitating the revised IEP with teachers for 2022-2023. YCS Leadership was presented with the depth and breadth of the new process and is clear about the significant changes in PST time management to carry out this classroom-based IEP.</p> <p>YCS will launch the revised IEP process in September with teachers and parents. IEP programming timelines are now identified in the yearly calendar in every school.</p> <p>The district is working on a new IEP assessment report card and mid-year updates for parents based on visual digital evidence and student voice of I CAN. This report card and observation data sheet will be used for all students on IEPs in 2022-2023.</p> <p>Parent participation is a top priority for YCS. The level of involvement from parents and staff in school transitioning, 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. The Student Service Team also supports families and SBSTs for the best possible pathways to equity and student achievement.</p> <p>Parents of mature, aged out students at the high school level are invited to several meetings in Grade 11, and 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>Transition meetings will take place in August, January and May for specific students on IEPs. This will be school-based</p>
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	<p>but with participation from southern contractors and district personnel. Transition meetings identify the next steps for student achievement with family, school, experts and district personnel taking on different responsibilities to ensure progress in learning. The district has scheduled transition training and time to do the transfer of information.</p> <p>As mentioned in 2022 -2023 placing students on modified programming at the elementary level will be a priority focus this year to ensure the placement is backed up with solid evidence and clearly defined on the SSP. SBST's will review their roles and responsibilities for this placement and ensure parents understand the decision as much as possible.</p>
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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. 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 for the upcoming school year, along with 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.</p>	<p>The YCS Superintendent and principals understand and provide flexibility with the yearly pressure points for PSTs. The Director, RISC and PSTs follow a pre-planned yearly schedule of timelines and schedules for school and district events. The Director, RISC and PSTs will meet regularly to review time-management; design ways to problem solve and work with principals to ensure effectiveness. The Student</p>
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	<p>Services team will mentor PSTs on the standards of practice in a variety of ways. Time use and management will be discussed and analyzed at every monthly district meeting. PSTs will be required to use the District PST database and digital hub of tools, procedures and resources all year to decrease wait times and dependencies. The RISC will continue to work with PSTs to revise and use checklists and tools that streamline and align the different duties and expectations.</p> <p>With the new district IMPACT Plan, PSTS will be a specific specialty teacher cohort. They will develop smaller cohorts who will follow the same reflection and accountability processes over the school year to gauge the visible impact to and for learning. The Director and RISC will support the PSTs to work in-depth on those strategies they choose. Tool creation is a pivotal collaborative process for PSTS to ensure effective time use to the constant demands of Inclusive schooling and reinforce boundary setting.</p>
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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 *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (ILE Policy) is in place to support the Department 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 quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the ILE Policy.

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 variance.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference or any adjustments to PYs <i>(if applicable)</i>
1.00	2.0	YCS has been unable to secure a third ILI and so has been given permission to use the funding for a second ILE who will support language and culture and the creation of resources to indigenizing practices.		

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 Action 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 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>
ESJS	Assistant Principal, Community Liaison, Teachers	Monthly meetings	
WCS	Principal, PST, Teachers, ILI	Once per month, and as needed for events	
ESPHS	Principal, PST, Teachers, Classroom Assistants	Every Second month, or as needed for events	

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 shows the breakdown of the budgeted, and actual ILI (PY funding) in place at each school, identifies whether the allocated PY is new or a returning ILI, and explanation for adjustments to PY.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference <i>(if applicable)</i>	Actual (PY)	Explanation for difference or any adjustments to PYs <i>(if applicable)</i>
ESJS	5.05	1.35	Currently have a .5 position, advertising to fill the other .5 and will use .35 for language resource		

			people/elders in the school		
WCS		1.35	Currently have a 1.0 position. Will use 1.0 for language resource people and our elder in school language speaker		
ESPHS		1.35	Currently have a .5 position, advertising to fill the other .5 and will use .35 for language resource people/elders in the school		
TOTAL	5.05	4.05	Due to the inability to hire language teachers, we use any additional language funds to hire resource people and elders in the school to support language exposure as much as possible. We will be hiring an additional ILE to support school ILE teams and increase program support in schools. (See ILE budget above).		

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	
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	camp), presentations to classes by the ILE coordinator sharing language, video and audio resources (eg. camp vocabulary, prayer, etc), and 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). Creation of language lessons with audio for teachers that are non-speakers to use in their classrooms and learn with the students.	
Plans to recruit and retain language teachers, if any?	We currently have one position posted to recruit and hire an additional Language teacher. We are open to the option of having an elder in the classroom with a teacher as well. We are promoting the MAP program and other avenues so our grade 12 graduates may return as language teachers.	
The # of anticipated New ILIs and which schools they are in.	At present time: 0	
Challenges and/or barriers faced in the region, including any specific information related to the COVID-19 pandemic, if any?	Difficult to find a teacher who can speak the language	

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:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
 - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit*.

- Schools should 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, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
 - Allocating resources to help build the school-community relationship, including mandatory Elders in Schools programming;
 - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including two days of mandatory cultural orientation; and,
 - Allocating resources to employ a whole school approach to Indigenous language use.

- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
 - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
 - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
 - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

Indigenous Education funding includes the hiring of Elders and community resource people and providing appropriate teacher training to ensure the *ILE Policy* is 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 variance.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) / Source (If applicable)
ESJS	\$96,274	\$30,976				
WCS		\$33,067				

SPHS		\$32,231				
TOTAL	\$96,274	\$96,274				

The following table details whether **schools** choose to allocate or find additional funding for an Elder and/or Cultural Support Worker that works at the school on a **consistent schedule** either from ILE funds or 3rd party funding.

School	Elder in School (Y/N)	Cultural Support Worker (Y/N)	How is this position funded?	If no to either of these positions, why not?
ESJS	N	Y (Liaison Position)	Jordan's Principle Funding	
ESPHS	N	Y(Liaison Position)	Jordan's Principle Funding	
WCS	Y	Y(Liaison Position)	ILE program funds Jordan's Principle Funding	

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. This includes regional targets set, achieved results, and explanation for difference.

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 (whole school approach to language use).	3		

# of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	3		
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Type of Residential School Awareness Training offered (eg. Blanket exercise, ICAST, Conference)	
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Education bodies must allocate resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory** cultural orientation. The following table details school-based approaches to **local** cultural orientation days.

