

**Annual Reports for
the Education Bodies
of the Northwest Territories for
the 2021-2022 School Year
ending June 30, 2022**

**Rapports annuels des
organismes ténnois
du milieu de l'éducation
pour l'année scolaire 2021-2022
se terminant le 30 juin 2022**

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Education Accountability Framework

Beaufort Delta Divisional Education Council

Annual Report

For the 2021-22 School Year

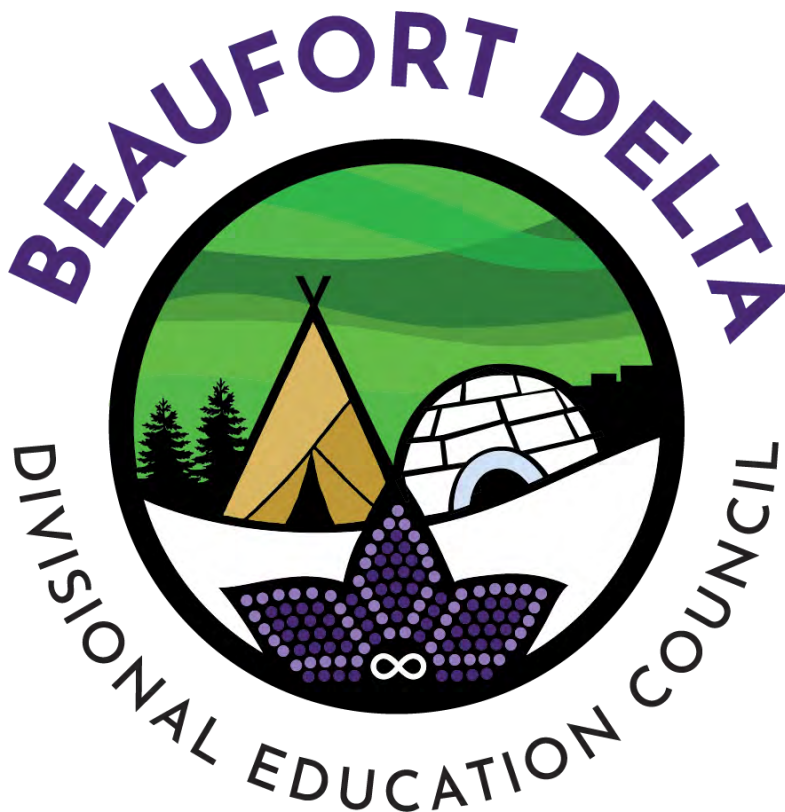


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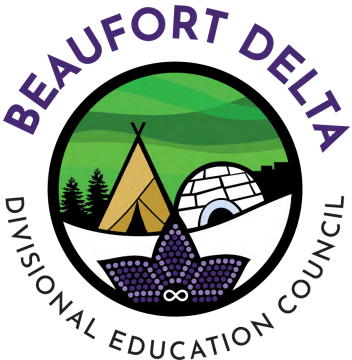
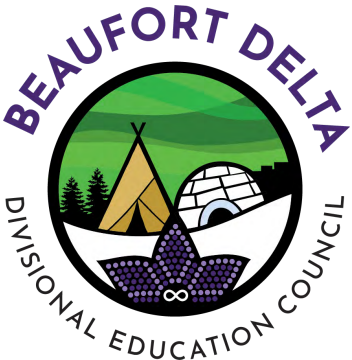
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Operating Plan - Executive Summary

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

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

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

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

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

Annual Report - Executive Summary

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

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

Highlights in the Beaufort Delta for 2021 - 22 include:

New 5 year vision created with the district education council led by the Superintendent. New focus on Inquiry and how it relates to Indigenized Education.

BDDEC Inquiry: <https://beaufortdeltadec.ca/inquiry-projects>

Link: [BDDEC Vision](#) .

- System wide focus on SIP's (School Improvement Plans) that lead into our larger BDDEC Strat/Operating Plan & Annual Report.

Continuation of pre-populated SIP's allowed for school leadership teams to move to data analysis quicker in 2021-22.

- Classroom Teachers shifting their practice to reflect research based best strategies. "Self-Reflection: Elevating the Essentials Four Guiding Questions".

- BDDEC responsive teaching cycle focused on data driving instruction.

- Long Term Literacy Plan that now leads into the larger BDDEC Strat Plan/Operating Plan.

- Successful instructional coaching program over the past four years.

- Program Support Teachers supporting interventions and programs.

- Additional support for Interventionists & SA's from Jordan's Principle.

- BDDEC walks by principals prioritizing research based best practices, Gradual Release of Responsibility (GRR) , Guided Instruction (GI) & Cognitive Guided Instruction).

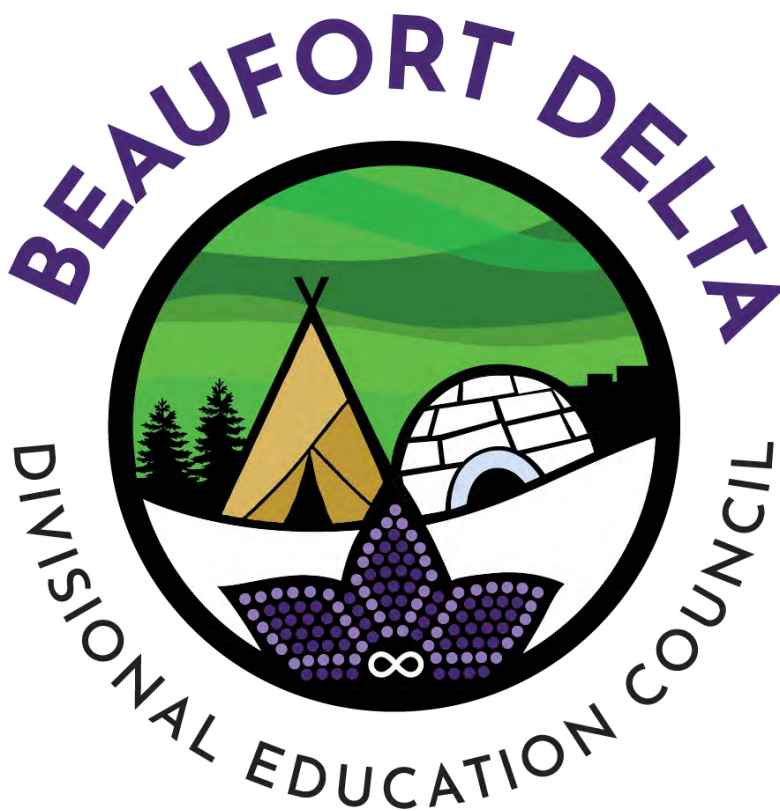
- Indigenizing Education making literacy and numeracy more culturally relevant to our students.

Cadre de responsabilisation en éducation

Conseil scolaire de division de Beaufort-Delta

Rapport annuel

pour l'année scolaire 2021-2022



Plan de fonctionnement – Sommaire

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

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

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

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

Plan de fonctionnement

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

Plan de fonctionnement

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

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

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

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

Rapport annuel – Sommaire

Le rapport annuel du Conseil scolaire de division de Beaufort-Delta (CSDBD) pour l'année scolaire 2021-2022 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent rendre compte de leurs activités, de leur conformité avec les directives sur l'éducation et de la mise en œuvre d'activités et d'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 réalisés pendant cette année scolaire, ainsi que les points à améliorer.

Voici un résumé des progrès réalisés dans la région de Beaufort-Delta en 2021-2022 :

Sous la direction du surintendant, le Conseil scolaire de district a défini sa nouvelle ambition pour les cinq années à venir. On se concentrera sur l'apprentissage basé sur le questionnement et on établira les liens entre cette approche et l'approche d'éducation autochtone.

Apprentissage fondé sur le questionnement pour le CSDBD : <https://beaufortdeltadec.ca/inquiry-projects>. Lien : [Ambition](#) de la CSDBD.

- Concertation dans l'ensemble du système sur les Plans d'amélioration de l'école qui ont orienté l'élaboration du plan stratégique et opérationnel et du rapport annuel du CSDBD.
- On permet aux équipes de direction de poursuivre l'application des plans d'amélioration de l'école, ce qui permettra l'analyse plus rapide des données de 2021-2022.
- Pratique des enseignants titulaires davantage axée sur les meilleures stratégies déterminées par la recherche. « Réflexion personnelle : valoriser les quatre questions directrices associées aux matières de base ».
- Cycle d'enseignement adapté du CSDBD s'appuyant sur des données concrètes.
- Plan d'alphabétisation à long terme menant désormais au plan stratégique et opérationnel détaillé du CSDBD.
- Programme fructueux d'encadrement de l'enseignement depuis quatre ans.
- Enseignants de soutien aux programmes et aux interventions.
- Soutien additionnel offert aux intervenants et titulaires qui appliquent le principe de Jordan.
- Le CSDBD accompagne les directeurs qui mettent de l'avant les pratiques exemplaires fondées sur la recherche, la délégation progressive des responsabilités, la démarche exploratoire et l'apprentissage cognitif guidé.
- Autochtonisation de l'éducation, ce qui rend l'alphabétisation et l'enseignement des mathématiques plus pertinents pour nos élèves sur le plan culturel.

1. Administration and School Services

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

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

A. Governance of Education Bodies

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

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

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

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

Each DEA has individual regulations that guide decision making.

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

Beaufort Delta Divisional Education Council

Darlene Gruben – BDDEC Chair & Tuktoyaktuk Chair

Jenn Parrott – Vice Chair & Inuvik Chair

Gilbert Thrasher – Member at Large & Paulatuk Chair

Lucy Kuptana – Inuvialuit Regional Corporation Executive Member

Bobbi Jo Greenland – Gwich'in Tribal Council Executive Member

Joanne Ogina – Chair Ulukhaktok

Rita Arey – Acting Chair Aklavik

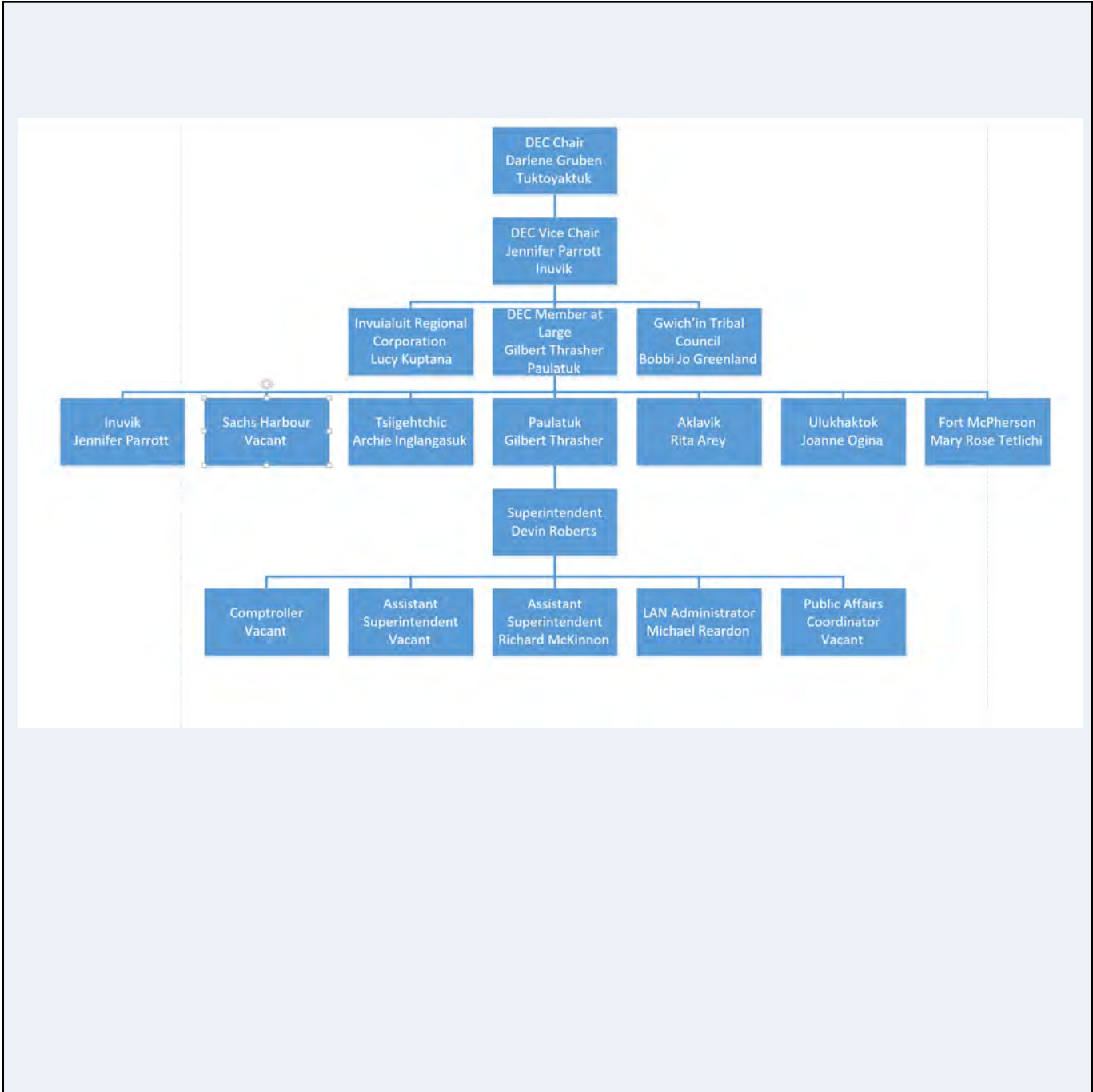
Mary Rose Tetlichy – Chair Fort McPherson

Archie Inglangasuk Jr. – Chair Tsiigehtchic

Vacant – Chair Sachs Harbour

B. Functional Organizational Chart

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



C. Governance Training

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

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

D. Education Body Meetings

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

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

E. School Profiles

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

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

Helen Kalvak Elihakvik (HKE)	Ulukhaktok	JK-12	<ul style="list-style-type: none"> - Indigenized Education & Cultural Calendar followed for unit planning - Full time Instructional Coach focusing on grades 1 to 9 Literacy - Math Instructional Coach position - Local Cultural Calendar linked to Long Range Plans
East Three Elementary School (E3ES)	Inuvik	JK-6	<ul style="list-style-type: none"> - French Immersion offered Grades 1-6 - WITS program - Self regulations / Zones of Regulation - On the Land Coordinator position - Two Literacy Coaches - One Numeracy Coach - Local Cultural Calendar linked to Long Range Plans
East Three Secondary School (E3SS)	Inuvik	7-12	<ul style="list-style-type: none"> - New Math Instructional Coach position added - Full time Instructional Coach Grades 7-9 - Three Program Support Teachers - French Immersion offered Grades 7-9 - Local Cultural Calendar linked to Long Range Plans
Angik School (AS)	Paulatuk	JK-12	<ul style="list-style-type: none"> - On the land program with Parks Canada - Culture committee - Local Cultural Calendar linked to Long Range Plans - Literacy Coach
Inualthuyak School (IS)	Sachs Harbour	JK-9	<ul style="list-style-type: none"> - 20% Instructional coaches focusing on grades 1 to 9 Literacy & Numeracy - Community partnership with Recreation and access to gym in evening. - On the Land program with Parks Canada
Chief Paul Niditchie (CPNS)	Tsiigehtchic	JK-9	<ul style="list-style-type: none"> - Multi-graded school - Whole School approach to Indigenous Language - Full time teaching principal - Instructional0. - Coach/LLI - Grade 10-12 students access high school through the home boarding program in either Inuvik or Fort McPherson. (primarily Inuvik)

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

F. Student Profiles

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

Student Demographics									
BDDEC	Total Students	Male	Female	Dene	Inuit	Metis	Non - Aboriginal	Southern Aboriginal	Unclassified
Total	1508	779	729	328	987	14	166	7	6
Percentage	100.00%	51.66%	48.34%	21.75%	65.45%	0.93%	11.01%	0.46%	0.40%

Student Grade Level Breakdown															
Grade Level	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total Students	97	110	112	112	95	109	102	98	114	114	92	235	79	39	1508
Percentage	6.43 %	7.29 %	7.43 %	7.43 %	6.30%	7.23%	6.76%	6.50%	7.56%	7.56%	6.10%	15.58 %	5.24%	2.59 %	100.00 %

Student Learning Plans		
Plan Type	Total Students	Percentage on Plan
REP	968	64.15%
SSP/MEP	507	33.60%
IEP	24	1.59%
Home School	10	0.66%
Total	1509	100.00%

G. Teacher Profiles

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

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

12 new teachers were recruited.

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

Average Length of Employment

5-7 years in regional center Inuvik.

3 years in community schools

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

2. Territorial Schools

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


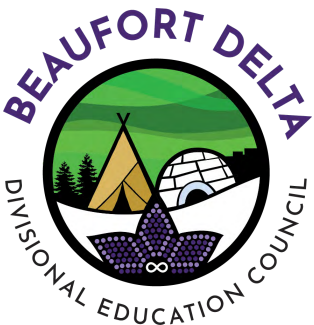
- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship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

A. Education Body Strategic Planning

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

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

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

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with the 5 Shared Priorities.	100%	100%	
Increase in students gaining at least one stanine (year's growth) in reading on CAT 4 or CAT 5.	3%	61.36%	352 students tested. 21-22 vs. 20-21
Students at or above the Canadian Norm in reading on CAT 4/5	35%	62%	Exceeded target.
Increase of all Grades 1-9 students writing at (designated rubric level) achieving Satisfactory level or higher.	5%	Average: 5.5% Content 7% Organization 10% Word Choice 4% Sentence Fluency 6% Voice 5% Conventions 1%	<i>The year to year comparison reflects two different genres of writing. Beginning to end of year data is available within the same genre.</i>
Increase of total students writing at grade level by May 2022.	5%	-3%	May 2021 (310 of 663) May 2022 (255 of 584) Approx 80 less students participating in the assessment
Increase of total students reading at grade level by June 2022.	4%	Fiction 0% Nonfiction -1%	June 2021 <ul style="list-style-type: none"> ● Fiction: 287 of 889 ● Nonfiction: 284 of 889 June 2022 <ul style="list-style-type: none"> ● Fiction: 223 of 684 ● Nonfiction: 220 of 684 Approx 205 less students participating in the assessment
Percentage of parents have discussed with their child's ELA teacher strengths and stretches in reading and writing.	60%	80.5%	

Increase in students gaining at least one stanine (year's growth) increase in mathematics on CAT 4 or CAT 5.	3.5%	64.5% of students increased	352 students tested.
Percentage of students at or above the Canadian Norm in Math on CAT 4/5	25%	57%	
Percentage of CMAs meeting or exceeding expectations.	72%	75%	
Decrease the gap between district and territorial results on the Grade 6 PAT.	16%	TBD	Data unavailable at this time.
Decrease the gap between district and territorial results on the Grade 9 PAT.	11%	TBD	Data unavailable at this time.
Percentage of parents discussing with the Math teacher their child's strengths and stretches in Math.	60%	78%	
Percentage of students who can speak 12 of the traditional greetings of their home community.	80%	65.5%	
Percentage of students speaking at the Emergent level	28%	32.3%	
Percentage of students speaking at the Beginner Level	20%	21.6%	
Percentage of students speaking at the Intermediate level	5%	4.8%	
Percentage of students participating in 4 cultural activities with lessons attached to each experience.	80%	87.4%	Cultural experiences include day trips, on site experiences and longer overnight excursions.
Percentage of parents discussing their child's language levels.	50%	65%	
Increase of total students attending 90% or above	5%	-11.3	Multiple school shutdowns and COVID 19 in communities in 2020-21.
Improvement in overall district attendance	5%	-4%	Multiple school shutdowns and COVID 19 in communities in 2020-21.

Percentage of parents attending 3 way conferences, Parent/Teacher interview(s) and workshops.	50%	72.4%	
Areas of Strength for the region	<p>For the second year in a row the Beaufort Delta Divisional Education Council (BDDEC) is happy to announce students have met or exceed the national average in multiple grades on the Canadian Achievement Tests (CAT 4).</p> <p>Highlights include:</p> <p>80% of students in Grade 5 who wrote the test exceeded the national average in Spelling.</p> <p>79% of students in Grade 5 who wrote the test exceeded the national average in Mathematics.</p> <p>77% of students in Grade 4 who wrote the test met the national average in Vocabulary.</p> <p>78% of students in Grade 6 who wrote the test met the national average in Mathematics.</p>		
Areas for Development for the region	Attendance continues to be an area of development for the region. District average attendance was 65% (In 2021-22) down 4% from 2020-21.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Attendance was significantly impacted by COVID 19. All communities in the Beaufort Delta region experienced school closures because of COVID 19 in 2021-22..		

B. School Improvement Planning

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

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

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>School Improvement Plans are set with the BDDEC regional Strategic Plan for 2021-22. 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.</p> <p>Principals are also encouraged to update local DEA's on the progress made with SIP's throughout the year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	89%	No DEA in Sachs Harbour at this time.
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	
Areas of Strength for the region	Pre-populated SIP's were given to school admin teams. School leadership teams reviewed data and provided additional information into School Improvement Plans. SIP's lead to short term goals created at the school and classroom level. Data indicators in the Beaufort Delta continue to be strong despite the pandemic.		

Areas for Development for the region	Celebrating student achievement data has been difficult with COVID restrictions.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	In 21-22 it was difficult to share school data in person. Teleconferences and Zoom meetings were held as an alternative for DEA's and the DEC.

C. Annual School Reviews

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

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

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

Regional approach to the completion of Annual School Reviews , including any specific information related to the COVID-19 pandemic.	Schools will report bi-annually results to BDDEC as stated in School Improvement Plans.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%	100%	
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region	Consultants and senior management have supported curriculum implementation across the region. As a shift to the use of some BC based curriculum is coming meetings with Ministry of BC occurred in 21-22.		
Areas for Development for the region	New teachers continue to learn NWT curriculum in job embedded training with coaches, PSTs and consultants.		

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

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

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

Regional approach to the completion of Staff Evaluations , including any specific information related to the COVID-19 pandemic.	<p>All new staff will be evaluated during the first two years in a position.</p> <p>In addition staff are evaluated in year 5, 10,15 etc... formally evaluated by their supervisor.</p> <p>In addition at least one Principal will participate in a new pilot project to assist BDDEC and ECE in the development of a new ECE teacher evaluation.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	32	31	One resignation before eval complete.
Number of principals and assistant principals formally evaluated in the school year.	5	5	
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	4	4	
Number of Superintendents formally evaluated in the school year.	1	1	
Areas of Strength for the region	Completion rate is nearing 100%.		
Areas for Development for the region	New principals require additional in-servicing on teacher evaluations.		

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

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

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

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Literacy - training with PSTs & IC on HIP books, training with PSTs on supporting the Responsive Teaching Cycle for students on SSPs, training for school teams on reading & writing strategies for students on SSPs</p> <p>Numeracy - training for PSTs on supporting teachers to differentiate Mathology lessons</p> <p>Social Responsibility - school implementation of WITS, LEADers, 4thR, HRPP+, training staff on GSA, LGBTQ2S+, SOGI</p> <p>Student & Educator Wellness - TAMI, ASSIST, SIVA, Mental Health First Aid</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on shared priorities	100%	100%	
Number of administration days dedicated to training and in-service.	75%	75%	
% of collaborative STIP time dedicated to regional priorities	100%	100%	
Number of schools which implemented STIP as per the Ministerial Directive	100%	100%	
Areas of Strength for the region	In-service held virtually in 21-22. Staff stayed at individual schools and were culturally trained with local experts. Staff also received Google training in 21-22. Google consultants from the USA and BC trained staff.		

Areas for Development for the region	Virtual in-service hosted in 2021. Delivery of some sessions difficult via distance. Networking opportunities for staff between schools and different communities difficult.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

F. Literacy Coordinators

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

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

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

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

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

<p>Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<ul style="list-style-type: none"> • Help develop and implement BDDEC's Annual Accountability Framework and Strategic Plan noting coherence between department, district, and local school priorities in literacy • Work with schools to implement school-based literacy plans (SIPs) that meet student needs while directly aligning with district and departmental targeted priorities and outcomes. • Analyze district literacy data to inform and drive programming recommendations and local school support • Guide teachers & Instructional Coaches in the use of data to inform instructional decisions • Develop and deliver staff training (in-service) virtually opportunities within the region in consultation with BDDEC school staffs
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes	Yes	
Areas of Strength for the region	The Literacy Coordinators 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 or School Improvement Plans (SIPs)		
Areas for Development for the region	Some literacy targets are difficult to achieve fully with various school shutdowns in 21-22.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

G. Healthy Food for Learning

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

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, if applicable.	100%	100%	
Areas of Strength for the region	Breakfast programs across the district continued to serve food in a safe way adhering to all COVID 19 guidelines. IRC began a new breakfast program in 2021.		
Areas for Development for the region	There are no school wide lunch programs offered in the district. BDDEC is pursuing potential lunch programs with local Indigenous governments.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

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

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

H. Student Success Initiative

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

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

<p>SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.</p>	<p>BDDEC's SSI project will center around the development of a network of teachers who will engage in a learning journey to become familiar with a culture based inquiry model. The Indigenizing Educational Consultant & Regional Indigenous Languages and Education (RILE) Coordinator and will lead teacher development in the creation of inquiry based units that are culturally relevant to the students of the Beaufort Delta.</p> <p>This project seeks to focus on creating classrooms that resemble loci where students truly are learning in relevant ways that will develop gifts and talents and help them reach and fulfil their purpose. Families and communities are at the center of this work and Inquiry learning will help build stronger partnerships and connections between educators, schools and learning. This broadening definition of who are considered experts in teaching and learning, will extend to community and cultural knowledge recognizing that these are of key importance to helping create capable people both in and outside of the classroom.</p>
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region who participate in SSI PD activities.	Year One: 15% Year Two-Three: 100%	20% in 2021-2022	More teachers were able to access the network. Interest in the network was higher than expected.
% of support staff from across the region who participate in SSI PD activities.	Year One: 5% Year Two-Three: 100%	0-5%	Year 1 established the networks, secured the training partners and established a framework to support training. These established frameworks and partners will now be able to include support staff in 2022-23 in a way which will approach the year 2-3 targets easier.

Areas of Strength	This year a network of teachers and principals received high quality job embedded professional learning and training from Inquiry practitioners regularly throughout the school year. This training and professional learning included virtual sessions, workshops and practical coaching. Polled participants related that this initiative included some of the most practical and effective learning they have engaged with and were able to see immediate changes in student engagement and understanding of the important power of place based teaching and learning. A BDDEC model of place based Inquiry relevant to place based learning in the Beaufort Delta Region was created and tested in a small number of classrooms from teachers in the Inquiry network.
Areas for Development	In year two of this initiative the first cohort of trained teachers from 2021-22 will continue to deepen their understanding of place based inquiry and a new network of teachers will receive training. The returning principals will continue to meet with Inquiry practitioners and new principals will join this network as well. The focus for 2022-23 will be the implementation of the BDDEC Indigenized Inquiry model as well as the collecting and featuring of Inquiry projects to share with other teachers in the region.
Additional Comments, including any specific information related to the COVID-19 pandemic.	

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

I. Safe School Plans

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

The current cycle is:

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region			<ul style="list-style-type: none"> Proactive programs to teach interpersonal and self-regulation skills: WITS, 4th R, MindUp. Itinerant Wellness Teacher to assist in creating classroom environments that promote emotional-regulation. Trauma-Informed Educational Consultant to assist teachers in understanding stress responses and strategies to teach and model strategies for students. TAMI training for all grade 8 teachers to incorporate into their Health curriculum. GSA Advisors in every school who have been in-serviced in SOGI issues.
Areas for Development for the region			<ul style="list-style-type: none"> The development of additional proactive strategies to ensure student engagement. The development of additional educational opportunities for students in response to emotional

	dysregulation, misbehaviours and restorative practice.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

J. Healthy Relationship Programming

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

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

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

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

<p>Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.</p>	<p>BDDEC offers JK-3 WITS in all elementary schools. E3E extends WITS and others use 4-6 LEADS. The Fourth R is used in all junior highs and high schools.</p> <p>All schools will be teaching safe protocols for COVID 19, which will be embedded in their health curriculum.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	100%	100%	Subscriptions for the training modules were acquired for every school; Principals gave the teachers time to complete the modules. Starter packages, including posters, books and lesson plans were also purchased for each school.
% of schools with grade 4-6 students offering LEADS.	77%	100%	Subscriptions for the training modules were acquired for every school; Principals gave the teachers time to complete the modules. Starter packages, including posters,

			books and lesson plans were also purchased for each school.
% of schools with grade 7-9 students offering the Fourth R.	100%	100%	
% of schools with grade 10-11 students offering HRPP.	11%	33%	
Were there any difficulties accessing training for the above programs?	<ul style="list-style-type: none"> • There were new modules developed for WITS and LEADS. As a result, there was a few week delay in accessing the training modules. • The Fourth R Training was delayed because of a change in staffing of the person coordinating the training for ECE teachers. • In 22-23 ECE will offer synchronously in-person and online Fourth R training which BDDEC plans to use. 		
Are there any recommendations for making training for the above programs more accessible?	<ul style="list-style-type: none"> • The consultants being permitted to travel into the communities would create an environment in which all the teachers need to be engaged, interacting, and learning from one another as the modules are completed as a group. 		
Areas of Strength for the region	<ul style="list-style-type: none"> • All BDDEC schools have updated WITS materials. • All grades K-6 teachers have accessed the new WITS and LEADS training modules. 		
Areas for Development for the region	<ul style="list-style-type: none"> • Creating additional resources and support regarding HRPP for grades 10-12 teachers. 		
Additional Comments for the region including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	MKS	WITS - JK/K to Grade 6	100%	
		7-12 Fourth R (minimum 5 lessons)	100%	
	CJS	JK-6 WITS Promote program with WITS Wednesdays	0%	All teachers completed the training, resources were received by the school; plan on fully implementing WITS Fall 2022
		7-12 Fourth R (minimum 5 lessons)	0% - Gr. 7 100% - Gr. 8-9	Grade 7 new teacher not trained in 4th R; training

				required for implementation in 2022-23
HKS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)	50% 100% - Gr. 7-9 (4th R) 0% - Gr. 10-12		The training/materials didn't arrive until the second semester No resources at HKE; 1 high school teacher trained in HRPP and 1 with GSA training
E3ES	WITS – JK/K to Grade 6	100%		
E3SS	Aboriginal Shield (Gr 8) 7-12 Fourth R (minimum 5 lessons)	100%		The 4th R was incorporated into the training in the CALM online and in-class courses.
AS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)	100% 100%		Teachers completed lessons that go along with the books; posters are up all year round. Teacher used Grade 7 4th R as the main resource for teaching Health in Grades 7-9
IS	WITS – JK/K to Grade 6	100%		
CPNS	WITS – JK/K to Grade 6	75%		Some of the barriers would be not scheduling the time during the day to work on the program 2022-23 schedule includes school-wide time for WITS programming
MS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)	0% 20%		WITS did not get put in place mainly because of COVID shutdowns and staffing shortages Although some aspects of 4th R have been incorporated into the at-home packages, the entire program has not been covered.

K. Second Language Education

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

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

School Name	Language of SL <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Th̄ch̄q̄)</i>	Type of SL program <i>(core, immersion, intensive)</i>	Grade s of SL program <i>(per program type)</i>	% of students enrolled <i>(per program type)</i>	Frequency of SL Program <i>(min/week)</i>	Actual Frequency of SL Program <i>(min/week)</i>	Explanat ion for difference <i>(if applicable)</i>
MKS	Gwich'in & Inuvialuktun	Core	JK-10	100%	225 mins / week	225 mins / week	
CJS	Gwich'in	Core	JK-9	100%	150 mins/week	150 mins/week	
HKS	Inuinnaqtun	Core	JK-9	100%	225 mins / week	225 mins / week	
E3ES	Gwich'in & Inuvialuktun	Core	JK-6	100%	120 mins/week	120 mins/week	
E3ES	Gwich'in Inuvialuktun	Immersion	JK-K	2.5%	TBD - Pilot Project	N/A	Immersion program did not happen.
E3ES	French	Immersion	K-6	11.6%	1500 mins/week	1500 mins/week	
E3SS	Gwich'in & Inuvialuktun	Core	7-9	90.5%	180 mins / week	180 mins / week	
E3SS	French	Immersion	7-9	9.5%	720 mins/week	720 mins/week	
AS	Inuvialuktun	Core	JK-12	100%	(225 mins / week Jk-9) (High School 300mins)	(225 mins / week Jk-9) (High School 300mins)	
IS	Inuvialuktun	Core	JK-9	100%	150 mins / week (Grades JK-3) 250 mins / week	150 mins / week (Grades JK-3) 250 mins / week	

					(Grades 4-9)	(Grades 4-9)	
CPNS	Gwich'in	Core	JK-9	100%	250 mins / week	250 mins / week	
MS	Inuvialuktun	Core	JK-9	100%	150 mins / week	150 mins / week	

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

L. Northern Distance Learning

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

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

School Name	Allocated (\$)	Education Body Contribution (\$)	Total Budgeted (\$)	Actual (\$)	Explanation for Difference (if applicable)
MKS	\$33,750	\$20,140	\$53,890	\$44,492	
CJS	\$67,500	\$38,400	\$105,900	\$37,785	
HKS	\$40,000	\$1,400	\$41,400	\$41,850	
AS	\$40,000	\$16,010	\$56,010	\$53,882	
MS	\$33,750	\$19,060	\$52,810	\$45,922	
TOTAL	\$215,000	\$95,010	\$310,010	\$223,931	

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	1	non CUSO volunteer	
CJS	1	1	CUSO	
HKE	1	1	non CUSO volunteer	
AS	1	1	CUSO	

MS	1	1	non CUSO volunteer	
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The following tables detail the region's to regions approach, and includes regional and school specific performance indicators and targets set for the upcoming school year related to Northern Distance Learning, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to Northern Distance Learning, including any specific information related to the COVID-19 pandemic.	<p>BDDEC is the hub for NDL. We ensure small schools have access to academic courses that otherwise would be difficult to offer. Our team of consultants provide service to school in and out of district. Our teachers in Inuvik provide instruction to students across the NWT. Please note East Three Secondary School runs NDL and does not require NDL program for its students.</p> <p>BDDEC looks forward to working with new ECE NDL coordinators in 2021-22.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of eligible high schools offering NDL programming. (<i>NDL schools / Eligible high schools x 100</i>)	100%	100%	
% of NDL courses completed with credits acquired within the school year, based on total # of enrolment. (<i># of courses passed / # of course enrolments x 100</i>)	100%	93.5%	
% of NDL students passing diploma exams (for NDL courses) written within the school year. (<i># of exams passed / # of exams written x 100</i>)	NA	NA	
% of diploma exam marks (for NDL courses) with a <15% difference from the school awarded mark. (<i># of exams with <15% difference / # of exams written x 100</i>)	NA	NA	
Areas of Strength or promising practices for the region, including examples of positive impacts that NDL may have had on students.	High percentage of students applying and being accepted into post-secondary.		
Areas for Development for the region	Increased enrollment, LMS development for blended learning, teacher recruitment for NDL and professional development of those new teachers.		

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

Due to the nature of this program, during the
2021-2022 school year some in class instruction was
missed because of school shutdowns.

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

School Specific Reporting	School	School level Reporting
Top one or two challenges experienced with the	MKS	School shutdowns COVID 19
	CJS	School shutdowns COVID 19

at each participating school.	HKE	School shutdowns COVID 19
	AS	School shutdowns COVID 19
	MS	School shutdowns COVID 19
Top one or two supports that would help schools better implement NDL next year at each participating school.	MKS	Recruitment of potential NDL students early in the school year (ie Grade 9s for following year) Recruitment and training of ISPs in the spring of each year, or indicated support person from current staff.
	CJS	Recruitment of potential NDL students early in the school year (ie Grade 9s for following year) Recruitment and training of ISPs in the spring of each year, or indicated support person from current staff.
	HKE	Recruitment of potential NDL students early in the school year (ie Grade 9s for following year) Recruitment and training of ISPs in the spring of each year, or indicated support person from current staff.
	AS	Recruitment of potential NDL students early in the school year (ie Grade 9s for following year) Recruitment and training of ISPs in the spring of each year, or indicated support person from current staff.
	MS	Recruitment of potential NDL students early in the school year (ie Grade 9s for following year) Recruitment and training of ISPs in the spring of each year, or indicated support person from current staff.

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for programs, processes, and personnel that meet expectations and standards identified in the *Guidelines for Inclusive Schooling* (2016), to effectively support classroom teachers and improve student success. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

A. Regional Inclusive Schooling Coordinators

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

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

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	2.00	Added an additional RISC based on the size of the district.	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%	0%	BDDEC has two full time RISCs.

B. Program Support Teachers

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

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

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
MKS	1.19	2.0	Systemic school issues, overstaffing of PST to provide additional school support with bridging programming.		2.0	
CJS	1.33	1.0	Role divided from Vice-Principal position in 21-22.		1.0	
HKE	1.00	1.0			1.0	
E3ES	2.53	3.0	.25 from E3SS allocated to E3ES. Position will support student transition from grade 6 to 7.		3.0	
E3SS	3.25	3.0			3.0	
AS	1.00	1.0			0.0	No housing unit made the PST position vacant in 20-21.
IS	0.50	0.5		PST is the Principal.	0.5	
CPNS	1.00	1.0		PST is the Principal	1.0	
MS	2.08	2.0			2.0	
TOTAL	13.89	14.5			13.5	No housing unit made the PST position in Paulatuk vacant in 21-22.

C. Support Assistants

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

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

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
MKS	2.20	2.40		8.00	5.60 Jordan's Principle funded
CJS	2.47	2.40		11.20	8.80 Jordan's Principle funded.
HKE	1.75	1.60		4.80	3.2 Jordan's Principle funded.
E3ES	5.55	5.60		11.20	5.60 Jordan's Principle funded.
E3SS	5.54	5.60		11.20	5.60 Jordan's Principle
AS	0.23	0.80		3.20	2.40 Jordan's Principle funded.
IS	0.61	0.80		0.80	
CPNS	0.56	0.80		1.60	0.8 Jordan's Principle funded.
MS	2.20	3.20		8.80	5.60 Jordan's Principle
TOTAL	23.14	23.2	S.A. positions are contracted at .8	60.8	BDDEC received additional funding for Support Assistants through Jordan's Principle.