School	Type of Cultural Orientation <i>(Planned activities)</i>	% of Staff Participation	% of Actual Participation	Explanation for Difference <i>(if applicable)</i>
ESJS	- Living Well Together Modules	100%		
	- Blanket exercise	All Staff 100%		
	- Culture PD Day (on the land learning and understanding of cultural practices and language revitalization)	100%		
WCS	- Living Well Together Modules	100%		
	- Blanket exercise	All Staff 100%		
	- Culture PD Day (on the land learning and understanding of cultural practices and language revitalization)	100%		

ESPHS	<ul style="list-style-type: none"> - Living Well Together Modules - Blanket exercise - Culture PD Day (on the land learning and understanding of cultural practices and language revitalization) 	<p>100%</p> <p>All Staff 100%</p> <p>100%</p>		

F. 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. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

The following table details the **land-based** key cultural experiences that were offered during the school year, using funding from the community support or Indigenous education categories.

School	Name of Land-Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language incorporated? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
ESJS					

WCS					
ESPHS					

The following table details the **school-based** key cultural experiences using funding from the community support or Indigenous education categories.

School	Name of School- Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts/Elders Hired	Was the Indigenous Language Incorporated Throughout? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
ESJS					
WCS					
ESPHS					

The following table details the supplies purchased by schools to deliver key cultural experiences.

School	Land-Based Supplies or Equipment Purchased	School-Based Supplies or Equipment Purchased or Rented	If training or licensing was required, was it paid through ILE funding? <i>(Y/N)</i>
ESJS			
WCS			
ESPHS			

G. 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.</p>	<p>The delivery of Wiliideh Yatı has expanded to be offered at all three of our schools.</p> <p>WCS offers a strong core Wiliideh Yatı program in addition to supporting staff and whole school language learning by incorporating language learning at staff meetings, through Google Slide presentations and OLC resources. They have a “Wolves on the Land” program in which students participate in culture classes and learn about camp set up and take down, how to maintain the camp, plants and medicine, living on the land, and wood chopping, all while also teaching language around these topics.</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>
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	<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 Tlichio 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. Our RILE meets frequently with our ILIs to offer support and aid them in developing lessons, as well as offer time for our ILIs to collaborate.</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	0 - No new ILIs but we are currently advertising for an ILI position.		
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. Employing a Whole School Approach to Language Use

All school staff play a role in supporting language reclamation and language revitalization efforts. Employing a **‘whole school approach to language use’** bridges a gap created by colonization. Through acknowledgment of the value and the authentic use of language and culture, the whole

school approach is a component of reconciliation. Education bodies must allocate resources to employ a whole school approach to Indigenous language use.

The following tables detail initiatives that employ the whole school approach to language use.

School	Indigenous Language Signage in Schools (Y/N)	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
ESJS			
WCS			
ESPHS			

I. 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 **regional** amount of allocated and actual funding spent on community support, and the explanation for any variance.

Allocated (\$)	Actual (\$)	Community Support Activity	Total (\$)	Explanation for Difference (if applicable)
\$44,102				

J. 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*. Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

- Allocating resources to support core Indigenous language instruction;
- Allocating resources to develop resources for the *Our Languages* curriculum;
- Allocating resources to support community connections related to Indigenous language instruction; and,
- Allocating resources to support Indigenous language instruction through an immersion approach, where and when possible.

Resource Development funding is to be used only for:

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

The following table details the **regional** funding allocated, budgeted, actual expenditures for resources development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference <i>(if applicable)</i>	Actual (\$)	Explanation for Difference <i>(if applicable)</i>
\$45,133	\$45,133			

The following table details the **regional** and **school** training and workshops for Indigenous language instruction (ILI) staff to further their professional development in *OLC* and *ILE Handbook* implementation.

School and # of ILIs participating	OLC or ILE Handbook	Specific Focus <i>(ex: assessment)</i>	Training Provider <i>(ex: RILE, ECE, contractor)</i>	Planned Dates and Location	Was this training held as planned? ? <i>(Y/N) If no, why not?</i>

The following table details the **regional** resources created for the implementation of *OLC* and *ILE Handbook* in schools.

Resource Type <i>(ex: books, signage, digital, visuals, translations)</i>	Title of Resource <i>(if texts)</i>	# of Copies Produced	Language Produced In

The following table details **regional** funding used to support technological needs that support OLC and ILE implementation.

Type of technology purchased	# of Items Purchased	How the Purchased Technology Supports <i>OLC</i> and <i>ILE Handbook</i> Implementation

Appendix B: Operating Plan - Operating Budget

**Department of Education, Culture & Employment
Council/District 2022-2023 Budget**

**Yellowknife Catholic Schools
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated**

	Budget 2022-2023	Budget 2021-2022	Projected Actual 2021-2022
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	20,264,913	20,281,489	20,951,398
French Language Contributions	448,500	280,500	429,500
ECE Other Contributions	553,000	1,283,000	793,000
Sub-Total ECE	21,266,413	21,844,989	22,173,898
GNWT Other Contributions	62,825	-	62,825
Total GNWT	21,329,238	21,844,989	22,236,723
Federal Government Jordan's Principle	4,670,000	3,741,268	3,840,473
Federal Government Other	-	-	-
Property Tax Requisitioned	4,644,000	4,468,000	4,468,000
Other Education Bodies	100,000	100,000	103,130
Education Body Generated Funds			
Rentals	180,000	180,000	180,000
School Fees	140,000	-	80,000
Investment Income	60,000	100,000	56,532
Donations	50,000	-	35,030
Other	175,000	152,500	152,500
Total Generated Funds	605,000	432,500	504,062
TOTAL REVENUES	31,348,238	30,586,757	31,152,388
<u>EXPENSES</u>			
Administration (see Schedule 2)	2,597,000	2,419,205	2,484,511
School Programs (see Schedule 2)	16,536,400	17,280,059	17,198,836
Operations and maintenance (see Schedule 2)	2,609,000	2,395,846	2,844,013
Inclusive Schooling (see Schedules 2&3)	4,125,000	4,318,681	4,195,528
Indigenous Languages and Education (see Schedules 2 & 4)	817,000	771,814	571,172
Jordan's Principle	4,670,000	3,401,152	3,840,473
Debt Service	4,000	15,000	3,260
Other			
Sub-Total Expenses Before Amortization	31,358,400	30,601,757	31,137,793
Amortization (see Schedule 6)	1,666,000	1,600,000	1,666,000
TOTAL EXPENSES	33,024,400	32,201,757	32,803,793
ANNUAL OPERATING SURPLUS (DEFICIT)	- 1,676,162	- 1,615,000	- 1,651,405
ACCUMULATED SURPLUS (DEFICIT) OPEN *	39,689,950	41,341,355	41,341,355
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	38,013,788	39,726,355	39,689,950
Reconciliation of Total Closing Accumulated Surplus:			
Closing Operating Surplus from above	4,281,694	3,846,459	4,391,856
Closing Tangible Capital Assets	33,732,094	35,879,896	35,298,094
Total Closing Accumulated Surplus	38,013,788	39,726,355	39,689,950

**Department of Education, Culture & Employment
Council Approved 2022-2023 Budget**

**Yellowknife Catholic Schools
Consolidated Expenses - (Schedule 2)
Annual Budget**

	Administration	School Programs	Maintenance	Inclusive Schooling	Indigenous Language / Cultural Programs	Total
Salaries						
Teachers' Salaries		10,511,000				10,511,000
Substitutes		274,000		99,000	10,000	383,000
Junior Kindergarten		440,000				440,000
Regional Coordinators	194,000			247,000	123,000	564,000
Program Support Teachers				1,216,000		1,216,000
Support Assistants		252,000		1,490,000		1,742,000
Indigenous Language Instruction					259,000	259,000
Cultural Resource Staff					114,000	114,000
Elders in Schools					78,000	78,000
Non Instructional Staff	992,000	591,000	310,000			1,893,000
Board/Trustee Honoraria	70,000					70,000
Employee Benefits						
Employee Benefits/Allowances	357,000	2,678,000	71,000	802,000	94,000	4,002,000
Leave and Termination Benefits	155,000	345,000	-	-	-	500,000
Staff Development						
	46,000	115,000	6,000	85,000	12,000	264,000
Services Purchased/Contracted						
Professional/Technical Services	280,000	15,000	820,000	77,000	20,000	1,212,000
Postage/Communication	22,000	6,000	15,000			43,000
Utilities						-
Heating			352,000			352,000
Electricity			416,000			416,000
Water/Sewage			107,000			107,000
Travel	15,000				16,000	31,000
Student Transportation (Bussing)		450,000		5,000	10,000	465,000
Advertising/Printing/Publishing	23,000				9,000	32,000
Maintenance/Repair	10,000	47,500	495,000			552,500
Rentals/Leases		6,000				6,000
Other Contracted Services	346,000	370,500	15,000	10,000	27,000	768,500
Materials/Supplies/Freight						
Assistive Technology				84,000		84,000
Materials	87,000	159,900	2,000	10,000	45,000	303,900
O&M		275,500				275,500
Freight						-
	2,597,000	16,536,400	2,609,000	4,125,000	817,000	26,684,400
Jordan's Principle						4,670,000
Amortization & interest						1,670,000
Total	2,597,000	16,536,400	2,609,000	4,125,000	817,000	33,024,400

Department of Education, Culture & Employment Council 2022-2023 Budget

Yellowknife Catholic Schools Inclusive Schooling - (Schedule 3) Annual Budget

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	247,000	-	247,000
Program Support Teachers	1,216,000	-	1,216,000
Wellness Counsellors	-	-	-
Support Assistants	1,490,000	-	1,490,000
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances	901,000	-	901,000
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	85,000	-	85,000
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services	77,000	-	77,000
Student Transportation (Busing)*	5,000	-	5,000
Other Contracted Services	10,000	-	10,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	84,000	-	84,000
Materials	10,000	-	10,000
Freight	-	-	-
TOTAL	4,125,000	-	4,125,000

*See guidelines related to Inclusive Schooling student transportation

**Department of Education, Culture & Employment
Council 2022-2023 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	123,000			123,000
Indigenous Language Instruction	238,000	31,000		269,000
Cultural Resource Staff	77,000		37,000	114,000
Elders in Schools	78,000			78,000
				0
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances	106,000			106,000
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services	20,000			20,000
Travel	16,000			16,000
Student Transportation (Busing)*	10,000			10,000
Advertising/Printing/Publishing	5,000	4,000		9,000
Rentals/Leases	0			0
Other Contracted Services	27,000			27,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	28,000	10,000	7,000	45,000
Freight	0			0
TOTAL	728,000	45,000	44,000	817,000

*See guidelines related to Indigenous Languages and Education student transportation

Department of Education, Culture & Employment Council 2022-2023 Budget

Yellowknife Catholic Schools Approved Person Years - (Schedule 5) Annual Budget

	<u>Person Years</u>
Administration Staff	11.00
Territorial Schools:	
Teachers	91.00
Consultants	2.50
Administrative Support	5.50
Maintenance	3.00
Other - Specify	
Junior Kindergarten	9.00
Inclusive Schooling:	
Regional Coordinator	2.00
Program Support Teachers	9.80
Support Assistants	23.50
TTC Staff	0.00
Other - Specify	
Support Assistants - Jordan's Principle	36.00
Teachers - Jordan's Principle	6.00
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>206.30</u></u>

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan



Education Body Chair

Superintendent

June 23, 2022

June 23, 2022

Date

Date

Annual Report

Education Body Chair

Superintendent

Date

Date

Education Accountability Framework

Yellowknife Education

District No. 1

Operating Plan

For the 2022-23 School Year



Cadre de responsabilisation en éducation

**Administration scolaire de
district n° 1 de Yellowknife**

Plan de fonctionnement

Année scolaire 2022-2023



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Operating Plan - Executive Summary

The Yellowknife Education District No. 1's Operating Plan for the 2022-2023 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 2022-2023 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 2022-2023. All professional development will align with the identified pillars.

YK1 2022-2023 Educational Goals		
Learning	Indigenous Language and Culture	Wellness, Community, and Key Competencies
		
Education Leaders & ECE Shared Priorities		
Student Achievement in Literacy and Numeracy Personalized and Inclusive Education	Language & Culture	Student & Educator Wellness Key Competencies
		
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 Learning Plan	ILE classes	ECE supported school-based programs <ul style="list-style-type: none"> • Fourth R Program • Talking About Mental Illness (TAMI) • W.I.T.S
Place-based, culturally responsive initiative, Engaging Learners in the Middle Years		Growth as a Learner
Math/Science/Early Literacy foci EN/FR: <ul style="list-style-type: none"> • JK-2 Playful Inquiry • Nurturing Northern Literacy Learners, grades, 3-8 • Math Pedagogy (Working Group) 	Cross-curricular planning and integration of Dene <i>Kede</i> .	Outdoor Classrooms
	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*		*

Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Administration scolaire de district n° 1 de Yellowknife (YK1) pour l'année scolaire 2022-2023 a été préparé conformément à la *Loi sur la gestion des finances publiques* (LGFP). 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 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 :

Les responsables de YK1 ont regroupé ses priorités et objectifs pédagogiques pour l'année 2022-2023 en trois piliers qui intègrent les priorités des leaders de l'éducation et du ministère de l'Éducation, de la Culture et de la Formation (MÉCF) : **réussite des élèves dans les domaines de l'alphabétisation et des mathématiques, langue et culture, bien-être des élèves et des éducateurs, enseignement personnalisé et intégration scolaire** ainsi que **compétences essentielles**.

Les priorités stratégiques de YK1 sont également comprises dans les buts et les cibles que nous nous sommes fixés, comme suit :

Apprentissage : Garantir des expériences d'apprentissage inclusives, équitables et authentiques.