D. Inclusive Schooling - Staff Development

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

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

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$177,115	\$177,782	Small increase.	\$177,789	

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

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Fall Regional In-Service: Inclusive Schooling Directive	Program Support Teachers	Regional Inclusive Schooling Coordinators	September 1 Inuvik	Yes - F2F inservice; focus was on the Inclusive Schooling Directive, and Powerschool Special Programs	
Fall Regional In-Service: Individual Education Plan Renewal (Part 1)	Program Support Teachers	Regional Inclusive Schooling Coordinators	September 2 Inuvik	Yes - F2F inservice; focus was on Powerschool Special Programs, the new competency-based IEP, and CYCCs; ECE SSW Coordinators joined virtually	
Fall Regional In-Service: Individual Education Plan Renewal (Part 2) Program Planning & Transition	Program Support Teachers	Regional Inclusive Schooling Coordinators	September 3 Inuvik	Yes - F2F inservice; focus was on the new competency-based IEP, Classroom Profiles/Reviews/Support Plans, and SBSTs; ECE SSW Coordinators joined virtually	

Documents; The School-Based Support Team; and Classroom Profiles					
Regular Program Support Team Meeting	Program Support Teachers	Regional Inclusive Schooling Coordinators	September 13 Virtual	No - virtual meeting held on Sept. 20; focus was on Classroom Profiles, PST timetables, Social Emotional Learning, Classroom Support Plans, Jordan's Principle tracking	Conflict with a meeting re: Levelled Literacy Intervention program
Inclusive Schooling Training for Administrators	Assistant Principals	Regional Inclusive Schooling Coordinators	September 20 Virtual	Yes - virtual meeting; focus was on Safe & Caring Schools, and Jordan's Principle tracking	
Individual Education Plan Renewal: Part 3	Program Support Teachers	Regional Inclusive Schooling Coordinators	September 27 Virtual	Yes - virtual meeting; ECE SSW Coordinators joined	
Regular Program Support Team Meeting	Program Support Teachers	Regional Inclusive Schooling Coordinators	October 12 Virtual	No - virtual meeting held in conjunction with Administrators on October 14; focus was on SBSTs, PST responsibilities & timetables, Inclusive School reporting, Regional Inclusive Schooling Team support	Conflict with in school support for SSP development
Inclusive Schooling Training for Administrators	Principals	Regional Inclusive Schooling Coordinators; Superintendents	October 14 Virtual	No - virtual meeting held on Oct. 25; focus was on SBSTs, PST responsibilities & timetables, Inclusive School reporting, Regional Inclusive Schooling Team support	
Individual Education Plan	Program Support	Regional Inclusive	October 18 Virtual	Yes - virtual meeting held on Oct. 25; ECE	

Renewal: Part 4	Teachers	Schooling Coordinators		SSW Coordinators joined	
Inclusive Schooling Training for Administrators	Assistant Principals	Regional Inclusive Schooling Coordinators	October 25 Virtual	No - virtual meeting held in conjunction with PSTs on October 14; focus was on SBSTs, PST responsibilities & timetables, Inclusive School reporting, Regional Inclusive Schooling Team support	Decision to streamline into one common PST/Princi pal/Assista nt Principal meeting
Regular Program Support Team Meeting	Program Support Teachers	Regional Inclusive Schooling Coordinators	November 8 Virtual	No - virtual meeting held on Nov. 3; focus was on PST/Instructional Coach collaboration, RTI, Responsive Teaching Cycles	Reschedule d to align with Instruction al Coach meeting
Regular Support Assistant Team Meeting	Support Assistants	Regional Inclusive Schooling Coordinators	November 12 Virtual	No - virtual meeting facilitated by Continuum North, focus was on FACETS (Fetal Alcohol Spectrum Consultation Education and Training Services) training	Contracted Continuum North to meet needs in this area
Regular Support Assistant Team Meeting	Support Assistants	Regional Inclusive Schooling Coordinators	November 15 Virtual	No - virtual meeting facilitated by Continuum North, focus was on FACETS (Fetal Alcohol Spectrum Consultation Education and Training Services) training	
Individual Education Plan Renewal: Part 5	Program Support Teachers	Regional Inclusive Schooling Coordinators	November 22 Virtual	Yes - virtual meeting held as planned; ECE SSW Coordinators joined	
Inclusive Schooling Training for	Assistant Principals	Regional Inclusive Schooling	November 29 Virtual	No	Interruptio ns to planned

Administrators		Coordinators			programm ing due to COVID
Individual Education Plan Renewal: Part 6	Program Support Teachers	Regional Inclusive Schooling Coordinators	December 6 Virtual	Yes - virtual meeting held as planned; ECE SSW Coordinators joined	
Regular Program Support Team Meeting	Program Support Teachers	Regional Inclusive Schooling Coordinators	January 10 Virtual	No - virtual meeting held on January 12; focus was on differentiating High School programming (Bridging/IEP-School Leaving/Graduation Trajectory)	Decision to streamline into one common PST/Principal/Assistant Principal meeting
Inclusive Schooling Training for Administrators	Assistant Principals	Regional Inclusive Schooling Coordinators	January 17 Virtual	No - virtual meeting held on January 12; focus was on differentiating High School programming (Bridging/IEP-School Leaving/Graduation Trajectory)	
Individual Education Plan Renewal: Part 7	Program Support Teachers	Regional Inclusive Schooling Coordinators	January 24 Virtual	Yes - virtual meeting held as planned; ECE SSW Coordinators joined	
Regular Program Support Team Meeting	Program Support Teachers	Regional Inclusive Schooling Coordinators	February 7 Virtual	No - virtual meetings held on March 2&3; focus was on Working with Support Assistants, Self-Regulation, Assessment	Interruptions to planned programming due to COVID
Inclusive Schooling Training for Administrators	Principals	Regional Inclusive Schooling Coordinators; Superintendents	February 9 Virtual	No - virtual meetings held on February 7; focus was on Jordan's Principle funding, Support Assistants	Decision to streamline into one common PST/Principal/Assistant Principal meeting
Inclusive Schooling Training for Administrators	Assistant Principals	Regional Inclusive Schooling Coordinators	February 28 Virtual	No - virtual meetings held on February 7; focus was on Jordan's Principle funding, Support Assistants	

Individual Education Plan Renewal: Part 8	Program Support Teachers	Regional Inclusive Schooling Coordinators	March 21 Virtual	No - virtual meetings held on March 2&3; ECE SSW Coordinators joined	Interruptions to planned programming due to COVID
Regular Program Support Team Meeting	Program Support Teachers	Regional Inclusive Schooling Coordinators	April 4 Virtual	No - virtual meetings held on April 8; focus was on SLP services, Targeted Interventions	Decision to streamline into one common PST/Principal/Assistant Principal meeting
Inclusive Schooling Training for Administrators	Assistant Principals	Regional Inclusive Schooling Coordinators; Superintendents	April 25 Virtual	No - virtual meetings held on April 8; focus was on SLP services, Targeted Interventions	
Inclusive Schooling Training for Administrators	Principals	Regional Inclusive Schooling Coordinators	April 28 Virtual	No - virtual meeting held on May 4; focus was on Transition Planning	Decision to move date to better align with High School program planning
Spring Regional In-Service: Educator Wellness	Program Support Teachers	Regional Inclusive Schooling Coordinators	May 10 Inuvik	Yes - F2F inservice on June 7; focus was on developing a draft competency-based IEP; SSW Coordinator Iona Strachan facilitated	
Spring Regional In-Service: Renewed Individual Education Plan Development	Program Support Teachers	Regional Inclusive Schooling Coordinators	May 11 Inuvik	Yes - F2F inservice on June 8; focus was on developing a draft competency-based IEP; SSW Coordinator Iona Strachan facilitated	
Spring Regional In-Service: Year-end Transition Planning, Intervention Planning	Program Support Teachers	Regional Inclusive Schooling Coordinators	May 12 Inuvik	Yes - F2F inservice on June 9; focus was on developing a draft competency-based IEP; SSW Coordinator Iona Strachan facilitated	
Inclusive	Vice	Regional	May 30	No - virtual meeting	Decision to

Schooling Training for Administrators	Principals	Inclusive Schooling Coordinators	Virtual	held on May 4; focus was on Transition Planning	move date to better align with High School program planning
Regular Program Support Team Meeting	Program Support Teachers	Regional Inclusive Schooling Coordinators	June 6 Virtual	Yes - F2F inservice on June 7-9; focus was on year-end transition planning, Community of Learners, IEP creation; SSW Coordinators Iona Strachan & Maria Reid facilitated the IEP creation session	Decision to expand to three days to facilitate time for draft IEP creation in the new competency-based format
Regular Support Assistant Team Meeting	Support Assistants	Regional Inclusive Schooling Coordinators	June 13 Virtual	No- virtual training with Continuum North on May 20	
Inclusive Schooling Training for Administrators	Assistant Principals	Regional Inclusive Schooling Coordinators	June 14 Virtual	No - Moved to June 20; focus was on year-end reporting and recording requirements - Placed vs. Promoted, reporting year-end WGLs, Student Record completion	Decision to move to June 20 to align with the STIP day

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

Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.	<p>Inclusive Schooling Professional Development is provided to staff to equip them with requisite tools necessary for supporting students to reach their fullest potential while learning in a common learning environment.</p> <p>Professional Development on-line courses are available to all school staff including homeroom teachers, PSTs, and SAs. The BDDEC RISCs offer regular, on-going PD virtually via</p>
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	<p>ZOOM, and in-person during school visits. In collaboration with SSW staff, the BDDEC RISCs offer PD on specific topics like IEP renewal, transition planning, etc.</p> <p>When needed, experts are contracted to provide additional training in various topics.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of teachers trained, at some point in the past two years, in writing Student Support Plans according to the Inclusive Schooling Directive?	100%	100%	
% of teachers trained, at some point in the past two years, in writing Individual Education Plans according to the Inclusive Schooling Directive?	50%	50%	
% of staff trained, in the past two years, in the School-Based Support Team process?	100%	100%	
Areas of Strength for the region	<p>SSPs - The Regional Inclusive Schooling Coordinators provided a series of workshops (virtually and in-person) to Program Support Teachers, Classroom Teachers, and Administrators. A comprehensive series of supporting documents are readily available to all school-based staff in the shared drive.</p> <p>IEPs - In collaboration with Shelley Moore, and ECE SSW Coordinators a series of workshops was provided by the Regional Inclusive Schooling Coordinators to all Program Support Teachers (virtually and in-person) in preparation for the shift to the new ICIEP. A comprehensive series of supporting documents are readily available to all school-based staff in the shared drive.</p> <p>SBSTs - All schools established SBSTs in September, continued meetings throughout the year, meeting regularly to discuss direct student support, student support planning, and systemic issues. Each school kept records of meetings, uploaded and accessible to RISCs and Senior Administrators. RISCs provided consultation during meetings, sometimes facilitating or note-taking.</p>		
Areas for Development for the region	<p>SSPs - Increase ownership and accountability of classroom teachers for the drafting and revising; currently Program Support Teachers heavily support the process - working to build capacity and gradually release this responsibility to Classroom teachers</p>		

	IEPs - Collaborative training of School-based Administrators and Program Support Teachers planned for 2022-23 to help Administrators understand their role in developing and actioning the new ICIEP SBSTs - Increase Regional Inclusive Schooling Coordinators, and classroom Teachers involvement in the SBST meetings
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.	As we move towards increased competency-based program planning, one standard plan for documenting student supports rather than the current tiered SSP/MEP/IEP would be beneficial

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 (\$)
Continuum North	Comprehensive Assessment & Consultation Services	GNWT service unavailable (NWT Company)	MKS, E3ES, E3SS, HKS, MS	September - June	\$2,700
Continuum North	Speech Language Services	GNWT service unavailable (NWT Company)	MKS, CJS	March - June	\$3,200
Continuum North	Professional Development for Support Assistants	GNWT Service Unavailable (NWT Company)	ALL	September - June	\$2,400
North American	Level 2 VTRA Training	GNWT Service Unavailable	ALL	4 Days	\$12,000

Centre for Level 2 VTRA Training					
Rebecca Dylanger Training Solutions	Red Cross First Aid and CPR	GNWT Service Unavailable (NWT Company)	CJS	2/3	\$2,650
TinyEYE	Virtual Speech Language Services	GNWT Service Unavailable	CPNS, E3ES, E3SS	January - June	\$44,000

** 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 Over / Under Allocation (\$)
\$156,906	\$5,184.25	Healthcare & Mobility - Adjustable Change Table	1 Student	\$286,066.70 total \$129,160.70 over allocation
	\$276,605	Computer Equipment	Assistive technology provided to individual students and multiple classrooms.	
	\$675.65	Infercabulary - Vocabulary Building	90 Students	
	\$2,492.13	Nuance Communications - Speech to Text	4 Students	
	\$1,109.67	Everyday Speech - Social Emotional Learning	4 Students	

F. Healing and Counselling

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
MKS	\$24,962	\$24,962			22,673.54	
CJS	\$26,339	\$26,339			\$27,457.21	
HKS	\$26,800	\$26,800			27,851.32	
E3ES	\$64,081	\$64,081			27,673.54	
E3SS					22,673.54	
AS	\$22,096	\$22,096			22,673.54	
IS	\$17,440	\$17,440			\$18,450.54	
CPNS	\$17,153	\$17,153			22,673.54	
MS	\$33,588	\$33,588			34,651.22	
TOTAL	\$232,457	\$232,457			Total: \$232,457	181,388.36 school based 51,068.64 based out of BDDEC office TIEC

G. Alignment of Student Supports

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

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

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<p>The BDDEC RISCs will provide training for PSTs on the creation and implementation of SSPs including reviews to ensure these are working documents that are not just a long list of good teaching practices but are reflective of specific student needs.</p> <p>The BDDEC RISCs in collaboration with SSW staff will provide training for PSTs on the new competency-based IEP.</p> <p>The BDDEC RISCs will continue to provide support to PSTs with the creation and implementation of IEPs including reviews to ensure they are implemented as per ECE directives.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	75%	50%	Due to COVID related school shutdowns and restrictions, face-to-face meetings with all parents was not possible.
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	90%	Supports identified on SSPs were implemented Not all supports identified on IEPs were implemented as we experienced a number of COVID related breaks in service/service shortages, in particular in relation to

			outside service providers (H&SS, etc.)
Number of students not able to participate in the Common Learning Environment in their home community.	0%	Less than 1%	We currently have one student in the region who is incarcerated in YK
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%	90%	In BDDEC, the Class Review and Classroom Support Plan were combined into one document Due to COVID related shutdowns and staff shortages related to COVID absences, one school did not utilize the Class Reviews/Classroom Support Plans at the High School level
% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100%	100%	
Number of students in temporary residency situations or homebound for whom education programs are provided.	Less than 1%	Less than 1%	
Number of times per month that the RISC meets with PSTs via video/phone conference?	Once	Once	
Number of times per year that the RISC meet with the PSTs in person	Four Times a Year	Twice this Year	Two in person meetings (October & February) were cancelled due to COVID, meetings were held virtually instead
Areas of Strength for the region	All SSPs/IEPs were finalized in PowerSchool Special Programs by the deadlines (November and May) All MEPs/IEPs were discussed with, and signed by parents/guardians; signed copies of all plans were uploaded to PowerSchool Special Programs; all unsigned SSPs have contact logs documenting attempts to obtain signatures uploaded to PowerSchool Special Programs		
Areas for Development for the region	BDDEC is working on developing an integrated Class Review and Classroom Support Plan to facilitate PST/Classroom Teacher collaboration and co-teaching		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Due to COVID related school shutdowns, restrictions, and related staff absences and breaks in service from outside partners (H&SS, etc.) we were challenged to fully engage all parents, implement all identified supports, and provide the required direct training and support to schools		

H. Flexible Instructional Strategies

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

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

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.	Supporting teachers to create environments that allow for students with varying needs to work in a more flexible learning environment. Training for teachers in the area of differentiated instruction and modification of program delivery will be provided for all school staffs via Google Meets & Zoom.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	90%	90%	
% of support assistants who receive support through adequate scheduled time with PST.	80%	90%	PSTs and Support Assistants have a regular scheduled block of meeting time
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%	30%	Due to the Support Assistant's 6 hour work day, and the Classroom Teacher's contractual right to a work day that does not extend 15 minutes before or after when students are scheduled to be in the building, it has been difficult to hit this target
% of schools that have a fair process for equitable access to extra-curricular activities?	100%	100%	
Areas of Strength for the region	BDDEC implemented a template for the PST timetable this year and had PST upload their timetables to a shared school drive for review by the RISCs, this allowed for facilitated meetings with the PST and Principal to ensure		

	adequate time was allotted for PSTs to meet regularly with Classroom Teachers and Support Assistants
Areas for Development for the region	Regular meetings between Classroom Teachers and Support Assistants was a challenge this year, for next year there is a plan to increase the amount of job-embedded time for meetings
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<p>Due to COVID related school shutdowns, and related staff absences we were challenged to maintain regular meeting times between Classroom Teachers and Support Assistants</p> <p>COVID related shutdowns and restrictions impacted the ability to provide extra-curricular activities throughout the school year</p>

I. School-based Support Team

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

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

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.	School Based Support Team meetings are scheduled at all nine schools in the district. Students can be referred for additional support to the SBSTs by classroom teachers. Regular SBST meetings will occur in all schools with core members - the principal, PST, counselor, relevant teacher (s), and occasional members such as parents as needed.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	
% of teachers accessing the SBST	80%	65%	A number of BDDEC teachers directly seek support from the Principal and/or PST rather than making a referral to the SBST
% of schools that are using referral forms to notify SBST about specific student needs.	100%	90%	Due to its small size, one of the schools does not use referral forms and relies instead on verbal communication
% of schools that keep written records of SBST meetings.	100%	100%	
% of schools that include CYCCs in SBST meetings.	100%	30%	BDDEC has struggled to maintain a full slate of CYCCs, currently only 2/7 schools slated to have CYCCs have

			CYCCs in place; 2 schools are serviced by NTCS
% of SBST meetings that focus on developing strategies to support classroom teachers.	40%	64%	SBSTs are used to determine how to allocate support within the school in response to emerging needs
% of SBST meetings that focus on solving specific problems.	40%	80%	Training and support has been provided to schools to develop the SBST as a resource to help Classroom Teachers with addressing classroom and student challenges
% of SBST meetings that address systemic issues in the school.	20%	20%	
Areas of Strength for the region	BDDEC RISCs in collaboration with ECE SSW Coordinators provided training to all schools on the SBST. Online meeting minute templates were provided for use by the schools, copies of the minutes were stored in the individual school drives for review by the RISCs. The RISCs attended individual school SBST meetings as available and by request.		
Areas for Development for the region	BDDEC RISCs plan to deliver further training to schools in the 2022-23 school year to promote the use of the SBST as a way of tracking and supporting student programming needs.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<p>Due to COVID related school shutdowns, and related staff absences the membership of the SBST was not always consistent. In some cases this affected the ability of all school SBSTs to meet regularly and to deal with referrals in a timely manner.</p> <p>Given the lack of consistency in the CYCC positions, the SBSTs in most BDDEC schools experienced difficulty adequately providing support to Classroom Teachers seeking support for students dealing with anxiety and mental health challenges related to COVID.</p>		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	MKS	Weekly/60 mins	Weekly/60 mins	
	CJS	Weekly/60 mins	Weekly/60 mins	
	HKE	Weekly/60 mins	Monthly/60 mins	HKS had a new PST and a number of novice teachers. As a result, more informal

				daily/weekly meetings between the Principal, PST, and Classroom Teachers occurred
	E3ES	Weekly/60 mins	Weekly/60 mins	
	E3SS	Weekly/60 mins	Weekly/60 mins	
	AS	Weekly/60 mins	Bi-weekly /60 mins as needed.	Principal lead SBSTs as needed.
	IS	Weekly/30 mins	Weekly/30 mins	
	CPNS	Weekly/30 mins	Weekly/30 mins	
	MS	Weekly/60 mins	Weekly/60 mins	

Review of SSPs and IEPs

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

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

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.</p>	<p>The BDDEC RISCs, TIEC, and Assistant Superintendent will support PD for PSTs on SSPs and IEPs. SSPs/IEPs will be reviewed to ensure they are not just a long list of good teaching practices but are reflective of specific needs. PSTs and Principals will review SSPs a minimum of four times per year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who are developing SSPs for which they are responsible.	100%	100%	
% of teachers who are developing IEPs for which they are responsible	100%	100%	
% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	25%	20%	Due to COVID related school shutdowns and restrictions, face-to-face meetings with all parents was not possible
% of parents participating in developing IEPs for those students requiring them <i>(more than signing)</i> .	50%	60%	BDDEC RISCs worked with PSTs and SBSTs to develop strategies to include parent and student voice and choice in IEPs
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%	100%	
% of students participating in developing their own SSPs, when required and appropriate.	30%	10%	Many SSPs were developed during COVID related school shutdowns when school staff were working from home, this made student participation in SSP development difficult

<p>% of students participating in developing their own IEP, when required and appropriate.</p>	<p>40%</p>	<p>60%</p>	<p>BDDEC RISCs worked with PSTs and SBSTs to develop strategies to include parent and student voice and choice in IEPs</p>
<p>% of schools with plans or strategies in place to increase student participation in SSP and IEP creation</p>	<p>100%</p>	<p>60%</p>	<p>COVID related shutdowns and interruptions significantly affected student engagement</p>
<p>Areas of Strength for the region</p>	<p>BDDEC RISCs worked with PSTs and SBSTs to ensure that parents were informed of all SSP decisions. All MEPs were signed by parents/guardians, all SSPs were either signed or included contact logs documenting attempts to engage parents/guardians. All signed copies and supporting documents were uploaded in PowerSchool Special Programs.</p>		
<p>Areas for Development for the region</p>	<p>Student and parent involvement in the development of SSPs, MEPs, and IEPs is a focus for 2022-23. BDDEC is initiating a project called the 'Community of Learners' to help increase student and parent involvement in program planning.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Due to COVID related school shutdowns, and related student absences BDDEC schools were challenged to engage families in student programming.</p>		

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, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.</p>	<p>All BDDEC PSTs in 2021-2022 will spend no less than 60% of their time engaged in activities directly supporting classroom teachers. BDDEC Instructional Coaches focus on Tier I research based best practices in addition to PST support.</p> <p>The PST priorities are set at the beginning of the school year based on student need and are reinforced by the administration.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable, for example, include what other duties PSTs may have been assigned)
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	75%	40%	Given the amount of COVID related student absences, PSTs spent a greater amount of time directly supporting students as schools worked on targeted interventions and supports
% of PSTs meeting the 25% benchmark of their time directly supporting students.	75%	100%	BDDEC PSTs spent ~60% of their time on directly supporting students
% of PSTs spending no more than 15% of their time on planning and organizational duties.	40%	40%	
% of PSTs allocated as less than a 1.0 FTE	7%	3%	Due to small school size one school (Inualthuyak School) is allocated a 0.5 PST
Areas of Strength for the region	BDDEC RISCs developed web-based tracking tools and supports using G Suite to assist with planning, organization, and PST administrative duties. This facilitated		

	<p>PSTs remaining in compliance with the amount of time spent on planning and organizational duties</p>
<p>Areas for Development for the region</p>	<p>BDDEC PSTs spent the majority of their time on individual student supports, this included collaboratively planning and delivering targeted student interventions with the BDDEC Instructional Coaches.</p> <p>For next year, BDDEC has added Interventionists to four schools (CJS, E3ES, E3SS, MKS). These positions will work collaboratively with the PSTs and the Instructional Coaches to help address providing students with direct, targeted interventions.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Due to COVID related school shutdowns, and student absences we have a considerable number of students displaying significant gaps in their concept knowledge and/or requiring one-on-one support to catch up on missed work. As a result, PSTs spent additional time providing student interventions and direct support.</p>

Indigenous Languages and Education

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

Regional Indigenous Language and Education Coordinators

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

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

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

A. Indigenous Language and Education Teams

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

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

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

B. Indigenous Language Instructors

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
MKS	1.49	2.0		2.0	
CJS	1.63	1.0		1.0	
HKE	1.32	1.0		1.0	
E3ES	5.27	5.00 (2.00 Immersion instructors)		3.00	No immersion teachers hired.
E3SS		7.00 if hired		2.00	No immersion teachers hired.
AS	1.00	1.00		1.00	
IS	0.50	0.50		0.50	
CPNS	0.75	0.75		0.75	
MS	2.52	2.00		2.00	
TOTAL	14.48	15.25		15.25	

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

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

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

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

C. Indigenous Education

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) & Source (If applicable)
MKS	\$40,500	\$40,200		\$31,102	COVID 19 school shutdowns	
CJS	\$40,500	\$40,200		\$44,666	Spring camp occurred after school reopened.	
HKE	\$48,000	\$43,800		\$23,757	COVID 19 school shutdowns	
E3ES	\$85,400	\$84,700		\$35,957	Some funds coded to E3SS also supported E3E.	
E3SS				\$134,253		
AS	\$40,000	\$36,500		\$6,713.00	COVID 19 school shutdowns	
IS	\$40,000	\$36,500		\$1,413	COVID 19 school shutdowns	
CPNS	\$34,750	\$34,500		\$9,756	Funds in 22-23 will be used to	

					build new camp	
MS	\$40,500	\$42,600		\$32,291	COVID 19 school shutdowns	
TOTAL	\$369,650	\$359,000		\$319908	COVID 19 shutdowns did impact some schools' camps and events.	