Langues et éducation autochtones : Honorer et célébrer les langues autochtones pour tous les apprenants.

Communauté : Encourager une meilleure compréhension des enjeux à l'échelle locale, nationale et internationale.




Bien-être : Inculquer une culture du bien-être holistique.

Les trois piliers rassemblant les éléments ci-dessus sont :

1. **Apprentissage**
2. **Langues et cultures autochtones**
3. **Mieux-être, communauté et compétences essentielles**

Le tableau suivant fait ressortir les buts et les axes retenus pour 2022-2023. Toutes les activités de perfectionnement professionnel tiendront compte de ces piliers.

OBJECTIFS ÉDUCATIFS DE YK1 POUR 2022-2023

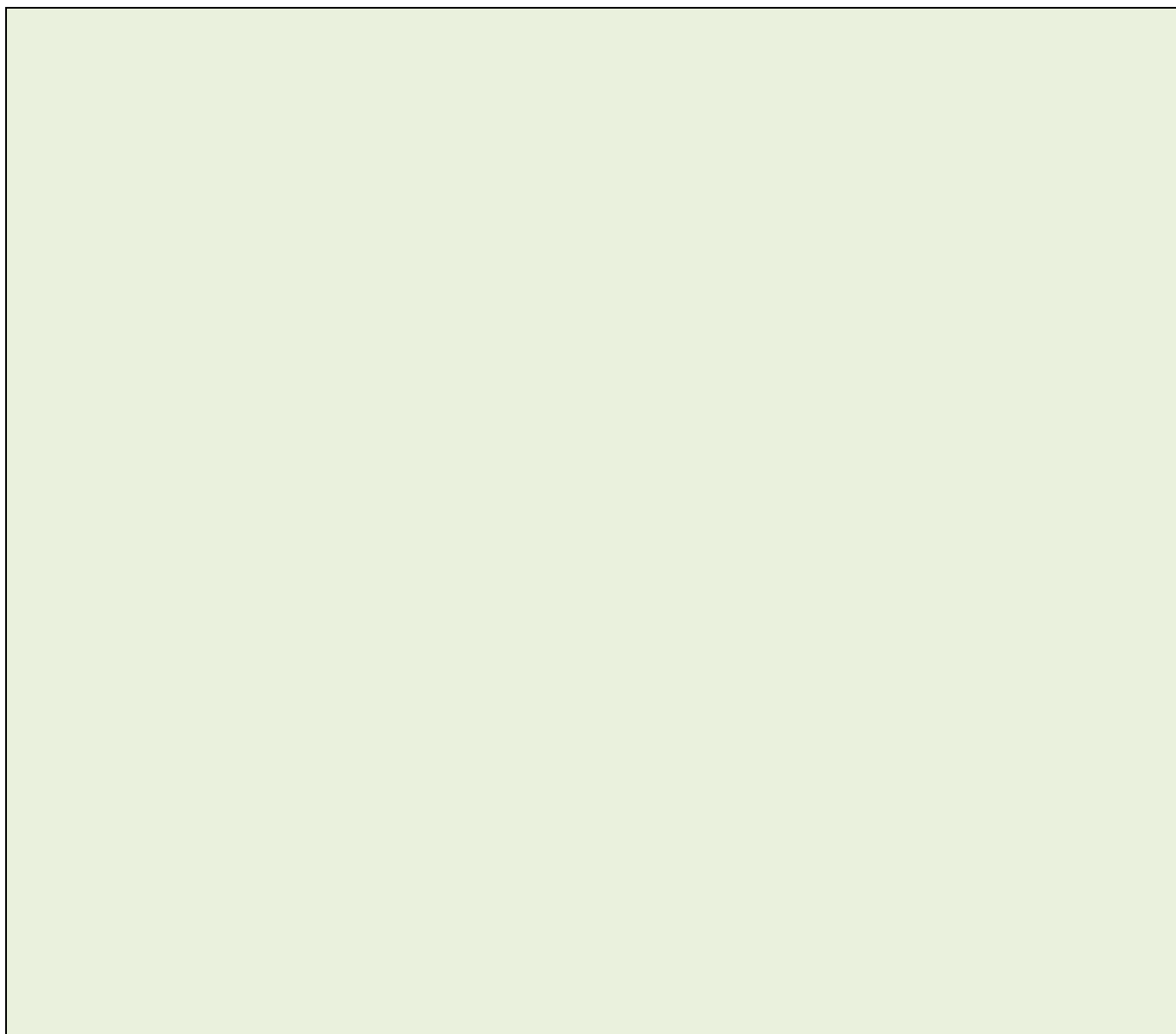
Apprentissage	Langues et cultures autochtones	Mieux-être, communauté, et compétences essentielles
		
Priorités communes des leaders de l'éducation et du MÉCF		
Réussite des élèves dans les domaines de la littératie et de la numératie	Langues et culture	Bien-être des élèves et des éducateurs
Enseignement personnalisé et intégration scolaire		Compétences essentielles
		
Priorités stratégiques de YK1		
Apprentissage	Éducation et langues autochtones	Mieux-être Collectivité
		
Buts et cibles de YK1		
Adaptation aux résultats de l'IMDPE à l'échelle du district et des écoles	Mise en œuvre du programme Nos langues	Adaptation en fonction des résultats de l'IMDPE à l'échelle du district et des écoles
Mise en œuvre du plan d'apprentissage de YK1	Classes de langues et de cultures autochtones	Programmes scolaires appuyés par le MÉCF <ul style="list-style-type: none"> • Programme Quatrième R • Parlons de la maladie mentale (TAMI) • W.I.T.S
Initiative d'apprentissage adaptée aux lieux et aux cultures, destinée aux apprenants au premier cycle du secondaire		Développement des apprenants

<p>Mathématiques/Sciences/Alphabétisation des jeunes enfants en anglais et en français :</p> <ul style="list-style-type: none"> • Jeu exploratoire à la prématernelle et jusqu'à la deuxième année • Encourager les apprenants du Nord (3^e à 8^e année) • Pédagogie des mathématiques (groupe de travail) 	<p>Planification de leçons pluridisciplinaires pour l'intégration du programme Dene Kede</p>	<p>Classes en plein air</p>
	<p>Environnements adaptés aux cultures autochtones</p>	<p>Projet FOXY (Fostering Open eXpression among Youth) [Encourager la libre expression chez les jeunes] Projet SMASH (Strength, Masculinities, And Sexual Health) [Forces, masculinités et santé sexuelle]</p>
<p>Évaluation de l'enseignement</p>	<p>Aînés et gardiens du savoir</p>	<p>Gay Straight Alliance</p>
<p>La diversité en enseignement grâce aux pratiques pédagogiques flexibles</p>	<p>Expériences culturelles essentielles</p>	<p>Plans de sécurité des écoles</p>
<p>Participation au renouvellement du processus du PEI avec le MÉCF</p>	<p>Comités d'éducation et de langues autochtones dans les écoles</p>	
<p>Respect des directives du programme de soutien (ERPS)</p>	<p>Sara Davidson, consultante, pour soutenir l'intégration de la culture et de la langue autochtones en éducation</p>	
<p>Soutien technologique pour aider les apprenants</p>		
<p>Soutien des élèves à besoins complexes en salle de classe</p>		<p>*</p>
<p>Appui aux aides-enseignants dans leur rôle</p>		<p>*</p>

Annual Report - Executive Summary

The Yellowknife Education District No. 1's Annual Report for the 2022-2023 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. School Profiles; and
- D. Student 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 2150 (April 2022) students it serves.