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

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

D. Building the School-Community Relationship

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

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

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>Schools in BDDEC recognize the valuable contributions and support that families, organizations and community stakeholders offer. The training and support of the ILEH and Dene Kede and Inuuqatigiit curricula are an essential part of this process especially the sections related to Indigenous worldview and perspectives on education. BDDEC schools and the district have a variety of ways that they share school goals, programs and activities with families and communities. There is an effort wherever possible to communicate and collaborate with local Indigenous organizations and community stakeholders in relation to ILE team goals in the ILE action plans as well as in setting the cultural calendar and key cultural experiences. When the community is able to access the schools there are a variety of student centered success celebrations that are held and activities which help the community feel welcome in the school.</p> <p>In 2021-2022 the BDDEC Indigenizing Education team will be supporting work on the cultural calendar and schools approaches to providing key cultural experiences that involve the community, local organizations and experts. The celebration and sharing of student success and learning related to this work is a target to help the community stay connected to the school.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Elders hired for regular school programming,	100%	88%	Elder needed in Sachs Harbour
Areas of Strength for the region	BDDEC schools have a number of ways in which they connect to the community: newsletters, cultural activities, celebrations, surveys, sharing learning projects and progress and connecting with homes to enhance the learning of students. Though Covid protocols presented a challenge, as restrictions eased schools were able to host language camps and activities, invite parents to attend graduation and awards ceremonies, and keeping up with engaging social media posts to inform the community of the many land based and culture based programs that connect student learning to culture and tradition.		
Areas for Development for the region	Hopefully with Covid 19 in the rearview mirror, BDDEC schools will be able to work to restore connection between the school and community on site and ensure that school's cultural programs are informed by the school ILE team in consult with local Elders and community resource people as well as increasing land and school based KCEs. Goals for 2022-2023 in this area include increasing community attendance in the school and on the land for cultural activities and to participate, facilitate, and celebrate Whole School Approach projects that feature language, community values and traditional activities.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	BDDEC schools are entering a Covid 19 recovery era that focusses on strengthening relationships with students and community in a way that centers culture and worldview and is committed to wellness and connections of school and community through these relationships.		

ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal

MKS	80% of students participating in at least 4 key cultural experiences on the land or within the school.	All classes in the school participated in a fall fishing unit, a kindness week unit, a muskrat trapping unit and showcase as well as a year end celebration of learning on the land.
CJS	80% of students participating in at least 4 key cultural experiences on the land or within the school.	All students in the school participated in Every Child Matters activities, fall harvesting, honoring the school namesake in Chief Julius Dy activities and school and community cookout celebrations to celebrate the school year.
HKE	80% of students participating in at least 4 key cultural experiences on the land or within the school.	All classes in the school participated in sewing projects, monthly language challenges, a winter hunt and meat harvesting unit and a spring fishing excursion.
E3ES	100% of students participating in more than 4 key cultural experiences on the land or within the school.	All students in the school participated in Every Child Matters activities, Fall harvesting and medicine walks, the fishing program at Boot Lake and a bird camp with science activities in the spring.
E3SS	80% of students participating in at least 4 key cultural experiences on the land or within the school.	Junior High and High School classes participated in the Fall fishing program at Boot Lake with integrated Science curricula, muskrat trapping activities, a session about MMIWG, and Spring geese hunting as well as land based CTS classes.
AS	80% of students participating in at least 4 key cultural experiences on the land or within the school.	All classes in the school participated in Every Child Matters activities, fall harvesting, cultural sewing and Art projects, and monthly cultural calendar themes with language learning.
IS	To increase Elder and Community member involvement in 21-22 by 50%.	At IS this year, the students participated in Every Child Matters activities, learned about local cultural history and language with the ILI and new relationships were formed with local organizations (ENR).
CPNS	80% of students participating in at least 4 key cultural experiences on the land or within the school.	All students in the school participated in Every Child Matters activities, Fall harvesting and medicine walks, the return of the sun, a winter fishing program to celebrate Indigenous Languages Month, and a beaver trapping and skinning experience.

MS	80% of students participating in at least 4 key cultural experiences on the land or within the school.	All classes in the school participated in Every Child Matters activities, fall harvesting, monthly cultural calendar themes with language learning, and a dog sledding excursion.
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Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences
MKS	During Covid community involvement was largely virtual through zoom, video, etc. As restrictions lifted, community members and Elders were employed to demonstrate and facilitate sewing and Art projects, speak to students, and share knowledge through dancing, storytelling and joining success celebrations (Muskrat camp project showcase)	During Covid community involvement was largely restricted to younger community resource people in the role of teacher, leader and facilitator as well as camp maintainer etc. As restrictions lifted, community members and Elders were employed to demonstrate and facilitate trapping skills and participate in cookouts.
CJS	During Covid community involvement was largely virtual through zoom, video, etc. As restrictions lifted, community members and Elders were employed to demonstrate and facilitate sewing and carving projects, speak to students, and share knowledge through dancing, storytelling and teaching about local leadership and governance.	During Covid community involvement was largely restricted to younger community resource people in the role of teacher, leader and facilitator as well as camp maintainer etc. As restrictions lifted, community members and Elders were employed to demonstrate and facilitate survival skills, fishing and hunting skills, as well as food processing skills.
HKS	During Covid community involvement was largely virtual through zoom, video, etc. As restrictions lifted, community members and Elders were employed to demonstrate and facilitate sewing and Art projects, share knowledge of the language, teach string games and stories.	During Covid community involvement was largely restricted to younger community resource people in the role of teacher, leader and facilitator as well as camp maintainer etc. As restrictions lifted, community members and Elders were employed to demonstrate and facilitate fishing and hunting skills, as well as food processing skills.
E3ES	During Covid community involvement was largely virtual through zoom, video, etc. As restrictions lifted, community members and Elders were employed to demonstrate and facilitate Art projects, share	During Covid community involvement was largely restricted to younger community resource people in the role of teacher, leader and facilitator as well as camp maintainer etc. As restrictions lifted, community members and Elders

	knowledge of the language, and tell stories related to cultural calendar themes.	were employed to demonstrate and facilitate fishing skills, geese harvesting and preparation and muskrat trapping knowledge.
E3SS	During Covid community involvement was largely virtual through zoom, video, etc. As restrictions lifted, community members and Elders were employed to share knowledge about MMIWG, ECM and the importance of Reconciliation, as well as support cultural sewing.	During Covid community involvement was largely restricted to younger community resource people in the role of teacher, leader and facilitator as well as camp maintainer etc. As restrictions lifted, community members and Elders were employed to demonstrate and facilitate survival skills, fishing techniques, geese harvesting and preparation and muskrat trapping knowledge.
AS	During Covid community involvement was largely virtual through zoom, video, etc. As restrictions lifted, community members and Elders were employed to share knowledge about cultural sewing and Art, the history of Paulatuk, and participate in success celebrations.	During Covid community involvement was largely restricted to younger community resource people in the role of teacher, leader and facilitator as well as camp maintainer etc. As restrictions lifted, community members and Elders were employed to demonstrate and facilitate knowledge of the land when travelling, local seasons for game harvesting and support the school year end land based celebrations (cook, transportation, etc).
IS	During Covid, severe restrictions made community involvement in school based activities challenging.	During Covid community involvement was largely restricted to younger community resource people in the role of teacher, leader and facilitator as well as camp maintainer etc. As restrictions lifted, community members and Elders were employed to demonstrate and facilitate knowledge of the land when travelling and make inukshuks with students.
CPNS	During Covid community involvement was largely virtual through zoom, video, etc. As restrictions lifted, community members and Elders were employed to demonstrate and facilitate Art projects, share knowledge of the language, and tell stories related to cultural calendar themes.	During Covid community involvement was largely restricted to younger community resource people in the role of teacher, leader and facilitator as well as camp maintainer etc. As restrictions lifted, community members and Elders were employed to demonstrate and facilitate knowledge of the land and harvesting wood, setting fishnets and

		<p>harvesting fish, share knowledge about local seasons for game harvesting and support the school year end land based celebrations (cook, transportation, etc).</p>
<p>MS</p>	<p>During Covid community involvement was largely virtual through zoom, video, etc. As restrictions lifted, community members and Elders were employed to share knowledge and stories in relation to a whole school approach project featuring Elders.</p>	<p>During Covid community involvement was largely restricted to younger community resource people in the role of teacher, leader and facilitator as well as camp maintainer etc. As restrictions lifted, community members and Elders were employed to demonstrate and facilitate knowledge of the land, building a Sod House, guiding on the land, sharing knowledge about local seasons for game harvesting, and dog mushing.</p>

E. Strengthening Training for Northern Educators

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

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

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>In the 2021-22 school year the BDDEC Indigenizing Education Team will provide support for the new edition of the ILEH, coordinate with ILE teams to support ILE Action Plans in the schools and continue to train teachers to plan with the cultural calendar, Dene Kede and Inuuqatigiit and support the use of training and resource supports available to educators through the District Indigenizing Education Moodle. ILI support for training of the 12 basic greetings and 10 instructions/ commands as well as extension options for returning staff.</p> <p>BDDEC will also support individuals taking the ICAST modules. This may take on many forms including school based support, virtual sessions and support through the mentorship program.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools holding local Teacher Cultural Orientation Days.	100%	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participating.	Inservice sessions, cultural orientation day plans 100%	100%	

% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%	100%	
Areas of Strength for the region	<p>BDDEC Regional Indigenous Educator and Indigenizing Education Coordinator organized training at the regional Inservice around planning with a cultural calendar in long range plans which included targeted support to integrate themes and content from the Dene Kede and Inuuqatigiit. In addition, BDDEC developed support documents for holistic, relational, experiential and spiral teaching and learning practices to support their integration in planning and teaching curricula from an Indigenous perspective. The Indigenous Languages Education Handbook study with BDDEC principals was a valuable activity that encouraged deep integration of the content of the handbook for teachers in classes as well as from a whole school approach. The district also provided resources and support for Every Child Matters activities in schools to honor National Truth and Reconciliation Day on Sept. 30.</p>		
Areas for Development for the region	<p>Going forward, BBDEC schools will continue efforts in supporting teachers to plan and teach from Indigenous perspectives by providing training for the Indigenous Languages Education Handbook and Indigenou Languages Education Action plan /School Improvement Plans (SIPs) Support for the BDDEC teaching and learning practices documents, the GNWTs Living Well Together Modules, and a BDDEC created framework for relationship building in classrooms and schools grounded in the Dene Kede, Inuuqatigiit and the ILEH will be implemented throughout 2022-2023.</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	Goal	Explanation on status of goal
MKS	Direct in-service from RILE. Dene Kede and Inuuqatigiit and support the use of training and resource supports available to educators through the District Indigenizing	These were all achieved in 2021-2022

	Education Moodle. ILI support for training of the 12 basic greetings and 10 instructions/ commands as well as extension options for returning staff.	
CJS	Direct in-service from RILE. Dene Kede and Inuuqatigiit curriculum(s) training and resource support available to educators through the District Indigenizing Education Moodle. ILI support for training of the 12 basic greetings and 10 instructions/ commands as well as extension options for returning staff.	These were all achieved in 2021-2022
HKE	Participation in the blanket exercise	This was postponed due to Covid restrictions and did not happen in 2021-2022. It is due to be rescheduled in 2022-2023.
E3ES	Participation in the blanket exercise	This was completed in the Fall of 2021
E3SS	Participation in the blanket exercise	This was completed in the Fall of 2021
AS	Direct in-service from RILE. Inuuqatigiit curriculum support the use of training and resource supports available to educators through the District Indigenizing Education Moodle. ILI support for training of the 12 basic greetings and 10 instructions/ commands as well as extension options for returning staff.	These were all achieved in 2021-2022
IS	Direct in-service from RILE. Inuuqatigiit and support the use of training and resource supports available to educators through the District Indigenizing Education Moodle. ILI support for training of the 12 basic greetings and 10 instructions/ commands as well as extension options for returning staff.	These were all achieved in 2021-2022
CPNS	Direct in-service from RILE.	This was achieved in 2021-2022
MS	Direct in-service from RILE. Inuuqatigiit and support the use of training and resource supports available to educators through the District Indigenizing Education Moodle. ILI support for training of the 12 basic greetings and 10 instructions/ commands as well as extension options for returning staff.	These were all achieved in 2021-2022

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Type of activities local Cultural Orientation Days.	MKS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder videos, and local recipes.	100% achieved	
	CJS	Local knowledge keepers share traditional stories during Cultural Orientation days.	100% achieved	
	HKE	Blanket exercise hosted at school. RILE and local knowledge keepers provide training to whole staff.	50% achieved	The Blanket Exercise was cancelled due to Covid restrictions and will occur in 2022- 2023
	E3ES	Blanket exercise hosted at school. RILE and local knowledge keepers provide training to whole staff.	100% achieved	
	E3SS	Staff visit the school cabin and work with local knowledge keepers during Cultural Orientation days. Blanket exercise at school.	100% achieved	The school hosted the cultural orientation day at a different land based location but the training occurred as planned.
	AS	Local knowledge keepers share traditional stories during Cultural Orientation days.	100% achieved	
	IS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder videos, and local recipes.	100% achieved	
	CPNS	Local knowledge keepers share	100% achieved	

		traditional stories during Cultural Orientation days.		
	MS	Local knowledge keepers share traditional stories during Cultural Orientation days.	100% achieved	

F. Fostering Student Wellbeing

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

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

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

		Explanation on status of goal
MKS	Host at least two day camps focused on wellness of students.	Ongoing and achieved
CJS	Host at least three day camps focused on the wellness of students.	Achieved wellness camp in the spring
HKE	Host at least three day camps focused on the wellness of students.	Achieved
E3ES	Host at least four day camps focused on the wellness of students.	Achieved
E3SS	Host at least four day camps focused on the wellness of students.	Achieved
AS	Host at least two day camps focused on the wellness of students.	Not achieved. COVID 19 shutdowns did impact camp times.
IS	Host at least two day camps focused on the wellness of students.	Overnight camps are still being developed. Day activities accomplished in 21-22
CPNS	Host at least four day camps focused on the wellness of students.	Achieved
MS	Host at least three day camps focused on the wellness of students.	Achieved

School	What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
MKS	Elders in the school program (outdoors)	Elders and community member involvement in school programs (largely outdoors in 2021-2022) enabled students and teachers to form relationships with community through learning on the land and about the important community and traditional activities. Students were able to participate in hands on learning, discover gifts and talents and learn from a variety of people and perspectives. In many instances community members and Elders shared knowledge and co-constructed land based programming.
CJS	Elders in the school program (outdoors)	Elders and community member involvement in school programs (largely outdoors in 2021-2022) enabled

		students and teachers to form relationships with community through learning on the land and about the important community and traditional activities. Students were able to participate in hands on learning, discover gifts and talents and learn from a variety of people and perspectives. In many instances community members and Elders shared knowledge and co-constructed land based programming.
HKE	Elders in the school program (outdoors)	Elders and community member involvement in school programs (largely outdoors in 2021-2022) enabled students and teachers to form relationships with community through learning on the land and about the important community and traditional activities. Students were able to participate in hands on learning, discover gifts and talents and learn from a variety of people and perspectives. In many instances community members and Elders shared knowledge and co-constructed land based programming.
E3ES	Elders in the school program (outdoors)	Elders and community member involvement in school programs (largely outdoors in 2021-2022) enabled students and teachers to form relationships with community through learning on the land and about the important community and traditional activities. Students were able to participate in hands on learning, discover gifts and talents and learn from a variety of people and perspectives. In many instances community members and Elders shared knowledge and co-constructed land based programming.
E3SS	Elders in the school program (outdoors)	Elders and community member involvement in school programs (largely outdoors in 2021-2022) enabled students and teachers to form relationships with community through learning on the land and about the important community and traditional

		activities. Students were able to participate in hands on learning, discover gifts and talents and learn from a variety of people and perspectives. In many instances community members and Elders shared knowledge and co-constructed land based programming.
AS	Elders in the school program (outdoors)	Elders and community member involvement in school programs (largely outdoors in 2021-2022) enabled students and teachers to form relationships with community through learning on the land and about the important community and traditional activities. Students were able to participate in hands on learning, discover gifts and talents and learn from a variety of people and perspectives. In many instances community members and Elders shared knowledge and co-constructed land based programming.
IS	Elders in the school program (outdoors)	Elders and community member involvement in school programs (largely outdoors in 2021-2022) enabled students and teachers to form relationships with community through learning on the land and about the important community and traditional activities. Students were able to participate in hands on learning, discover gifts and talents and learn from a variety of people and perspectives. In many instances community members and Elders shared knowledge and co-constructed land based programming.
CPNS	Elders in the school program (outdoors)	Elders and community member involvement in school programs (largely outdoors in 2021-2022) enabled students and teachers to form relationships with community through learning on the land and about the important community and traditional activities. Students were able to participate in hands on learning, discover gifts and talents and learn from a variety of people and perspectives. In many

		instances community members and Elders shared knowledge and co-constructed land based programming.
MS	Elders in the school program (outdoors)	Elders and community member involvement in school programs (largely outdoors in 2021-2022) enabled students and teachers to form relationships with community through learning on the land and about the important community and traditional activities. Students were able to participate in hands on learning, discover gifts and talents and learn from a variety of people and perspectives. In many instances community members and Elders shared knowledge and co-constructed land based programming.