Accountability, strategic thinking, financial responsibility, and commitment are among the strengths of this dedicated group.

District Education Authority Trustees

An election will be held in the fall 2022 to align with the city of Yellowknife elections.

Chairperson: Terry Brookes

Vice Chairperson: Doreen Cleary

Trustees: Carla Kinakin
David Wasylciw
Trevor Sinclair
Al McDonald
Tina Drew

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 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. 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	6	Total Anticipated Student Head Count	2200
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School Name	Community	Grades Offered	Programming Highlights
<p>École Itl'ò (EI)</p> <p>(École J.H. Sissons School (JHS))</p>	Yellowknife	JK-5	<p>École Itl'ò</p> <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 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 Willihèh language and Core French courses as well as traditional games classes for grades 2-8 and jigging for JK-2 students. Birchbark Discovery Centre, a community, project, and land-based

			<p>education program for children in Grades 1 to 6</p> <ul style="list-style-type: none"> • Many extracurricular activities such as team sports, fine arts, guitar, fiddling. Choir and band instruments; alternative sports such as fat biking, cross country skiing, snowshoeing, and rollerblading. alternative options such as jigging and traditional games • Forest School, with many trained staff, allows students the opportunity to take their learning outdoors, using the natural environment to further their learning and incorporating the Willìideh language in our land based learning experiences • A breakfast, snack, 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
<p>N.J. Macpherson School (N) Macpherson)</p>	<p>Yellowknife</p>	<p>JK-5</p>	<p>N.J. Macpherson School (NJM) offers:</p> <ul style="list-style-type: none"> • English programming JK-5 • Montessori programming JK-5 • Core French, Grades 1-5 • Special programs including Physical Education, visual arts, music, drama and a strong recycling program • Several extracurricular sports, clubs and after-school programs • Indigenous language and culture is integrated into classroom sessions • Indigenous Culture Camps throughout the year • An active Parent Advisory Council
<p>Range Lake North School (Range Lake)</p>	<p>Yellowknife</p>	<p>JK-8</p>	<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

			<ul style="list-style-type: none"> • 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 • An active and involved Parent Advisory Committee that organizes a large annual fundraising event, “Family Fun Night”, with proceeds supporting RLN student activities
<p>École Sir John Franklin High School (Sir John)</p>	<p>Yellowknife</p>	<p>9-12</p>	<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

			<ul style="list-style-type: none"> • 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
<p>École William McDonald School (William McDonald)</p>	<p>Yellowknife</p>	<p>6-8</p>	<p>École William McDonald Middle School (EWMS) offers:</p> <ul style="list-style-type: none"> • Programming for Grades 6,7 and 8 in both English and French Immersion • Other French options including: Intensive French - Grade 6, Post-Intensive French - Grade 7 and 8 Core French – Grades 6 - 8 • Exploratory programming which includes Industrial Arts, Culinary Arts, Fine Arts, Technology Studies and Outdoor Education • Sports Academy Program which includes hockey, soccer, and athletics. Recently updated fitness room has allowed an expansion to its sports programming. <i>*This program was suspended for the 2021-2022 school year but the offering is being revisited in 2022-2023</i>

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, and other noteworthy demographics.

The YK1 student population reflects the demographics of the City of Yellowknife. 40% 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 2021-2022, 73% of YK1 students were on a regular program, while 26% were on SSPs of which 2.5% were on Modified Plans. There were a remaining 1.2% of students on IEPs. Numbers for 2022-2023 are not yet known but percentages are likely to be similar. The number of IEPs will likely increase as the need to write for students in K has been identified.

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 & School Reviews;
- C. Staff Evaluations;
- D. Regional Training and In-Service;
- E. Literacy Coordinators;
- F. Healthy Food for Learning;
- G. Second Language Education; and,
- H. 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.	YK1 targets and performance indicators fall under the following pillars that reflect Education Leaders and ECE Priorities, and YK1 Strategic Priorities: <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%		
YK1 schools will participate in district led PD focusing on numeracy and literacy	100%		
YK1 schools will continue to utilize the PLC model to support teacher collaboration and improve student achievement. “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	100%		

is more social, collaborative, and context-dependent than was previously thought” (Donohoo 2017, Lieberman and Miller 2004)			
Are 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 & School Reviews

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.

In addition, 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 regional priorities and goals for the upcoming school year related to School Improvement Planning and School Reviews, along with noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and School Reviews, and relevance to regional and shared priorities, for the school year.</p>	<p>School Improvement Plans will align with YK1 Educational Goals as articulated in the Executive Summary:</p> <ol style="list-style-type: none"> 1. Learning 2. Indigenous Language and Culture 3. Wellness, Community, and Key Competencies <p>In addition, site-based data will inform school plans, to ensure student and school community needs are considered.</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.</p>
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<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>	

C. 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 for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations.</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. YK1 utilizes the ECE Growth & Evaluation model.</p>
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<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. 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 approach to the completion of Training and In-Service.</p> <p>Please include relevance to regional and shared priorities, for the upcoming school year.</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 2022-2023.</p> <p>Consultants will provide PD in the following areas: Learning / Indigenous Language and Culture</p> <ul style="list-style-type: none"> • Math Working Group (EN/FR) • Nurturing Northern Literacy Learners • Place-based, culturally responsive initiative, Engaging Learners in the Middle Years • JK-2 Collaborative Study Group • Neurolinguistic approach with outside consultant (FR/Wilhidèh) <p>Two ILE district days are planned to meet the ILE directive School specific STIP times are planned to align with the identified pillars</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. (Please choose between 0 and 2.5)	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. 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	1.5	These funds support Assistant Superintendent, 0.5 Instructional Coordinator and 1 Supervisor of programs. These positions support Teaching & Learning in schools		

** 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 for the upcoming school year related to literacy, along with noted areas of strength and areas for development.

<p>Regional approach to how the Literacy Coordinator role will be used in the upcoming school year.</p> <p>Please indicate whether or not there is a Regional Literacy Action Plan in place.</p>	<p>This upcoming school year, the Literacy Coordinators will focus on communicating and supporting implementation of the current Learning Plan within the schools. This will be done through professional development, in-servicing as well as providing resources.</p>
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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. 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 regional approach taken for the upcoming school year, along with noted areas of strength and areas for development.

<p>Regional approach to the Healthy Foods for Learning program for the upcoming school year.</p>	<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.</p> <p>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>
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<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>	

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Non-GNWT Funding Received <i>(\$ Amount / Source)</i>
École It'ò (EI)				
Mildred Hall				
N.J. Macpherson				
Range Lake				
Sir John				
William McDonald				

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

G. 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, post-intensive)</i>	Grades of SL program <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>
École İtł'ò (EI)	French	Immersion	JK-2	1575 mins/week		
	French	Immersion	JK-2	1575 mins/week		
Mildred Hall	French	Core	1-8	60 mins/week		
	<i>Williideh</i>	Core	1-8	90 mins/week		
N.J. Macpherson	French	Core	1-5	90 mins/week		
	French	Pre-Intensive French camps	5	2 x 30 hours = 60 hrs/year		
Range Lake	French	Intensive	6	1200 mins/week Sept-Jan 400 mins/week Feb - June		
	French	Post-Intensive	7, 8	400 mins/week		
	French	Pre-Intensive French Camps	5	2 x 30 hrs = 60 hrs/year		

	French	Core	1-8	80 mins/week		
Sir John	French	Immersion	9	Up to 1120 mins/week		
	French	Immersion	10-12	Up to 1120 mins/week		
	French	Post-Intensive French	8	400 mins/week		
	French	Post Intensive French	9-12	400 mins/week		
	French	Core	9-12	160-200 mins/week		
	Wiiliideh	Core	9-12	16-200 mins/week		
	William McDonald	French	Immersion	6, 7, 8	Up to 1280 min/week	
French		Intensive French	6	1200 min/week Sept-Jan 400 min/week Feb-June		
French		Post Intensive French	7, 8	400 min/week		
French		Core	6, 7, 8	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	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)
École It'ò	15.48	2				
Mildred Hall		3				
N.J. Macpherson		3				
Range Lake		3				
Sir John		3				
William McDonald		2				
TOTAL	15.48	16	Based on need			

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)
École It'ò	32.53	2	0		
Mildred Hall		6	*JP/CFI projected, 13		
N.J. Macpherson		6	*JP/CFI projected, 7		
Range Lake		7.5	*JP/CFI projected 13		
Sir John		9.25	*JP/CFI projected 7		
William McDonald		3	*JP/CFI projected, 2		
TOTAL	32.53	33.75**	*42 additional EAs from JP/CFI funding **Increased due to student need		

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)
\$86,066	\$86,066			

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	RISC to recertify	CPI	September 2022 Alberta Followed by internal training for response teams at schools		
SIVA	PST & RISC to do trainer training to build capacity	SIVA	July & November 2022 Followed by EA/PST district training		
Behaviour Consultant	PST, teachers,	Consultant	TBD, YK		

	admin, EAs				
UDL	PST, admin	Consultant	4 times in the year		
Kristi Mraz	JK/K teachers and PSTs	Consultant	TBD, YK and/or virtual		
Wellness (mental health first aid/risk assessment training, crisis response training, LGBTQ training)	PST, admin, YK1 Wellness Committee	Various	TBD May be in person or virtual		
EA training - Inclusive training 101, ASD, Self Regulation etc	EAs	RISC and consultants	TBD In person and virtual		
Collaborative Math initiatives at Secondary level to support all learners	Teachers, PST	TBD	TBD but through the year		
Supporting Numeracy learning in the classroom	EAs	Carole Fullerton	TBD - 2x this year		

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 (\$)	Explanation for Difference (if applicable)
\$114,416					

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, and funding spent on Healing and Counselling throughout the region.

Allocated <i>(\$)</i>	Actual <i>(\$)</i>	Purpose <i>(materials, positions, contracts, etc.)</i>	User Group Type <i>(# of classrooms / individual student/ etc.)</i>	Total <i>(\$)</i>	Explanation for Difference <i>(if applicable)</i>
\$109.421					

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 for the upcoming school year, along with 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>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/IEP goals. Student support plans are reviewed prior to reporting periods and adjusted as needed.</p> <p>The IEP renewal process professional development will ensure a strength based approach to goal setting with students and families. YK1 recognizes that teacher and support staff professional development plays an integral part in IEP renewal success.</p>
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<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>	

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 for the upcoming school year, along with 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.</p>	<p>YK1 is committed to the on-going 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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<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 for the upcoming school year, along with 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.</p>	<p>In 2022-2023 all schools will utilize existing referral processes and formats in place to ensure the continued efficiency and effectiveness of the SBST in our schools.</p>
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<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. 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 for the upcoming school year, along with 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.</p>	<p>Schools follow processes outlined in the Directive that include criteria and time lines for the development and review of SSPs and IEPs. PSTS and RISC problem solve individual cases that require Modified Education Plans. In 2022-2023, a focus will continue to be on understanding and implementation of the competency based Individual Education Plan.</p>
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<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>	

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 for the upcoming school year, along with 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.</p>	<p>The RISC will support, as needed, school PSTs and school administrators to collaboratively develop priority lists for their respective schools. The plans will include YK1 and ECE initiatives and directive deadlines.</p> <p>A beginning of the school year PD refresher will be held for admin and PST on allocation of PST time targets.</p>
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<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>	

L. Magnet Facilities

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	4	We are staffing teaching positions in lieu of EA positions		
Support Assistants	2	0			
TOTAL	5	4			

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	\$38,000			

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 *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (ILE Policy) is in place to support the Department 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 quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the ILE Policy.