G. Indigenizing Teaching and Learning Practices

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

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

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

	addition, the ILEH book study conducted with BDDEC principals in 2022 and the synchronization of the ILE action plans and SIPs helps support schools to increase capacity in Indigenizing practices.
Areas for Development for the region	Further support for the ILEH implementation in BDDEC schools will occur throughout 2022-2023 with a continuation of a supported Principal network and training for BDDEC teachers. In addition, the BDDEC TLP documents will be supported throughout 2022-2023. Training for the BDDEC created Indigenized Inquiry Cycle which is grounded in the DK/IQ and ILEH will also be conducted for BDDEC teachers and Principals in 2022-2023.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

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

	BDDEC office and posted on Moodle.	
AS	Long range plans connected to cultural calendars. Submission of Indigenized lesson plans to BDDEC office and posted on Moodle.	This goal was achieved
IS	Long range plans connected to cultural calendars. Submission of Indigenized lesson plans to BDDEC office and posted on Moodle.	This goal was achieved
CPNS	Long range plans connected to cultural calendars. Submission of Indigenized lesson plans to BDDEC office and posted on Moodle.	This goal was achieved
MS	Long range plans connected to cultural calendars. Submission of Indigenized lesson plans to BDDEC office and posted on Moodle.	This goal was achieved

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	MKS	<ul style="list-style-type: none"> • Cultural Calendar • Culture Based Unit Plans from each teacher • Evidence of planning with the DK/IQ • Competence in 12 Greetings in Indigenous Language(s) of home community 	Through lesson plans and LRPs, submitted cultural calendars and OPA data these practices were implemented throughout 2021-22.	
	CJS	<ul style="list-style-type: none"> • Cultural Calendar connected to Long Range plans. • Culture Based Unit Plans from each teacher 	Through lesson plans and LRPs, submitted cultural calendars and OPA data	

		<ul style="list-style-type: none"> • Evidence of planning with the DK/IQ • Competence in 12 Greetings in Indigenous Language(s) of home community 	these practices were implemented throughout 2021-22.	
	HKE	<ul style="list-style-type: none"> • Cultural Calendar connected to long range plans • Culture Based Unit Plans from each teacher • Evidence of planning with the DK/IQ • Competence in 12 Greetings in Indigenous Language(s) of home community 	Through lesson plans and LRPs, submitted cultural calendars and OPA data these practices were implemented throughout 2021-22.	
	E3ES	<ul style="list-style-type: none"> • Cultural Calendar • Culture Based Unit Plans from each teacher • Evidence of planning with the DK/IQ • Competence in 12 Greetings in Indigenous Language(s) of home community 	Through lesson plans and LRPs, submitted cultural calendars and OPA data these practices were implemented throughout 2021-22.	
	E3SS	<ul style="list-style-type: none"> • Cultural Calendar • Culture Based Unit Plans from each teacher • Evidence of planning with the DK/IQ • Competence in 12 Greetings in Indigenous Language(s) of home community 	Through lesson plans and LRPs, submitted cultural calendars and OPA data these practices were implemented throughout 2021-22.	

	AS	<ul style="list-style-type: none"> • Cultural Calendar • Culture Based Unit Plans from each teacher • Evidence of planning with the DK/IQ • Competence in 12 Greetings in Indigenous Language(s) of home community 	Through lesson plans and LRPs, submitted cultural calendars and OPA data these practices were implemented throughout 2021-22.	
	IS	<ul style="list-style-type: none"> • Cultural Calendar • Culture Based Unit Plans from each teacher • Evidence of planning with the DK/IQ • Competence in 12 Greetings in Indigenous Language(s) of home community 	Through lesson plans and LRPs, submitted cultural calendars and OPA data these practices were implemented throughout 2021-22.	
	CPNS	<ul style="list-style-type: none"> • Cultural Calendar connected to long range teacher plans • Culture Based Unit Plans from each teacher • Evidence of planning with the DK/IQ • Competence in 12 Greetings in Indigenous Language(s) of home community 	Through lesson plans and LRPs, submitted cultural calendars and OPA data these practices were implemented throughout 2021-22.	
	MS	<ul style="list-style-type: none"> • Cultural Calendar connected to long range teacher plans • Culture Based Unit Plans from each teacher 	Through lesson plans and LRPs, submitted cultural calendars and OPA data	

		<ul style="list-style-type: none"> Evidence of planning with the DK/IQ Competence in 12 Greetings in Indigenous Language(s) of home community	these practices were implemented throughout 2021-22.	
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H. Indigenizing Content for Curricula & Programming

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

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

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

	facilitate linking curriculum outcomes to the Dene Kede and Innuqatigiit. In addition, the LRP planning document which is connected to school created cultural calendars was a successful support for teachers to align unit planning with seasonal cultural activities occurring in the communities. Schools contributed bi annually to the BDDEC Indigenous Education Newsletter which showcases core curriculum learning through place based cultural activities.
Areas for Development for the region	In 2022-23 we will be updating and adjusting the LRP planning tool to reflect teacher and school feedback as well as providing training and support for the implementation of the BDDEC Indigenized Inquiry model which helps teachers increase engagement through supporting student learning that is connected to community, culturally relevant and inclusive. This Inquiry model will support teaching and learning that reflects the values and knowledge of Indigenous communities and Elders.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	There were some communities which had more frequent and longer shutdowns due to covid, this affected the number of lesson plans that were submitted as well as the number of land based and school based KCEs that occurred in each school.

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
MKS	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	Due to the number of Covid related shutdowns and restrictions affecting KCEs throughout the year, there were projects/ lessons and units submitted from some MKS teachers, yet the formal collection from each educator did not occur. As a result this goal is ongoing into 2022-2023
CJS	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	Due to the number of Covid related shutdowns and restrictions affecting KCEs throughout the year, there were

		projects/ lessons and units submitted from some CJS teachers, yet the formal collection from each educator did not occur. As a result this goal is ongoing into 2022-2023
HKE	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	This goal was achieved
E3ES	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	This goal was achieved
E3SS	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	Due to the number of Covid related shutdowns and restrictions affecting KCEs throughout the year, there were projects/ lessons and units submitted from some E3SS teachers, yet the formal collection from each educator did not occur. As a result this goal is ongoing into 2022-2023
AS	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	This goal was achieved
IS	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	Due to the number of Covid related shutdowns and restrictions affecting KCEs throughout the year, there were projects/ lessons and units submitted from some E3SS teachers, yet the formal collection from each educator did not occur. As a result this goal is ongoing into 2022-2023
CPNS	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	This goal was achieved
MS	All educators must submit ONE Indigenized lesson plan and post it on the BDDEC Moodle.	This goal was achieved

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Highlight one example of the active implementation of Dene Kede and/or	MKS	Long Range Plans	100%	
	CJS	Long Range Plans	100%	
	HKE	Long Range Plans	100%	

Inuuqatigiit in your school.	E3ES	Long Range Plans	100%	
	E3SS	Long Range Plans	100%	
	AS	Long Range Plans	100%	
	IS	Long Range Plans	100%	
	CPNS	Long Range Plans	100%	
	MS	Long Range Plans	100%	

I. Offering Key Cultural Experiences

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

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

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>BDDEC schools will provide students with the opportunity to participate in a minimum of four key cultural experiences throughout the school year.</p> <p>The focus for 2021-2022 will be to integrate these key cultural experiences with lesson/unit plans and teacher long range plans as they will be informed by the school cultural calendars. Incorporating the ILI and language learning goals with key cultural experiences is a priority in BDDEC for the 2021-2022 school year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%	100%	
Areas of Strength for the region	Frequent day trips occurred. Schools with camps near the school accessed camps on a daily or weekly basis. Cultural calendars were linked to seasonal activities. Teachers had to submit lesson plans connected to local cultural calendars, events and key cultural experiences which were collected and shared via the BDDEC Indigenizing Education Moodle Page.		
Areas for Development for the region	Incorporate more local language. Increase key cultural experiences for 2023 using ILIs and community resource people more.		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Covid restrictions and community concern affected the frequency and duration of KCEs within the school and on the land in many of the communities within BDDEC this school year.
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ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal
MKS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	This goal is ongoing. The goal of participation in the 4 experiences was met, however lessons/units were submitted for 2 of the experiences due to the number of Covid related shutdowns and restrictions affecting KCEs throughout the year.
CJS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	This goal is ongoing. The goal of participation in the 4 experiences was met, however lessons/units were not collected from each class due to the number of Covid related shutdowns and restrictions affecting KCEs throughout the year.
HKS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	This goal is ongoing. The goal of participation in the 4 experiences was met, however lessons/units were submitted for 1 of the experiences due to the number of Covid related shutdowns and restrictions affecting KCEs throughout the year.
E3ES	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	This goal is ongoing. The goal of participation in the 4 experiences was met, however lessons/units were not collected from each class due to the number of Covid related shutdowns and restrictions affecting KCEs throughout the year.
E3SS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	This goal is ongoing. The goal of participation in the 4 experiences was met, however lessons/units were not collected from each class due to the number of Covid related shutdowns and restrictions affecting KCEs throughout the year.

AS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	This goal is ongoing. The goal of participation in the 4 experiences was met, however lessons/units were not collected from each class due to the number of Covid related shutdowns and restrictions affecting KCEs throughout the year.
IS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	This goal is ongoing. The goal of participation in the 4 experiences was met, however lessons/units were not collected from each class due to the number of Covid related shutdowns and restrictions affecting KCEs throughout the year.
CPNS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	This goal is ongoing. The goal of participation in the 4 experiences was met, however lessons/units were submitted for 2 of the experiences due to the number of Covid related shutdowns and restrictions affecting KCEs throughout the year.
MS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	This goal is ongoing. The goal of participation in the 4 experiences was met, however lessons/units were submitted for 2 of the experiences due to the number of Covid related shutdowns and restrictions affecting KCEs throughout the year.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
Highlight one promising practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	MKS	Elder Day Camp	Muskrat trapping camps occurred throughout March and April involving Elders, ILIs and every class in the school.	

	CJS	Canoe Day Trip	Canoe Day Trips happened with local resource people, through the PE program with each class in the school.	
	HKE	OTL Day Trips	OTL Day trips for harvesting fish and Musko included local Elders and ILI and included every class within the school.	
	E3ES	Boot Lake Trips	Boot Lake Trips to harvest and learn about fish included local Elders and community guides, ENR and every class within the school.	
	E3SS	Boot Lake Trips	Boot Lake Tripsharvest and learn about fish included local Elders and community guides, ENR and every	

			class within the school.	
	AS	Elder Day Camp	Elder Day camp to learn about traditional medicine happened in the fall and included every class within the school.	
	IS	Elder Day Camp	Elder Day Camp	
	CPNS	OTL Day Trips	OTL Day Trips which included harvesting and working with fish happened twice throughout the school year and these included Elders, ILI and every class within the school.	
	MS	OTL Day Trips	OTL Day Trips to learn about local land and traditions happened in the fall through medicine walks and in the spring through dogsledding.	

			These activities included local Elders, ILLs and every class within the school.	
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J. Strengthening Core and Immersion Indigenous Language Instruction

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

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

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

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

	instructors to strengthen both pedagogy and language fluency. Development of current employees in Support Assistant roles that show an interest in IL positions will continue. Support of MAP and Elders in School programs will enhance the professional development of IL instructors.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	Goal	Explanation on status of goal
MKS	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	32.3% Emergent (Avg. 2 languages) 22.5% Beginner 3.3% Intermediate
CJS	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	37% emergent 67% beginner 2% intermediate
HKE	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	27.6% Emergent 21.4% Beginner 4.8% Intermediate
E3ES	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	28.6% Emergent 22.8% Beginner 3.9% Intermediate
E3SS	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	29.8% Emergent 21.2% Beginner 4.7% Intermediate
AS	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	29.6% Emergent (District Avg) 19.3% Beginner 4.4% Intermediate
IS	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	29.6% Emergent (District Avg) 19.3% Beginner 4.4% Intermediate
CPNS	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	31.2% Emergent 22.6% Beginner 3.9% Intermediate

MS	28% of students speak at the Emergent level 20% of students speak at the Beginner Level 5% of students speaking at the Intermediate level	28.2% Emergent 20.1% Beginner 5.1% Intermediate
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K. Engaging Community in Indigenous Language Programs

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

Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)	In 2021-2022, the BDDEC Indigenizing Education team will be using resources developed within the region to engage students and community in language learning. In addition, schools are encouraged to continue to share language learning goals and strategies, resources and success with families and communities virtually if that remains necessary (via social media, virtual newsletters, communication with home etc).
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ILE Action Plan Goal for Engaging Community in Indigenous Language Programs		
School	Goal	Explanation on status of goal
MKS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	Achieved. One new camp was built and regular activities occurred.
CJS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	Spring camp occurred.
HKE	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	Achieved
E3ES	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	Achieved
E3SS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	Achieved
AS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	Achieved
IS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	Achieved. School closures made hosting a variety of cultural events challenging in Sachs Harbour.
CPNS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	Achieved. Camp near schools made accessibility of cultural activities much easier in 21-22.
MS	80% of students participate in at least 4 cultural activities with at least one lesson attached to EACH experience.	Achieved

L. Employing a Whole School Approach to Language Use

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

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

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.</p>	<p>Teachers in BDDEC schools are responsible to learn the 12 basic greetings to use with staff and students as well as a list of 10 basic instructions/ commands. In 2021-2022 we will work with schools to offer ways for teachers to develop their language skills either through resources provided by community and ILI engagement or enhancements made to the BDDEC language expectations list for students and staff. Language in school newsletters, parent communications, morning messages and other shared communication venues will be strongly encouraged.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	<p>Staff and students continue to actively engage in OPA interviews which include basic greetings. BDDEC has seen improvement of OPA interviews of 4.3% on average over the past two years.</p>		

Areas for Development for the region	Increase elder participation in OPAs and ILE classes in 2022-23.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Elders were not in our schools as often compared to pre pandemic years.

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
MKS	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community.	83.3% (district avg.) speaking 12 of the greetings 91.2% of staff speaking the 12 greetings (district avg.).
CJS	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community	83.3% (district avg.) speaking 12 of the greetings 91.2% of staff speaking the 12 greetings (district avg.).
HKE	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community	83.3% (district avg.) speaking 12 of the greetings 91.2% of staff speaking the 12 greetings (district avg.).
E3ES	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community	83.3% (district avg.) speaking 12 of the greetings 91.2% of staff speaking the 12 greetings (district avg.).
E3SS	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community	83.3% (district avg.) speaking 12 of the greetings 91.2% of staff speaking the 12 greetings (district avg.).
AS	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community	83.3% (district avg.) speaking 12 of the greetings 91.2% of staff speaking the 12 greetings (district avg.).
IS	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community	83.3% (district avg.) speaking 12 of the greetings 91.2% of staff speaking the 12 greetings (district avg.).
CPNS	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community	83.3% (district avg.) speaking 12 of the greetings 91.2% of staff speaking the 12 greetings (district avg.).

MS	80% of students speak 12 of the traditional greetings of their home community. 100% of staff speak 12 of the traditional greetings of their school community	83.3% (district avg.) speaking 12 of the greetings 91.2% of staff speaking the 12 greetings (district avg.).
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Initiatives in place to promote a Whole School Approach to Language Use.	MKS	<ul style="list-style-type: none"> ● OPA data collected 2 times per year ● ILE committee in place. ● On site school language/culture camp 	OPA data collected on time. ILE committee met on a regular basis. Camp constructed	
	CJS	<ul style="list-style-type: none"> ● OPA data collected 2 times per year ● ILE Action Plan ● ILE committees in place. 	OPA data collected on time. ILE committee in place.	
	HKE	<ul style="list-style-type: none"> ● OPA data collected 2 times per year ● ILE Action Plan ● ILE committees in place. 	<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. 	<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. 	<ul style="list-style-type: none"> ● OPA data collected twice ● ILE SIP created from BDDEC Strat/OP Plan ● ILE committees in place and met 	

			on regular basis.	
	AS	<ul style="list-style-type: none"> • OPA data collected 2 times per year • ILE Action Plan • ILE committees in place. 	<ul style="list-style-type: none"> • OPA data collected 2 times per year • ILE Action Plan • ILE committees in place 	
	IS	<ul style="list-style-type: none"> • ILE Action Plans = BDDEC ILESIPs • ILE committees in each school 	<ul style="list-style-type: none"> • OPA data collected 2 times per year • ILE Action Plans = BDDEC ILESIPs • ILE committees in each school 	
	CPNS	<ul style="list-style-type: none"> • OLC curriculum delivered by ILE instructor. • OPA data collected 2 times per year • ILE Action Plan • ILE committees in each school 	<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 	
	MS	<ul style="list-style-type: none"> • OPA data collected 2 times per year • ILE Action Plan • ILE committee in place. • IOLC curriculum delivered by ILE instructors. 	<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. 	

M. Community Support

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

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

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Aklavik	\$19,231	\$19,350		\$26,975.18	OTL	Over allocation
Fort McPherson	\$19,919	\$19,309		\$37,136.40	OTL	Over allocation
Ulukhaktok	\$21,400	\$19,856		\$12,371.89	OTL	
Inuvik	\$38,141	\$37,995		\$37,703.78	OTL	
Paulatuk	\$19,048	\$17,557		\$5,518.47	OTL	
Sachs Harbour	\$16,720	\$15,038		\$325.59	OTL	
Tsiigehtchic	\$15,526	\$15,290		\$5,677.12	OTL	
Tuktoyaktuk	\$23,544	\$24,211		\$10,163.76	OTL	
TOTAL	\$173,529	\$168,606		\$135,872.19		Some cultural experts and projects put on hold due to COVID 19.

N. Resource Development for OLC and ILE

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

This funding is to be used only for:

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

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

Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
\$221,444	\$216,363		\$102,854.91	Some projects were delayed because of COVID 19.

Resources in the region	Type and amount of Indigenous language resources being developed or purchased to support OLC.	Type and amount of Indigenous language resources being developed or purchased to support ILE.
	<p>Developed: Inuvialuktun playing cards with all dialects (6 different cultural themed decks)</p>	<p>Developed: Residential school themed Graphic Novel for IL and Grade 9 use</p> <p>Purchased: Inhabit Media Nunavumi series books (60 titles x 8 schools), TRC and Residential School related books (10 titles x 9 schools), Indigenous fiction and non-fiction books and media in ELA classrooms 7-12 (5-10 titles x 6 schools + 5 titles for all NWT NDL grade 11 ELA classes) Scholastic Reconciliation in Action series for grades 6-9 (1 class set of each of 4 titles x 9 schools)</p>

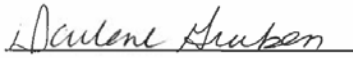
<p>OLC/ILE Professional Development in the region</p>	<p>12-13 ILI's attending and type of professional development opportunity</p>	<p>14 school staff attending professional development to support OLC and/or ILE implementation.</p>
		<p>100%</p>

Appendix B: Operating Plan - Operating Budget

Beaufort Delta Divisional Education Council			
Statement of Revenues and Expenses			
Annual Budget - Consolidated			
	2021-2022 Budget	2020-2021 Approved Budget	2020-2021 Year-end Forecast
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contribution	29,021,712	28,667,115	29,712,567
Indigenous Languages Contribution	2,913,435	2,823,595	2,889,113
French Language Contribution	75,000	75,000	78,000
ECE Other Contribution	1,227,964	1,227,964	2,578,728
Sub-Total ECE	33,238,111	32,793,674	35,258,408
GNWT Other Contributions			
Total GNWT	33,238,111	32,793,674	35,258,408
Federal Government - Jordans Principle	1,500,000	12,851,997	14,546,383
Federal Government - Jordans Principle Carry Fwd	4,491,909	454,235	(4,491,909)
Federal Government	8,020	8,020	
Property Tax Requisitioned			
Other School Authorities			
Education Authority Generated Funds			
Rentals			
School Fees			
Sales			
Investment Income	160,000	160,000	125,685
Other	498,649	498,649	1,131,082
Total Generated Funds	6,658,578	13,972,901	11,311,241
TOTAL REVENUES	39,896,689	46,766,575	46,569,649
EXPENSES			
Administration	3,803,106	3,607,800	2,923,709
School Programs	21,188,897	21,523,745	22,984,133
Operations and maintenance			1,310,000
Inclusive Schooling	5,848,519	5,732,739	4,761,809
Indigenous Languages and Education	3,063,435	3,323,851	3,124,114
Jordans Principle	5,991,909	13,306,232	10,054,474
Transfers to Capital			
Debt Services			
TOTAL EXPENSES	39,895,866	47,494,367	45,158,239
SURPLUS (DEFICIT)	823	(727,792)	1,411,410
PROJECTED ACCUMULATED SURPLUS (DEFICIT)	3,848,163	1,708,138	3,847,340
Accumulated Surplus as Percentage of Revenue	9.6%	3.7%	8.3%

Approvals

Operating Plan



Education Body Chair

October 21 2021

Date

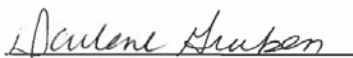


Superintendent

October 21st 2021

Date

Annual Report



Education Body Chair

September 30, 2022

Date



Superintendent

September 30, 2022

Date

**BEAUFORT-DELTA EDUCATION COUNCIL
INUVIK, NT**

**CONSOLIDATED ANNUAL FINANCIAL REPORT
June 30, 2022**

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Message from Superintendent of Schools Devin Roberts

On behalf of the Beaufort Delta Divisional Education Council (BDDEC), I am pleased to present the Annual Report for 2021 - 2022. The Management Discussion and Analysis (MD&A) is presented as a go-forward responsibility of the management and the Board Members to promote transparency and accountability.

The 2021 – 2022 year continued to be a challenging year. BDDEC continued to operate the schools with enhanced cleaning and social distancing in the classrooms. Staff and students experienced additional mental stress operating in this environment. Some parents asked to be supported through on-line learning due to fears of exposure to Covid-19. The continuing challenge for our education council was to deliver meaningful education and support to our students and staff. All travel was restricted and staff training was accomplished via interactive on-line sessions. BDDEC continued to support the students with access to additional purchases of computers and data communication sticks for communicating over the internet.

The District Education Council (DEC) scheduled meetings every two weeks during the Covid-19 pandemic through Google Meet or Teleconference for updates on the situation. Regular DEC meetings will occur in November, February and June. It is hoped to return to normal meeting structure in the 2022 – 2023 with regularly scheduled DEC meetings and monthly DEC Executive meetings. During 2021 – 2022 many of the DEA's have had difficulty filling their DEA positions. BDDEC will continue to work with the DEA's during the 2022 – 2023 year to assist the DEA's in filling their vacant positions and will assist in all DEA elections scheduled. All of the DEC Board members are active in their communities and supportive of the actions of the senior management in the operations of the schools.

As with many other education districts across Canada, BDDEC is having difficulty in recruiting teachers to work in the north. As a result BDDEC has developed an aggressive policy in communicating with a number of schools, joining the virtual job fairs, and has partnered with Universities in BC for teacher to come north to do their practicum. The advantages and the opportunities available working for BDDEC are highlighted in these presentation. As a result of the efforts, BDDEC has managed to fill most of the available positions. Throughout the year BDDEC continued to recruit and lay the ground work for future recruitment.

BDDEC also experiences difficulty in ensuring that housing is available for teachers in the communities. In some cases this has hindered us placing teachers into the community as no housing has been available. BDDEC continues to work with GTC, IRC and GNWT Housing in an attempt to resolve this issue.

Personal Protective Equipment (PPE) continues to be required for all staff and students with continued protocols regarding cleaning of the school focusing on protection of our students and staff.

As the Covid-19 restriction are removed, we will be proactive in the protection of our students and our staff while maintaining high standards of education for our students. As this develops further, we have high hopes of returning to pre-Covid-19 operations.

BDDEC's goals defined in the 2021 - 2022 Operating Plan

- **To improve student success in Literacy (Reading and Writing)**
- **To improve student success in Numeracy**
- **To improve student success in Indigenous Language(s) and Culture**
- **To increase understanding and practice of Social Responsibility of students**

This approach will enable BDDEC to state the progress that the organization has made and will highlight areas where improvement is needed. Some of the key accomplishments in 2021 - 2022 include:

- **Continued system wide focus on SIP's (School Improvement Plans)**
- **Implementation of Dene Kede & Inuuqatgiit Curriculums**
- **Development of Long Range Plans aligned to local cultural calendars**
- **Development of Lesson & Unit Plans based in Inquiry / Culture**
- **Training and Support for Essential Learning Outcomes (ELOs)**
- **Planning Spring on the Land training with local knowledge keepers**
- **Teacher Growth Plans – connected to ILE**
- **Indigenous Language Goals – classrooms, schools and the district**
- **Elders and Traditional Knowledge Keepers – Direct teaching with students**
- **Safe and Caring Schools Plans**
- **SIVA, Living Works training**
- **Responsive Teaching Cycle**
- **Improved performance on Canadian Achievement data (CAT-4/CAT-5)**
- **Northern Distance Learning (NDL) program continues to expand. BDDEC will have a reduced involvement in the NDL program as ECE assumes more responsibility for delivery of the NDL.**
- **BDDEC continues to focus on literacy and numeracy initiatives to improve teacher practices and development with a focus on student achievement. Jordan's Principle Funding support the additional support staff as Literacy Coaches and Math Coaches which work with the teachers to provide additional capacity.**
- **BDDEC continues to provide the Access to High School Education program formerly known as the 'Home Boarding Program'. This program provides academic, behavioral and financial support for students who do not have access to high school courses in their communities. Students are from Sachs Harbour and Tsiigehtchic. Students are enrolled in school at East Three Secondary School in Inuvik or Chief Julius in Fort McPherson. Plan is to offer JK – Grade 12 in Tsiigehtchic and Sachs Harbour in 2022 – 2023.**

The world of education is ever changing globally, nationally and territorially. The Beaufort Delta Divisional Education Council (BDDEC) recognizes the importance of embracing these changes to prepare northern students for participation in a 21st century economy. NWT graduation data states there is a significant achievement gap between Indigenous students and non-Indigenous students. BDDEC is addressing this achievement gap through development of programs more directed to educating Indigenous students in a culturally respective program.

Overview

The Beaufort Delta Divisional Education Council (BDDEC) for the 2021 – 2022 year provides Junior Kindergarten to Grade 12 instruction for 1,489 students through 9 schools in the in 8 communities of Inuvik, Aklavik, Fort McPherson, Tsiigehtchic, Tuktoyaktuk, Sachs Harbour, Ulukhaktok, and Paulatuk.

Sachs Harbour and Tsiigehtchic offer education from Junior Kindergarten to Grade 9 at which time the Access to Education program makes arrangements for the students to live in Fort McPherson or Inuvik for full time attendance of high school to complete Grades 10 – 12. In 2022 -2023 Grades 10 -12 will be offered in Tsiigehtchic which will allow students to live in their community with their family. The Access to Education program accomplishes this by ensuring that the students have regular visits with their families, regular trips home, and provides assistance for the family to attend the graduation of their children from High School.

BDDEC is committed to delivery of culture-based education to the students and receives extensive support for various programs from the Gwich'in Tribal Council (GTC) and the Inuvialuit Regional Corporation (IRC). Both GTC and IRC are actively involved in helping to develop on the land programs, and additional support was received from ITI for the Take a Kid Hunting and Take a Kid Trapping programs. All of the schools provide Aboriginal Language and Culture programs which encourages students to succeed through a better understanding and awareness of their culture and language.

BDDEC Board of Directors

The BDDEC Board of Directors are appointed by the DEA's from the local communities. Both Gwich'in Tribal Council and the Inuvialuit Regional Corporation have the authority to appoint one position (each) on the BDDEC Board. DEA positions are elected in the local communities and serve for a three-year term. The BDDEC Board had one face-to-face meeting, and two video conference regular meetings during the 2021 – 2022 year. Due to Covid-19 additional meetings were scheduled via video conference or by telephone to address the issues arising in the education council due to the pandemic. As of June 30 2022 the following were in these positions.

Chairperson	Darlene Gruben
Vice-Chairperson	Vacant
Member-at-Large	Gilber Thrasher Sr
Aklavik	Rita Arey (Acting)
Fort McPherson	Mary Rose Tetlich
Inuvik	Jennifer Costa
Paulatuk	Gilbert Thrasher Sr
Sachs Harbour	Vacant
Tsiigehtchic	Archie Inglangasuk Jr
Tuktoyaktuk	Darlene Gruben
Ulukhaktok	Joanne Ogina

Gwich'in Tribal Council
Inuvialuit Regional Corporation

Bobbi Jo Greenland
Lucy Kuptana

The Executive Committee consists of the Chairperson, the Vice-Chairperson, the Member-at-Large which are elected by the BDDEC Board, and a representative from each indigenous government. The Executive Committee meets monthly with the BDDEC Board Office Staff.

BDDEC Staff

Superintendent
Assistant Superintendent
Assistant Superintendent
Comptroller
Public Affairs Coordinator
LAN Manager
Technical Officer
Finance Officers

Devin Roberts
Krista Cudmore
Richard McKinnon
Gary McBride
Vacant
Michael Reardon
Hope Anumba
Ken Crocker
Kurt Scheiwiller
Vacant
Loni Noksana-Ruben

Administrative Assistant

Consultants

Inclusive Schooling
Indigenous Languages
Literacy Coordinator k-12
Junior Kindergarten
Math/Science
PowerSchool
Northern Distance Learning
Trauma Informed Education

Justin Guy/Sonia Gregory/Jacqueline Currie
Velma Illasiak/Erica Thompson
Julie Donahue-Kpolugbo/Stephen Dagar
Danielle Aylward
Shawn Feener
William Logan
Edward Hartley/William Logan
Lori Brown

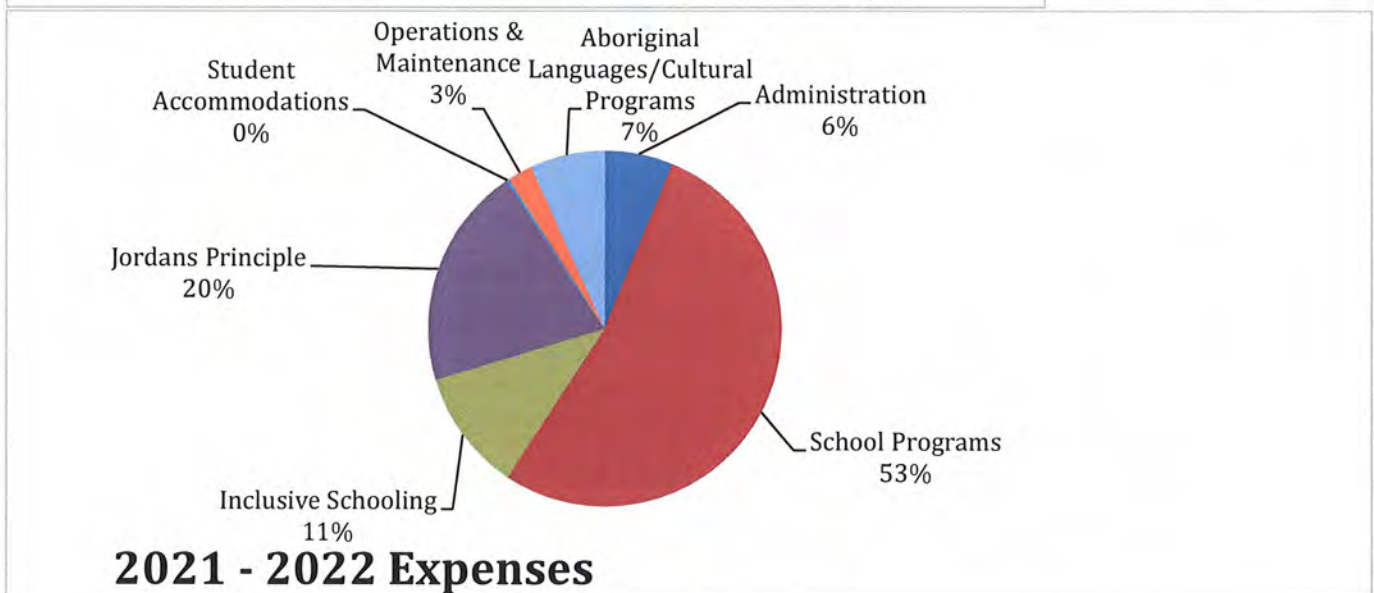
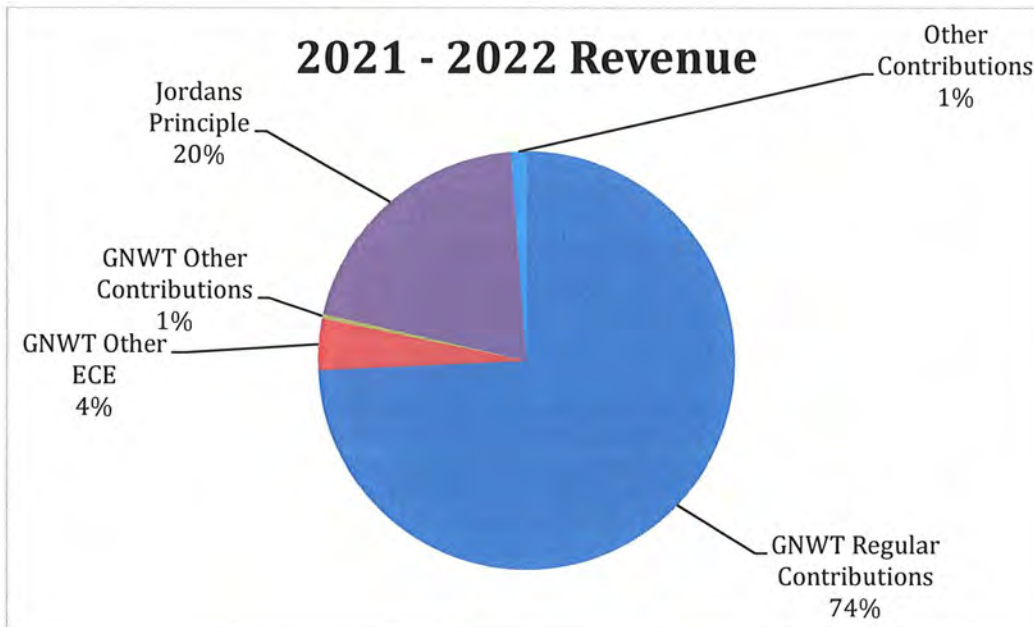
Principals

Angik – Paulatuk
Chief Julius – Fort McPherson
Chief Paul Nitidchie – Tsiighetchic
Helen Kalvak – Uluhaktok
Inualthuyak – Sachs Harbour
Mangilaluk – Tuktoyaktuk
Moose Ker School – Aklavik
East Three Elementary – Inuvik
East Three Secondary – Inuvik

Julliette Clark
Shirley Peterson
Lara Gerritse
Nicolas Kopot
Stephen Keoughan/Martin MacPherson appointed for 2023
Ephraim Warren
Daniel Summers
Elizabeth McNeil/Chauna MacNeil appointed for 2023
Maurice Travis/Moses Garaba appointed for 2023

Financial Highlights

Revenues for 2021 – 2022 of \$44.0 million was \$0.4 million lower than budgeted. GNWT regular contributions accounted for 74.3% of the revenue at \$32.7 million an increase of \$0.2 million from 2020 - 2021 year. Other contribution agreements from the GNWT brought the total GNWT contributions to \$34.6 million; which is a decrease of \$1.3 million from the 2020 – 2021 year. Total revenues of \$44.0 million was a decrease of \$2.5 million from the 2020 - 2021 year. Funding from the Government of Canada under the Jordan’s Principle program accounted for 20.2% of total revenue at \$8.9 million. Expenses are broken into program cost; school programs accounted for 53.1% of cost at \$23.4 million, Inclusive schooling for 10.7% of cost at \$4.9 million, Jordan’s Principle for 20.2% of cost at \$8.9 million. Total expenses at \$44.0 million were \$1.1 million less than 2019 - 2020, and \$0.4 million less than the 2020 - 2021 Budget.

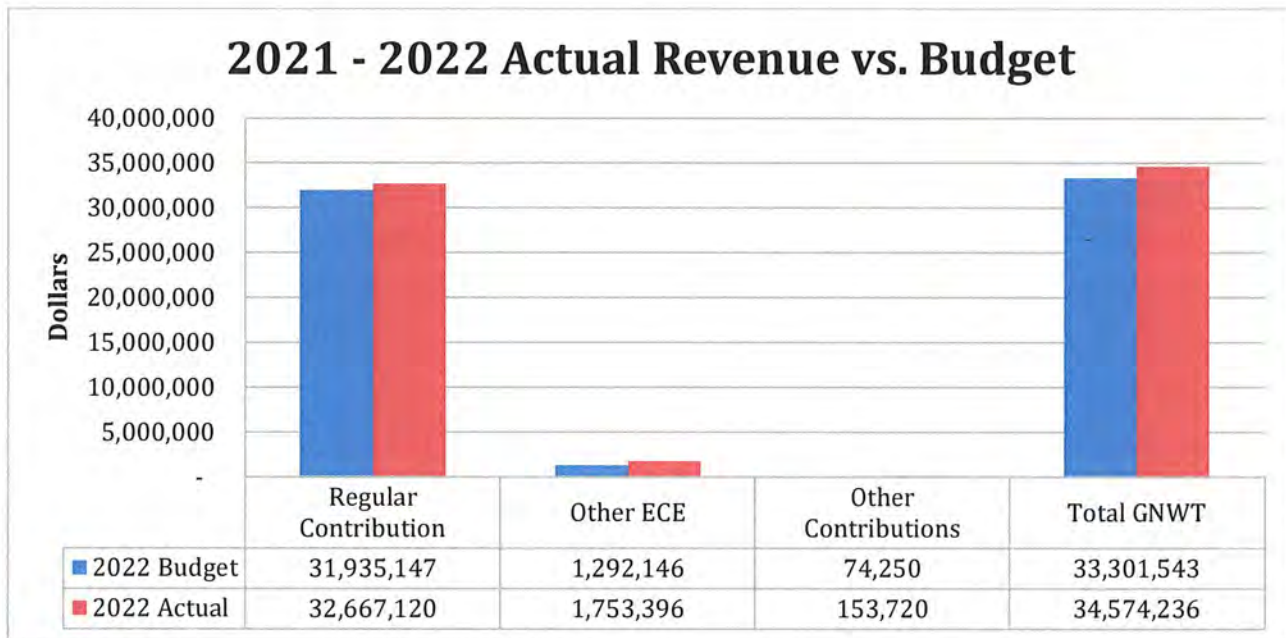


2021 – 2022 Revenues

For 2021 - 2022 BDDEC Consolidated Statement of Operations had an Operating Surplus of \$4,307 compared to a Budgeted Operating Deficit of \$823. Senior staff focused on ensuring that programs matched revenues resulting in a balanced budget.

The DEA’s and BDDEC continue to form strategic partnerships, and are successful in finding additional sources of funding for school activities. Each of these programs have been closely monitored in the 2021 – 2022 year to ensure that the highest degree of benefit to the students was achieved.

Chart 1 displays our 2021 – 2022 Actual Revenues compared to the budgeted revenue.



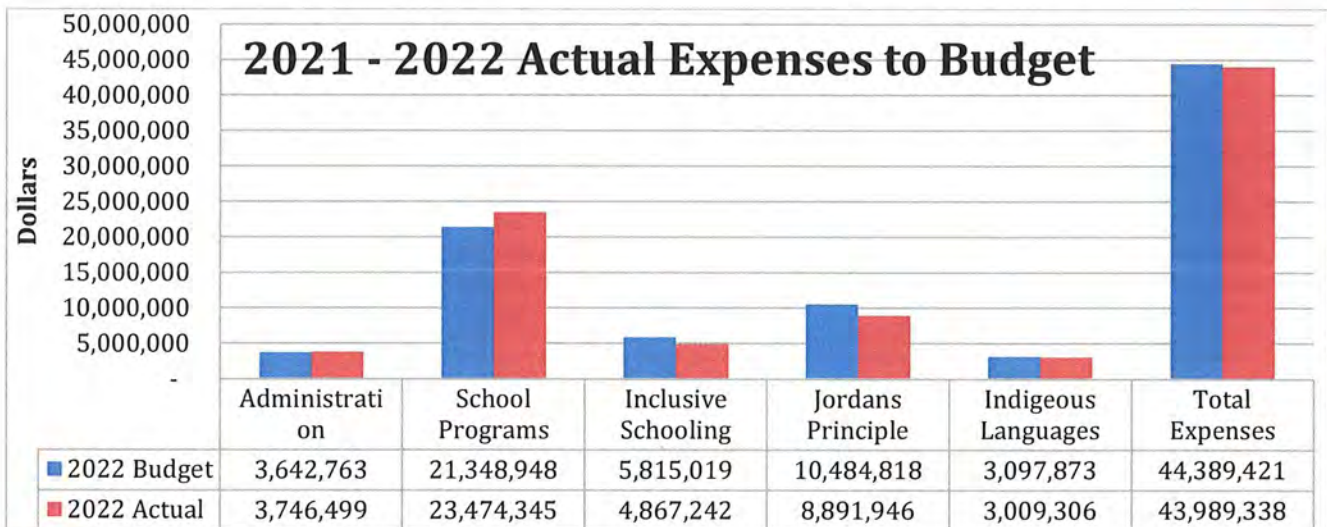
2021 – 2022 Expenses

Expenses for the year-end June 2022 were \$.4 million less than the budget of \$44.4 million for a total cost of \$44.0 million. This represents a \$1.1 million decrease in expenditures from 2020 -2021, or a 0.3% decrease in spending from previous year.