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 variance.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference or any adjustments to PYs <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 Action 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 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>
École Itl'ò	Assistant-principal, 2 teachers 1 PST	Once a month	
Mildred Hall	Principal, PST, ILE Teacher, 4 teachers, 3 EA	Every other month with smaller ILE team meetings more often	
N.J. Macpherson	Principal, PST, 4 teachers	Every 6 weeks, more often when near a ILC camp/event	
Range Lake	Principal, PST, 5 teachers, 3 EAs	Monthly	
Sir John	Principal and 5 Department Heads	Monthly	
William McDonald	PST, 2 Teachers, Admin	Monthly, 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 shows the breakdown of the budgeted, and actual ILI (PY funding) in place at each school, identifies whether the allocated PY is new or a returning ILI, and explanation for adjustments to PY.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference or any adjustments to PYs (if applicable)
École Itł'ò	6.99	.5	.5		
Mildred Hall		4	4	2 ILIs 2EA	2 positions are ILIs 2 position is an Indigenous Educational Assistants
N.J. Macpherson		.5	.5		
Range Lake					
Sir John		2	2		
William McDonald					
TOTAL	6.99	7	7		

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?	There is a concerted effort to provide appropriate professional development and support to all ILI's in the district.	
Plans to recruit and retain language teachers, if any?	In order to recruit for the future, we will continue to make connections with community members who are language speakers, through	

	current staff. Informal mentorship and support with current staff has been helpful.	
The # of anticipated New ILIs and which schools they are in.	0	
Challenges and/or barriers faced in the region, including any specific information related to the COVID-19 pandemic, if any?	There are a limited number of fluent Indigenous Language speakers who are also qualified to teach in schools	

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:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
 - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit*.
- Schools should 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, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
 - Allocating resources to help build the school-community relationship, including mandatory Elders in Schools programming;
 - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including two days of mandatory cultural orientation; and,
 - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
 - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
 - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
 - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

Indigenous Education funding includes the hiring of Elders and community resource people and providing appropriate teacher training to ensure the *ILE Policy* is 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 variance.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) / Source (If applicable)
École It'ò	\$169,708	\$21,868				
Mildred Hall		\$25,692				
N.J. Macpherson		\$24,273				
Range Lake		\$26,533				
Sir John		\$32,053				
William McDonald		\$26,537				
RILE		\$12,752	*there is an allocation to allow for community support coordinated by District			
TOTAL	\$169,708	\$169,708				

The following table details whether **schools** choose to allocate or find additional funding for an Elder and/or Cultural Support Worker that works at the school on a **consistent schedule** either from ILE funds or 3rd party funding.

School	Elder in School (Y/N)	Cultural Support Worker (Y/N)	How is this position funded?	If no to either of these positions, why not?
École It'ò				
Mildred Hall				
N.J. Macpherson				
Range Lake	Knowledge Keeper	Y	The school submitted a proposal to the On the Land Collaborative fund for this person to facilitate regular culture activities outdoors, once a week.	
Sir John				
William McDonald				
District				

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. This includes regional targets set, achieved results, and explanation for difference.

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 (whole school approach to language use).	100%		
# of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%		

Type of Residential School Awareness Training offered (eg. Blanket exercise, ICAST, Conference)	
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Education bodies must allocate resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory** cultural orientation. The following table details school-based approaches to **local** cultural orientation days.

School	Type of Cultural Orientation <i>(Planned activities)</i>	% of Staff Participation	% of Actual Participation	Explanation for Difference <i>(if applicable)</i>
École ɪtʰə̀	The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration of language as a whole school approach.	100%		

	The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.			
Mildred Hall	The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.	100%		
N.J. Macpherson	The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.	100%		

<p>Range Lake</p>	<p>The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.</p>	<p>100%</p>		
<p>Sir John</p>	<p>The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.</p>	<p>100%</p>		
<p>William McDonald</p>	<p>The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration</p>	<p>100%</p>		

	<p>of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.</p>			
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F. 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. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

The following table details the **land-based** key cultural experiences that were offered during the school year, using funding from the community support or Indigenous education categories.

School	Name of Land- Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language incorporated ? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
École Itł'ò					
Mildred Hall					
N.J. Macpherson					
Range Lake					
Sir John					
William McDonald					

The following table details the **school-based** key cultural experiences using funding from the community support or Indigenous education categories.

School	Name of School-Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts/Elders Hired	Was the Indigenous Language Incorporated Throughout? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
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École It'ò					
Mildred Hall					
N.J. Macpherson					
Range Lake					
Sir John					
William McDonald					

The following table details the supplies purchased by schools to deliver key cultural experiences.

School	Land-Based Supplies or Equipment Purchased	School-Based Supplies or Equipment Purchased or Rented	If training or licensing was required, was it paid through ILE funding? (Y/N)
École It'ò			
Mildred Hall			
N.J. Macpherson			
Range Lake			
Sir John			
William McDonald			

G. 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.</p>	<p>A vibrant Indigenous Language program not only benefits students but also serves as a gateway for 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. Language classes for K-Grade 8 at Mildred Hall School are offered and student experience games, hands-on activities, cultural activities (scraping hides, making moccasins, cleaning fish etc..). Students at Sir John Franklin High School Grades 9-12 have the opportunity to take an Indigenous Language class rather than French. In these classes students participate in Our Languages Curriculum activities to strengthen vocabulary and oral proficiency. Next year, we are expanding students’ opportunity to participate in Indigenous Language programming at two additional schools, École [tł’ò and NJ Macpherson.</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	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.			

H. Employing a Whole School Approach to Language Use

All school staff play a role in supporting language reclamation and language revitalization efforts. Employing a ‘**whole school approach to language use**’ bridges a gap created by colonization. Through acknowledgment of the value and the authentic use of language and culture, the whole school approach is a component of reconciliation. Education bodies must allocate resources to employ a whole school approach to Indigenous language use.

The following tables detail initiatives that employ the whole school approach to language use.

School	Indigenous Language Signage in Schools (Y/N)	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
École Itt'ò			
Mildred Hall			
N.J. Macpherson			
Range Lake			
Sir John			
William McDonald			

I. 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 **regional** amount of allocated and actual funding spent on community support, and the explanation for any variance.

Allocated (\$)	Actual (\$)	Community Support Activity	Total (\$)	Explanation for Difference (if applicable)
\$58,751				

J. 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*. Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

- Allocating resources to support core Indigenous language instruction;
- Allocating resources to develop resources for the *Our Languages* curriculum;
- Allocating resources to support community connections related to Indigenous language instruction; and,
- Allocating resources to support Indigenous language instruction through an immersion approach, where and when possible.

Resource Development funding is to be used only for:

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

Note: Please ensure copies of any new resources produced are submitted to ECE-ILES.

The following table details the **regional** funding allocated, budgeted, actual expenditures for resources development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$47,203	\$47,203			

The following table details the **regional** and **school** training and workshops for Indigenous language instruction (ILI) staff to further their professional development in *OLC* and *ILE Handbook* implementation.

School and # of ILIs participating	OLC or ILE Handbook	Specific Focus (ex: assessment)	Training Provider (ex: RILE, ECE, contractor)	Planned Dates and Location	Was this training held as planned? (Y/N) If no, why not?

The following table details the **regional** resources created for the implementation of *OLC* and *ILE Handbook* in schools.

Resource Type (ex: books, signage, digital, visuals, translations)	Title of Resource (if texts)	# of Copies Produced	Language Produced In

The following table details **regional** funding used to support technological needs that support OLC and ILE implementation.