Inclusive schooling had expenses of \$4.9 million representing a decrease in spending from the 2020 - 2021 year of \$0.2 million.

Indigenous Languages had expenses of \$3.0 million; which represents an decrease of expenditures of \$97K from the 2020 – 2021 year.

Chart 2 is a program comparison of our expenses for 2021 - 2022 compared to the budgeted expenses.



When comparing 2022 against 2022, BDDEC experienced a 5.4% decrease in revenues, and an decrease in expenses of 2.6% resulting in an operating surplus of \$4,307. For the year ended June 2022, the Accumulated Surplus is \$3.8 million or 8.7% of revenues. ECE has an upper limit of a 7% Accumulated Surplus. Management prepared and presented an Operating Plan for the 2022 – 2023 year projecting a deficit of \$4.9 million as BDDEC transitions into a new curriculum which focuses upon Indigenous Education. The additional expenditures will be due to additional staffing to support the students and teachers as this move occurs.

Chart 3 is a comparison of the Year-end 2022 GNWT Revenues compared to the 2021 Revenues

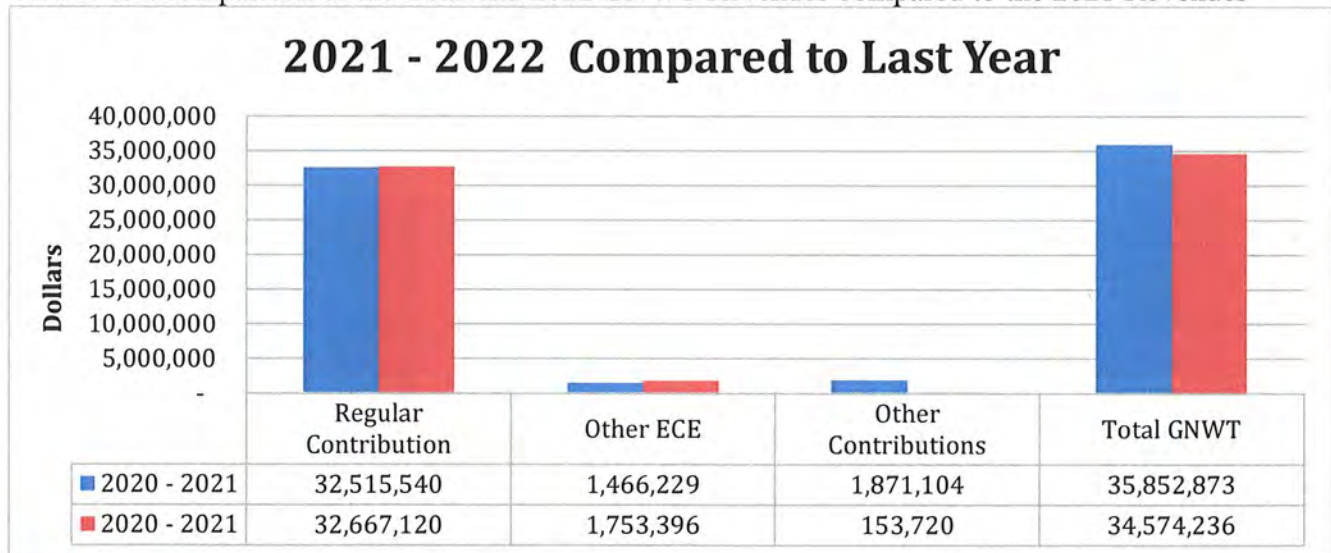
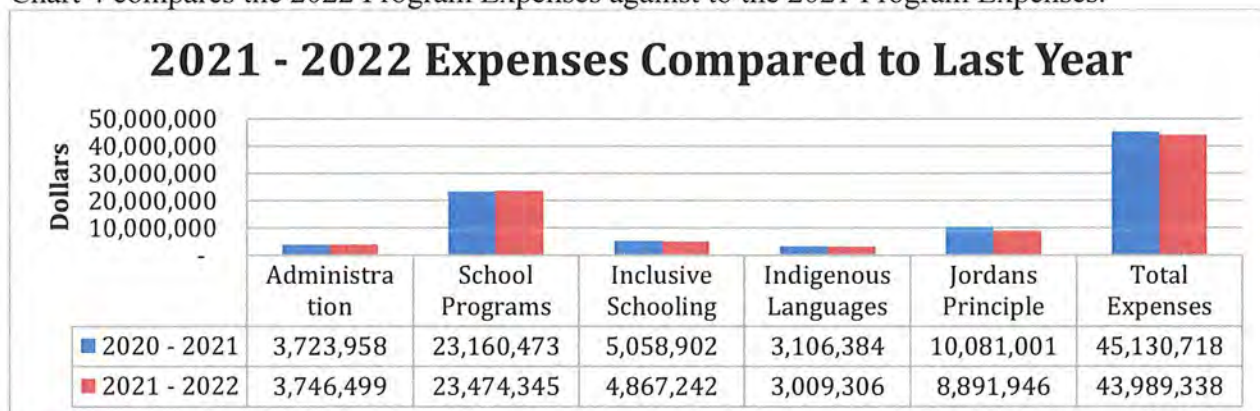


Chart 4 compares the 2022 Program Expenses against to the 2021 Program Expenses.



The plan for the 2021 – 2022 year was to have a Deficit of \$823. Senior management focused on matching funding to student programs resulting in a small surplus of \$4,307. This leave the Accumulated Surplus of \$3.8 million from June 2020 unchanged for June 2022.

The strength of the organization is the commitment of the staff working for the Beaufort Delta Divisional Education Council, and their dedication to the students in our area. The weakness of the organization is the remoteness of some of the schools, the distance between the schools and the high turnover of the staff. Each year represents a major recruiting drive to replace approximately 20% - 30% of the teaching staff. Once again the turnover at the end of the 2022 year was substantially higher than it has been in the previous years. During the 2021 – 2022 year a number of positions were unfilled requiring the reallocation of some teachers to different location to ensure that there were sufficient staff in place to support the development of the students. Covid-19 continued to be a concern but the impact from Covid in the 2021 – 2022 continued to lessen. Student attendance remains a high concern, and many initiatives have been implemented to increase the student’s attendance in the schools which did result in increased attendance at some of the schools during the 2021 – 2022 year. Staff will continue to focus on methods to increase the regular attendance at the schools.

Student and Teacher population for each school as of June year-end *

Community	School	2022 Students	2022 Teachers	2021 Students	2021 Teachers
Aklavik	Moose Kerr	125.00	20.00	148.00	19.00
Fort McPherson	Chief Julius	140.50	18.00	147.00	17.00
Inuvik	East 3 Elem	414.50	38.00	438.50	36.00
Inuvik	East 3 Second	301.50	34.00	273.80	30.00
Invuik DEA	Subtotal	716.00	72.00	712.30	66.00
Paulatuk	Angik	71.50	7.00	67.50	8.00
Sachs Harbour	Inualthuyak	9.50	3.00	16.00	2.50
Tsiigehtchic	Chief Paul Niditchie	40.50	7.00	43.00	5.75
Tuktoyaktuk	Mangilaluk	246.00	22.00	235.00	23.00
Ulukhaktok	Helen Kalvak	118.50	13.00	120.00	13.00
Total		1467.50	162.00	1488.80	154.25

Note: *Teachers included NWTTA members who are classroom teachers, principals, assistant principals, program support teachers, wellness counsellors, indigenous language teachers, literacy coaches, etc.

Operating Environment

BDDEC operates in a remote part of the Northwest Territories and as result has some unique circumstances.

Strengths

- Each school has a Safe and Caring School Program
- Each school has procedure manuals, and practices lock down procedures on a regular basis
- Each school has staff that have completed first aid training
- Breakfast programs supplied at all schools
- Each school operating an On the Land Program is in possession of or in the process of getting Satellite phones in the event of an emergency
- Staff are well trained and supported in additional training
- Many of the Administration staff are long-term employees giving stability to the organization

Weakness

- Travel to remote communities by air and road, the concern has been addressed by having three well maintained vehicles equipped with Satellite phones for remote travel. Air travel is approved only with approved air carriers. Additional issues are the aircraft fuel availability at several of our remote communities, this adds to the difficulty in travel to the communities.
- Student attendance, each community is working on programs unique to the community to raise community awareness of the importance of attendance and to encourage students to attend

Threats

- Staff housing continues to be an issue in several of the communities, management is working with NWT Housing to ensure that housing will be available for teachers when they arrive
- High turnover of staff continues, management is getting involved in recruiting much earlier in the year knowing that there will be positions available

Opportunities

- Many staff including management are long-term employees of BDDEC, this give the school council a base to build upon in mentoring new teachers
- An active mentoring program for new teachers
- Introduction for new teachers in a New to the North Conference which identifies the cultural difference and differences working in the North
- BDDEC host an in-service for returning staff each year to provide additional support, training, and outline objectives for our region before school starts

The Mary Bryant Award for Improvement in English (Award)

A joint venture between the Beaufort Delta Education Council, (BDDEC) the Mary and Joe Bryant family (Family) and the Ottawa Independent Writers (OIW): “the Parties”, wish to establish a fund to be known as the “Mary Bryant Award for Student Improvement in English”. The fund shall consist of a principal amount, to be determined, and interest earned and accrued on such principal amount. Additional contributions may be received by BDDEC from individual donors to the fund in future years. Such contributions shall be added to the principal amount. The fund is currently administrated by the Ottawa Independent Writers in combination with other funds administrated through the organization.

Background

Ottawa resident Mary Bryant, now deceased, spent many years working in the North, and taught school in Aklavik. She was an avid writer and long-time member of the Ottawa Independent Writers organization (www.oiw.ca). Upon her passing in spring 2011, the OIW Board felt that an appropriate tribute to her amazing life would be an award to a deserving student within the BDDEC, with emphasis on English skills. The idea was proposed to the Family and the BDDEC, and was met with great enthusiasm. This paper sets out the proposed operation and other issues pertaining to the Award.

Concept

OIW, the Family and other interested parties will contribute to the Award, to be managed by the BDDEC. It will be set up as an endowment, with the principal to be invested and the annual award to be paid from interest earned, although the initial award, hopefully given in 2012, and some incidental set-up expenses may be drawn from the principal as there will be little time available for interest earning. The Family will act as financial advisors to BDDEC, to ensure the Award will be available for a deserving student for many years to come. The Award is intended to be a yearly event, unless for some reason no student qualifies for the criteria established by the BDDEC.

The Parties agree that they will act collegially on the ongoing management of the Award. OIW commits to an initial contribution of \$1000, the Family to at least \$2000, and OIW will solicit additional contributions from persons familiar with Mary. BDDEC will issue tax receipts to those contributors who indicate a desire for same.

The Award Recipient

The Award is intended for a high school student within the BDDEC jurisdiction, with particular emphasis, but not necessarily to the exclusion of other areas, on the regions of Aklavik, Tuktoyaktuk, and Fort McPherson, as these communities had special interest to Mary. The BDDEC will set up the selection process as it sees fit: the Award is intended for a high school student who has shown the most improvement in written English skills during the school year. BDDEC will develop the specific criteria to be used to select the winning student, and advise the other Parties of the winner and the reasons for choosing that student. The Award will be presented in a suitable ceremony near the end of the school year. The other Parties will attempt to take part in the ceremony in some electronic fashion if possible. The Award is independent of any other honors the recipient may receive. The recipient will receive a

cheque for the designated amount, as determined by the BDDEC and the Family, plus a small token of remembrance he or she may keep. There will also be a modest plaque or similar item created by the BDDEC that will identify the Award, and each year's recipient; the enduring plaque will rotate from school to school on an annual basis as winners are selected. While the student may use the Award in whatever manner he or she wishes, OIW and the Family would prefer that it be used in some way that advances the student's educational career.

The Award is open to all high school students attending a school within BDDEC's jurisdiction and shall be granted to the student who shows the most improvement in English studies throughout the school year. The Award is intended to be a yearly event, unless for some reason no student qualifies for the criteria established by BDDEC.

Criteria used to determine the recipient of the award shall be developed by BDDEC, in consultation with the Parties. The Parties and BDDEC agree to act collegially on the ongoing management of the fund/Award.

In the event that unforeseen circumstances make the specified use of this Fund no longer practical or desirable, BDDEC is hereby authorized to make any changes it may deem appropriate, such changes however to be in keeping, as far as possible, with the spirit and general intent of the fund and with agreement of the Parties.

No Award was given for the Mary Bryant Award for the 2021 – 2022 year.

Stallworthy-Carpenter Fund

Sarah Hilda Stallworthy was the widow of an RCMP officer who served the NWT during the 1940s. Mrs. Stallworthy had never been to the NWT, but maintained an interest in its development and was concerned about the difficulties she believed indigenous children faced in higher education.

The Superintendent of the BDDEC was able to describe for Mrs. Stallworthy an initiative the Board would be taking over the next few years to ease the transition for indigenous students from small communities as they are brought into the high school in Inuvik.

Mrs. Stallworthy felt that this plan has significant merit, and in April 1990 made the Beaufort-Delta Board the beneficiary of her estate.

Mrs. Stallworthy passed away in August 1990. The estate of approximately \$215,000 will be held in trust with the annual interest to be used at the discretion of the Superintendent to further the secondary education of indigenous students within the Board. The fund has been designated by the Board the Harry Stallworthy/Noah Carpenter fund. Mr. Stallworthy developed his wife's enduring interest in the north.

Dr. Carpenter is the first Inuit doctor, the only Inuvialuit specialist surgeon to emerge from the Northwest Territories, and is known for the development of surgical techniques. He attended a residential school, and in 1963 graduated from high school in Inuvik. He has a Honourary Doctor of Law from the University of Calgary, was appointed a Citizen Ambassador to China in 1987 and is a member of the Native Physicians Association of Canada, the Canadian College of Health Service Executives, the Science Institute of the NWT, the Canada Science Council, and the International Society of Endovascular Surgeons. He has been an inspiration to many northerners.

The Stallworthy will stated that BDDEC should receive this money with the provision that the principal remain intact and all interest earned to be used to fund aboriginal students for activities in keeping with the intent of the Will.

Initially, the intent of the Will was to fund orientation visits for students who would be attending high school outside of their community. After our regional residence closed, the BDDEC Executive broadened the scope to include activities for more senior students to travel nationally and internationally. Such travel must contain some element that supports or promotes the post-secondary education and/or success in school. Travel for sport activities is NOT eligible.

In 2004 - 2005 the BDDEC executive decided to allocate to a maximum of \$2K/eligible school. This was raised to \$2.5K/eligible school in 2011/12. Meritorious proposals are presented to the Executive each spring for the ensuing school year.

No funds were awarded for the 2021 – 2022 years

Terry Halifax Fund

Terry Halifax was a Town of Inuvik Councillor who passed away suddenly after a town council meeting in 2015. First elected to the town council in 2004; he served as the Chair of the community Energy Planning Committee and the Administration Committee. He was known for not holding back in expressing what he felt was the best interest of the Town and its residents. And as such he was well known through his work with community projects, volunteerism and school involvement.

In recognition of Terry Halifax's commitment to the community, the Terry Halifax Bursary will be awarded annually to the high school student who exemplifies what it means to be a capable citizen through community, school involvement, volunteerism and leadership.

Starting in 2019, the school administration will recommend a recipient after consultations with staff to the Superintendent of Schools. The selection will be made no later than mid-May with the bursary to be presented during the graduation ceremony in early June. Annual award will be \$500.

It is the desire of the Bursary Committee to present the award to a graduating students, but any student that best exemplifies being a capable citizen will be considered.

For the 2021 – 2022 year a \$500 Bursary was issued to Keegan Greenland.

R. Gosselin “Go For It Award”

The Council received a bequest to establish the R. Gosselin “Go For It Award” fund in 2020. The terms of the bequest state that the NWT Parks & Recreation Association will award annually to the individual who exemplifies what it means to be a capable citizen through community recreation volunteerism and leadership.

Annual award will be \$500.

For the 2021 – 2022 year the \$500 Bursary was split between Jocelyn Jerome and Aubrey Bullock.

Summary and Outlook

BDDEC has completed a most successful year: culturally scholastically and financially. Many of the communities have introduced community specific programs which encourages attendance. This year resulted in a number of graduate looking to further their education through advanced schooling. Schools returned to full-time attendance while continuing to support those students that have decided not attend at the current time. Programs are being evaluated as to what BDDEC will be able to offer in the school during the coming year especially in light of the movement to the new curriculum.

Attendance continues to be a major concern. The schools are constantly reviewing and looking for better ways to engage the students and their parents in encouraging attendance. With our hiring program this year we were pleased to offer positions to a number of our former graduates. These individuals have become role models for our students as to what they can accomplish, and that they can bring their education back to their community to help others.

Financially we have managed to accumulate a surplus in previous years through effective cost controls, forming partnerships with other groups, and through the efforts of staff to bring forward ideas where we have been funded with additional contribution agreements. This Accumulated Surplus will support us as we hire additional staff to assist with the transition to the new curriculum.

For the 2021 – 2022 year a substantial amount of funding was received through the contribution agreement with the Government of Canada with the Jordan's Principle program. This helped to fund 30 Literacy Teachers and 49 Support Assistants in the schools. Latest discussions indicate that this program will continue in some form for at least another several years which will help to provide additional staffing to support the development of students.

Looking forward, there is a concern about the potential for reduced funding. BDDEC is well positioned financially and looking forward to 2022 – 2023 year and has identified areas where additional staffing will result in better services to our students, so reallocation of staff and increased staffing planned will continue into the 2022 – 2023 year. Our staff continues to look for opportunities to deliver education in an effective and efficient manner. The opportunities are forming education partnerships, eLearning, and new approaches to education. Staff continue to develop skill sets through attendance at conferences, and a number of staff continue to upgrade their skill set to become better at their positions. With this dedication, even with the possibility of reduced funding we believe the future is bright for the students of the Beaufort Delta.



MANAGEMENT RESPONSIBILITY FOR FINANCIAL STATEMENTS

The Minister of Education, Culture and Employment
Government of the Northwest Territories

The Management Discussion & Analysis, Financial Statements, Schedules and Notes herein submitted have been reviewed by management. They provide full disclosure and accurately reflect the financial and non-financial condition of the authority in all material respects and in accordance with Canadian Public Sector Accounting Standards (CPSAS) as well as the Financial Administration Manual (FAM) and the Financial Administration Manual for Education Authorities (FAMEA) of the Government of the Northwest Territories.

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of Beaufort-Delta Education Council have been conducted within the statutory powers of the Beaufort-Delta Education Council. The operations and administration of the Beaufort-Delta Education Council as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the Education Act, Financial Administration Act, CPSAS, FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the Beaufort-Delta Education Council Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

Management hereby asserts that auditors have been provided with all relevant records and documentation as well as unrestricted access to the same. Management is not aware of any undisclosed irregularities involving management or employees with either current or potential impact on financial results, fraud or suspected fraud, disbursements made for purposes not consistent with an appropriation, irregular commitments including those in the form of guarantees, violations or possible violations of laws or regulations, claims or litigation, known or suspected environmental site contaminations or of any other undisclosed environmental or safety hazards within its jurisdiction.

The auditors, Avery Cooper & Co. Ltd., Chartered Professional Accountants, annually provide an independent, objective audit for the purpose of expressing an opinion on the financial statements in accordance with Canadian generally accepted auditing standards. The auditors also consider whether the transactions that have come to their notice in the course of this audit are, in all significant respects, in accordance with specified legislation and directives from the Department of Education, Culture and Employment of the Government of the Northwest Territories.