Type of technology purchased	# of Items Purchased	How the Purchased Technology Supports <i>OLC</i> and <i>ILE Handbook</i> Implementation

Appendix B: Operating Plan - Operating Budget

**Department of Education, Culture & Employment
Yellowknife Education District No.1 Approved 2022-2023 Budget**

**Yellowknife Education District No.1 Education Authority
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated**

	2022-2023 Budget	2021-2022 Approved Budget	2021-2022 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	29,945,867	30,528,938	31,067,531
SSI (Base Amounts - Schedule 8)	123,000	123,000	123,000
Northern Distance Learning (Schedule 8)			
Minority Language (Schedule 8)	550,000	487,000	519,860
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions			
Sub-Total ECE	30,618,867	31,138,938	31,710,391
GNWT Other Contributions			
Total GNWT	30,618,867	31,138,938	31,710,391
Federal Government Jordan's Principle (Schedule 8)	3,580,624	3,408,000	3,300,000
Federal Government Other			
Property Tax Requisitioned	6,777,900	6,845,000	6,845,000
Other Education Bodies	192,500	237,500	227,532
Education Body Generated Funds			
Rentals		380,000	2,291,000
School Fees			
Investment Income	220,000	60,000	60,000
Donations			
Other	19,562	19,562	24,000
Total Generated Funds	239,562	459,562	2,375,000
TOTAL REVENUES	41,409,453	42,089,000	44,457,923
<u>EXPENSES</u>			
Administration (see Schedule 2)	1,822,269	1,536,000	1,676,000
School Programs (see Schedule 2)	25,473,150	24,793,000	25,900,000
Operations and maintenance (see Schedule 2)	3,596,023	4,103,000	4,103,000
Inclusive Schooling (see Schedules 2&3)	6,672,704	6,720,000	6,800,000
Indigenous Languages and Education (see Schedules 2 & 4)	1,308,836	1,263,000	1,243,000
Student/Staff Accomodations (see Schedule 2)		266,000	-580,000
Debt Service			
Other Jordan Principle	3,378,275	3,408,000	3,300,000
Sub-Total Expenses Before Amortization	42,251,257	42,089,000	42,442,000
Amortization (see Schedule 6)	1,000,000	944,729	1,000,000
TOTAL EXPENSES**	43,251,257	43,033,729	43,442,000
ANNUAL OPERATING SURPLUS (DEFICIT)	-1,841,804	-944,729	1,015,923

Department of Education, Culture & Employment
 Council Approved 2022-2023 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		15,282,385					312,064	15,594,449
Regional Coordinators (RISC/RILE)				154,491	145,683			300,174
Program Support Teachers				2,616,538				2,616,538
Support Assistants		1,328,058		2,328,826			2,097,342	5,754,226
Indigenous Language Instruction					338,717			338,717
Cultural Resource Staff					315,127			315,127
Elders in Schools					83,877			83,877
Non Instructional Staff	1,176,569	2,304,067	563,971				100,000	4,144,607
Board/Trustee Honoraria	84,520							84,520
EMPLOYEE BENEFITS			0	0	0			
Employee Benefits/Allowances	241,693	3,926,293	111,285	1,154,504	207,533		739,948	6,381,256
Leave And Termination Benefits								0
STAFF DEVELOPMENT (Including Travel)				194,506				194,506
SERVICES PURCHASED/CONTRACTED				0				0
Professional/Technical Services	103,000	374,500	5,000	73,840	31,500			587,840
Postage/Communication	36,000	155,600	5,000					196,600
Utilities								0
Heating			763,782					763,782
Electricity			930,000					930,000
Water/Sewage			213,016					213,016
Travel		110,000			5,000			115,000
Student Transportation (Busing)		560,000		15,000	10,000			585,000
Advertising/Printing/Publishing	35,480				0			35,480
Maintenance/Repair	5,000	83,500	843,970					932,470
Rentals/Leases	5,000	162,700						167,700
Other Contracted Services	47,006	354,000	155,000	30,000	70,638		85,921	742,565
MATERIALS/SUPPLIES/FREIGHT				60,000				60,000
Assistive Technology				60,000				60,000
Materials	87,000	816,397		45,000	100,761		43,000	1,092,158
Freight	1,000	15,650	5,000	0				21,650
DEBT SERVICE								0
OTHER								0
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,822,268	25,473,150	3,596,024	6,672,705	1,308,836	0	3,378,275	42,251,258
AMORTIZATION								0
TOTAL	1,822,268	25,473,150	3,596,024	6,672,705	1,308,836	0	3,378,275	42,251,258

**Department of Education, Culture & Employment
Board Approved 2022-2023 Budget**

**Yellowknife Education District No.1 Education Authority
Inclusive Schooling - (Schedule 3)
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinators	154,491		154,491
Magnet Facility Teachers		531,075	531,075
Program Support Teachers	2,085,463		2,085,463
Support Assistants	2,328,826		2,328,826
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances	1,049,418	105,086	1,154,504
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	194,506		194,506
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services	73,840		73,840
Student Transportation (Busing)*	15,000		15,000
Other Contracted Services	30,000		30,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	60,000		60,000
Materials	15,000	30,000	45,000
Freight			0
TOTAL	6,006,544	666,161	6,672,705

*See guidelines related to Inclusive Schooling student transportation

**Department of Education, Culture & Employment
Board Approved 2022-2023 Budget**

**Yellowknife Education District No.1 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	145,683			145,683
Indigenous Language Instruction		338,717		338,717
Cultural Resource Staff	195,269		119,858	315,127
Elders in Schools	83,877	0		83,877
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances	73,994	108,632	24,907	207,533
<u>SERVICES PURCHASED/CONTRACTED</u>				
Professional/Technical Services	31,500			31,500
Travel	5,000			5,000
Student Transportation (Busing)*			10,000	10,000
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services			70,638	70,638
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	49,038	27,627	24,096	100,761
Freight				0
TOTAL	584,361	474,976	249,499	1,308,836

*See guidelines related to Indigenous Languages and Education student transportation

**Department of Education, Culture & Employment
Council Approved 2022-2023 Budget**

**Yellowknife Education District No. 1
Approved Person Years - (Schedule 5)
Annual Budget**

	<u>Person Years</u>
Administration Staff	8.50
Territorial Schools:	
Teachers	118.00
Consultants (Technology)	3.00
Librarians	3.50
Secretaries	7.50
Custodians	17.15
Junior Kindergarten Early Childhood In	14.00
Other - French (Teachers & Education Assistants)	5.00
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	16.00
Support Assistants	34.75
Other - Magnet Positions	4.00
Other - Educational Psychologist	
Other - Jordan's Principle	42.50
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	7.00
Other - Maintenance	5.25
	-
Total Person Years	<u><u>288.15</u></u>

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan



Education Body Chair



Superintendent

June 15, 2022

Date

June 15, 2022

Date

Annual Report

Education Body Chair

Superintendent

Date

Date