Approved and confirmed on behalf of the Beaufort-Delta Education Council

Devin Roberts
Superintendent
August 31, 2022

Gary McBride
Comptroller



AVERY COOPER & Co. LTD.

Chartered Professional Accountants

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Yellowknife, NT X1A 2P2
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INDEPENDENT AUDITORS' REPORT

To the Minister of Education, Culture and Employment
Government of the Northwest Territories

Report on the Audit of the Consolidated Financial Statements

Qualified Opinion

We have audited the accompanying consolidated financial statements of Beaufort-Delta Education Council which comprise the Consolidated Statement of Financial Position as at June 30, 2022 and the Consolidated Statements of Changes in Net Financial Assets (Debt), Statement of Operations and Statement of Cash Flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, except for the matter described in the Basis for Qualified Opinion paragraph, these consolidated financial statements present fairly, in all material respects, the financial position of the Beaufort-Delta Education Council as at June 30, 2022 and its financial performance and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Qualified Opinion

Salaries and related benefits paid to employees of the Beaufort-Delta Education Council are administered by the Government of the Northwest Territories and are audited as part of the Government of the Northwest Territories audit. Our audit scope was limited as we did not audit the components of compensation and benefits expenditures and related balances. Accordingly we are not able to determine whether any adjustments might be necessary to compensation and benefits expenditures, payroll liabilities, employee future benefits, net financial resources and accumulated surplus/deficit as well as note disclosures associated with transactions and year-end balances relating to compensation and benefits.

Other Matter

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements of Beaufort-Delta Education Council taken as a whole. The supplementary information included on various schedules is presented for purposes of additional information and is not a required part of the consolidated financial statements. Such supplementary information has been subjected to the auditing procedures applied, only to the extent necessary to express an opinion in the audit of consolidated financial statements taken as a whole.

Other Information

Management is responsible for the other information. The other information comprises the Management Discussion and Analysis.

INDEPENDENT AUDITORS' REPORT - cont'd.

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon. In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the management Discussion and Analysis prior to the date of this auditor's report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in this auditor's report. We have nothing to report in this regard.

Responsibilities of Management and Those charged with Governance for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards and the Act of the Northwest Territories, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Those charged with governance are responsible for overseeing the 's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the 's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the 's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

INDEPENDENT AUDITORS' REPORT - cont'd.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Report on Other Legal and Regulatory Requirements

We further report, in accordance with the Education Act's requirement for the Education Authority to comply with the Financial Administration Act, in our opinion, proper books of account have been kept by the Beaufort-Delta Education Council, the consolidated financial statements are in agreement therewith and the transactions that have come under our notice have, in all significant aspects, been within the statutory powers of the Council.

Avery Cooper & Co. Ltd.

AVERY COOPER & CO. LTD.
Chartered Professional Accountants
Yellowknife, NT

August 31, 2022

BEAUFORT-DELTA EDUCATION COUNCIL
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
June 30, 2022

Statement I

	<u>2022</u>	<u>2021</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents (Note 4)	\$ 12,182,861	\$ 16,129,122
Restricted Assets (Note 6)	313,515	294,960
Accounts Receivable (Note 8)	<u>730,183</u>	<u>419,017</u>
	<u>13,226,559</u>	<u>16,843,099</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities (Note 10)	921,457	829,750
Payroll Liabilities (Note 10)	5,974,885	4,324,867
Contribution Repayable (Note 12)	592	-
Employee Deductions Payable	24,233	2,597
Deferred Revenue (Note 11)	302,324	5,235,178
Post-Employment Benefits (Note 17)	1,920,063	2,352,075
Trust Liabilities (Note 6)	<u>313,515</u>	<u>294,960</u>
	<u>9,457,069</u>	<u>13,039,427</u>
NET FINANCIAL ASSETS (Statement III)	<u>3,769,490</u>	<u>3,803,672</u>
NON-FINANCIAL ASSETS		
Prepaid Expenses (Note 20)	<u>39,989</u>	<u>1,500</u>
	<u>39,989</u>	<u>1,500</u>
ACCUMULATED SURPLUS	<u>\$ 3,809,479</u>	<u>\$ 3,805,172</u>

Approved:

_____ Superintendent

_____ Council Member

See the accompanying notes and schedules.

BEAUFORT-DELTA EDUCATION COUNCIL

Statement II

CONSOLIDATED STATEMENT OF OPERATIONS

For the Year Ended June 30, 2022

	2022 Budget (Unaudited)	2022 Actual	2021 Actual
REVENUE			
Government of the NWT			
Regular contributions	\$ 31,935,147	\$ 32,667,120	\$ 32,515,540
Other ECE contributions (Note 31)	1,292,146	1,753,396	1,466,229
Other contributions (Note 32)	74,250	153,720	137,407
GNWT - COVID contributions	<u>-</u>	<u>-</u>	<u>1,733,697</u>
Total Government of the NWT	<u>33,301,543</u>	<u>34,574,236</u>	<u>35,852,873</u>
Government of Canada			
Jordan Prinicpal	10,483,818	8,891,946	10,081,000
Other Government of Canada	<u>8,020</u>	<u>-</u>	<u>7,900</u>
Total Government of Canada	<u>10,491,838</u>	<u>8,891,946</u>	<u>10,088,900</u>
Board Generated Funds			
Investment Income	160,000	90,720	125,685
Other	<u>435,217</u>	<u>436,743</u>	<u>432,502</u>
Total Board Generated Funds	<u>595,217</u>	<u>527,463</u>	<u>558,187</u>
TOTAL REVENUE	<u>44,388,598</u>	<u>43,993,645</u>	<u>46,499,960</u>
EXPENSES (Schedule 1)			
Indigenous Languages and Education	3,097,873	3,009,306	3,106,384
Administration	3,507,763	2,730,263	2,786,503
Inclusive Schooling	5,815,019	4,867,242	5,058,902
School Programs	21,348,948	23,352,852	23,128,503
Jordan's Principle	10,484,818	8,891,946	10,081,001
Student Accommodations	-	121,493	31,970
Operations & Maintenance	<u>135,000</u>	<u>1,016,236</u>	<u>937,455</u>
TOTAL EXPENSES	<u>44,389,421</u>	<u>43,989,338</u>	<u>45,130,718</u>
OPERATING SURPLUS (DEFICIT)	\$ <u>(823)</u>	\$ <u>4,307</u>	\$ <u>1,369,242</u>

See the accompanying notes and schedules.

BEAUFORT-DELTA EDUCATION COUNCIL**Statement III****CONSOLIDATED STATEMENT OF CHANGES IN NET FINANCIAL ASSETS**

June 30, 2022

	2022 Budget (Unaudited)	2022 <u>Actual</u>	2021 <u>Actual</u>
OPERATING SURPLUS (DEFICIT)	\$ (823)	\$ 4,307	\$ 1,369,242
Purchase of Prepaid Expenses	-	(39,989)	(1,500)
Use of Prepaid Expenses	<u>-</u>	<u>1,500</u>	<u>3,000</u>
	-	(38,489)	1,500
DECREASE IN NET FINANCIAL ASSETS	<u>(823)</u>	<u>(34,182)</u>	<u>1,370,742</u>
NET FINANCIAL ASSETS, BEGINNING OF YEAR	<u>3,803,672</u>	<u>3,803,672</u>	<u>2,432,930</u>
NET FINANCIAL ASSETS, END OF YEAR	<u>\$ 3,802,849</u>	<u>\$ 3,769,490</u>	<u>\$ 3,803,672</u>

See the accompanying notes and schedules.

BEAUFORT-DELTA EDUCATION COUNCIL

Statement IV

CONSOLIDATED STATEMENT OF CASH FLOW

For the Year Ended June 30, 2022

Cash provided by (used in):	<u>2022</u>	<u>2021</u>
OPERATING TRANSACTIONS		
Operating surplus (deficit)	\$ 4,307	\$ 1,369,242
Changes in non-cash assets and liabilities:		
Decrease (increase) in accounts receivable	16,629	37,415
Increase (decrease) in accounts payable	91,707	(64,032)
Increase (decrease) in payroll liabilities	1,649,692	306,698
Increase (decrease) in contributions repayable	592	-
Increase (decrease) in employee deductions payable	21,636	910
Increase (decrease) in deferred revenue	(5,260,323)	4,379,172
Increase (decrease) in post-employment benefits	(432,012)	(352,572)
Decrease (increase) in prepaid expenses	<u>(38,489)</u>	<u>1,500</u>
Cash provided by operating transactions	<u>(3,946,261)</u>	<u>5,678,333</u>
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(3,946,261)	5,678,333
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>16,129,122</u>	<u>10,450,789</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 12,182,861</u>	<u>\$ 16,129,122</u>

See the accompanying notes and schedules.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 1 NATURE OF ORGANIZATION

The Beaufort-Delta Education Council was established under the Education Act of the government of the Northwest Territories by order of the Minister dated March 31, 1989. Its purpose is to administer and maintain the standards of educational programs defined under the Act in the member communities of the Beaufort-Delta region.

Member communities have formed local District Education Authorities (DEA) which have assumed the responsibility to provide adequate educational programs within their respective communities.

The consolidated financial statements reflect the assets, liabilities, revenues and expenses, changes in net financial assets (debt) and change in financial position of the reporting entity. This entity comprises the Education Council operations plus all of the member District Education Authorities that are owned or controlled by the Beaufort-Delta Education Council and are, therefore, accountable to the Council for the administration of their financial affairs and resources. At present, the DEA's that are owned or controlled by the organization are Aklavik, Tsiigehtchic, Fort McPherson, Inuvik, Paulatuk, Sachs Harbour, Tuktoyaktuk and Ulukhaktok.

Interdepartmental and organizational transactions and balances between these organizations have been eliminated for consolidation purposes.

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES

(a) Basis of Accounting

These consolidated financial statements have been prepared in accordance with Canadian public sector accounting standards. The consolidated financial statements have, in management's opinion, been properly prepared with reasonable limits of materiality. The basis of accounting refers to the timing of when revenue and expense items are recognized in the accounts and reported in the consolidated financial statements. The accrual basis of accounting is utilized for all funds. Under this basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

(b) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques and short term highly liquid investments that are readily convertible to cash and with a maturity date of 90 days or less from the date of acquisition.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(c) Financial Instruments

Financial assets originated or acquired or financial liabilities issued or assumed in an arms' length transaction are initially measured at their fair value. In the case of a financial asset or financial liability not subsequently measured at its fair value, the initial fair value is adjusted for financing fees and transaction costs that are directly attributable to its origination, acquisition, issuance or assumption. Such fees and costs in respect of financial assets and liabilities subsequently measured at fair value are expensed.

Financial assets subsequently measured at amortized cost include cash, accountable funds, due from the GNWT and other accounts receivable.

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, payroll liabilities, deferred revenue, post-employment benefits and accountable funds.

At the end of each reporting period, management assesses whether there are any indications that financial assets measured at cost or amortized cost may be impaired. If there is an indication of impairment, management determines whether a significant adverse change has occurred in the expected timing or the amount of future cash flows from the asset, in which case the asset's carrying amount is reduced to the highest expected value that is recoverable by either holding the asset, selling the asset or by exercising the right to any collateral. The carrying amount of the asset is reduced directly or through the use of an allowance account and the amount of the reduction is recognized as an impairment loss in operations. Previously recognized impairment losses may be reversed to the extent of any improvement. The amount of the reversal, to a maximum of the related accumulated impairment charges recorded in respect of the particular asset, is recognized in operations.

(d) Non-Financial Assets

Prepaid expenses and other non-financial assets are accounted for as assets by the Beaufort-Delta Education Council because they can be used to provide government services in future periods. These assets do not normally provide resources to discharge the liabilities of the Beaufort-Delta Education Council.

(e) Tangible Capital Assets

All buildings and works, furniture, equipment and vehicles are the property of the GNWT. The minister grants to the Beaufort-Delta Education Council the full occupancy and use of such facilities and equipment where required for the administration and delivery of the education programs. Capital assets with a value in excess of \$50,000 are recorded at cost and amortized in accordance with the Financial Administration Manual guidelines by the GNWT. Capital assets with a value of less than \$50,000 are recorded as a current expense.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(f) Revenue Recognition

Government Transfers:

Revenues are recognized in the period in which the transactions or events occur that gave rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met, except to the extent that transfer stipulations give rise to an obligation that meets the definition of a liability. Transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Transfer revenue is recognized in the statement of operations as the stipulation liabilities are settled.

Operating transfers are recognized as revenue in the period in which the events giving rise to the transaction occur, providing the transfers are authorized, eligibility criteria have been met, and reasonable estimates of the amounts can be determined.

Capital transfers or transfers of tangible capital assets are initially recognized as deferred revenue and subsequently recognized as revenue when the related tangible capital assets are recognized as acquired or built.

GNWT - Regular contributions:

The regular contributions from the GNWT are determined by a funding formula and are received in monthly installments. The Beaufort-Delta Education Council retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT.

Other contributions:

The Beaufort-Delta Education Council follows the deferral method of accounting for other contributions. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred.

Deferred Revenue

Deferred Revenue consists of funds received in advance of providing the services or acquiring the goods. These amounts are taken into revenue when the eligible expenditure are incurred.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

Investment Income

Investment income is recognized when received or receivable, if the amount can be reasonably estimated.

Special Purpose Funds

School activity funds which are fully controlled by the Beaufort-Delta Education Council with respect to when and how the funds available can be discussed are included. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising, contributions or fees paid related to a specific planned benefit. Examples might include planned student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

Student activity funds which are controlled by students or parties other than the Beaufort-Delta Education Council are not included even if custody of the funds is held by the Beaufort-Delta Education Council. Examples of excluded funds might be student clubs or associations for which the Beaufort-Delta Education Council has no ongoing responsibility of liability for losses.

Stallworthy / Carpenter Endowment contributions:

Endowment contributions and investment income are recognized as direct increases in accumulated surplus.

Terry Halifax Endowment contributions:

Endowment contributions and investment income are recognized as direct increases in accumulated surplus.

R. Gosselin Go For It Award Endowment Contributions

Endowment contributions and investment income are recognized as direct increases in accumulated surplus.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(g) Budget Data

The Education Act of the Northwest Territories requires that Education Bodies prepare an annual budget, as outlined in Section 128 and 129.

The priorities and funding allocations are determined by the Board of Trustees of each Beaufort-Delta Education Council and the budget is legally adopted by a motion of the board in accordance with Section 135(3) of the Education Act.

Board approved budgets are submitted to the Minister of education, Culture and Employment for final approval as directed by Sections 117(2) k, l and m of the Education Act.

This annual budget includes estimates of revenues, expenses and the net operating surplus (deficit). Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Beaufort-Delta Education Council.

The budget may be amended within a given fiscal year in accordance with Beaufort-Delta Education Council policy, regulations and approved budget procedures. The budget data presented in the consolidated financial statements reflects the original Minister approved budget for the school year.

(h) Measurement Uncertainty

The preparation of these consolidated financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the amounts of revenue and expenses during the period. Actual results could differ from those estimates. Accounts subject to measurement uncertainty are post-employment benefits as determined by an actuary.

(i) Inventories including Materials and Supplies

Inventories of books, materials, supplies and other expendables purchased by the Beaufort-Delta Education Council are treated as expenses during the year of acquisition and are not recorded on the statement of financial position.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(j) Payroll Liabilities

According to the Northwest Territories Teachers Association (NWTTA) and GNWT Collective Agreement, teaching staff have their salary issued by the GNWT bi-weekly pay system. NWTTA staff will have earned their annual salary by June 30th which provides for continued payment during the summer. GNWT payroll for NWTTA starts with the annualized salary commitment for compensation and then allocates the complete payout of that value over the number of pay periods between August 1 and July 31. Pay periods falling in July are therefore accrued.

The duties and compensation base for UNW School year employees are scheduled to align with the academic year although actual start dates and durations vary by specific location and job function. Accordingly, the Beaufort-Delta Education Council determines the start dates of their UNW employees and accrues the related payroll liability as appropriate.

All other staff are accrued to include earnings to June 30.

(k) Post-Employment Benefits, Compensated Absences, and Termination Benefits

Under the terms and conditions of employment, education board employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment. Eligibility is based on a variety of factors including place of hire, date employment commenced, and reason for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. The expected cost of providing these benefits is recognized as employees render service. Termination benefits are also recorded when employees are identified for lay-off. Compensated absences include sick, special, parental and maternity leave. Accumulating non-vesting sick and special leave are recognized in the period the employee provides service, whereas parental and maternity leave are event driven and are recognized when the leave commences. An actuarial valuation of the cost of these benefits (except maternal and parental leave) has been prepared using data provided by management and assumptions based on management's best estimates.

(l) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expenses. Transfers include grants and contributions and are recorded as expenses when the transfer is authorized and eligibility criteria have been met by the recipient.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(m) Foreign Currency Translation

Foreign currency transactions are to be translated in Canadian dollars. Revenues and expenses denominated in a foreign currency are reported at a rate in the date of the transaction. Monetary items that have yet to be settled at the exchange rate are translated at the exchange rate in effect on the date of financial statement. Exchange gain or loss resulting from foreign exchange rate would be accounted for in the financial statement.

(n) Contributed Materials and Services

The Beaufort-Delta Education Council recognizes contributions of materials and services, but only when a fair value can be reasonably estimated and when the materials and services are used in the normal course of operations and would otherwise have been purchased.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 3 FUTURE ACCOUNTING CHANGES AND ADOPTION OF NEW ACCOUNTING STANDARDS

Future Accounting Changes

Financial instruments

The Public Sector Accounting Board (PSAB) issued PS 3450 Financial Instruments effective for fiscal years beginning on or after April 1, 2022. Items within the scope of the standard are assigned to one of two measurement categories: fair value, or cost or amortized cost. Fair value measurement will apply to derivatives and portfolio investments in equity instruments that are quoted in an active market. Also, when groups of financial assets and financial liabilities are managed on a fair value basis they may be reported on that basis. Other financial assets and financial liabilities will generally be measured at cost or amortized cost. Until an item is derecognized, gains and losses arising due to fair value remeasurement will be reported in the Statement of Remeasurement of Gains and Losses. There is no significant impact on the financial statements as a result of its application.

Other New Standards

Effective July 1, 2022, Education Bodies will concurrently be required to adopt: PS 2601 Foreign Currency Translation, PS 1201 Financial Statement Presentation, and PS 3041 Portfolio Investments in the same fiscal period. Government organizations that apply PSAS were required to adopt these standards effective April 1, 2012, however there are no significant impacts on the financial statements as a result of these applications.

Effective July 1, 2022, Education Bodies will be required to adopt PS 3280 Asset Retirement Obligations. This standard provides guidance on how to account for and report liabilities for retirement of tangible capital assets. The Education Body is assessing the impact of this standard on the consolidated financial statements and currently estimates it will result in an increase in asset retirement obligations of \$Nil at June 30, 2023.

Effective July 1, 2023, Education Bodies will be required to adopt PS 3160 Public Private Partnerships. This Section establishes standards on accounting for public private partnerships between public and private sector entities where the public sector entity procures infrastructure using a private sector partner. The private sector partner's obligations include requirements to:

- (a) design, build, acquire or better new or existing infrastructure;
- (b) finance the transaction past the point where the infrastructure is ready for use; and
- (c) operate and/or maintain the infrastructure.

This standard is applicable only to those Education Bodies that are able to acquire, and required to report, tangible capital assets in its financial statements.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 3 FUTURE ACCOUNTING CHANGES, continued

Effective July 1, 2023, Education Bodies will be required to adopt PS 3400 Revenue. This standard provides guidance on how to account for and report on revenue. Specifically, it differentiates between revenue arising from transactions that include performance obligations and transactions that do not have performance obligations. The impact of these standards on the financial statement is currently being assessed.

NOTE 4 CASH AND CASH EQUIVALENTS

	<u>2022</u>	<u>2021</u>
Cash	\$ <u>12,182,861</u>	\$ <u>16,129,122</u>
	\$ <u>12,182,861</u>	\$ <u>16,129,122</u>

NOTE 5 SPECIAL PURPOSE FUNDS

(Not applicable)

NOTE 6 RESTRICTED ASSETS

The Council received a bequest to establish the Harry Stallworthy - Noah Carpenter Fund. The terms of the bequest state that the principal shall remain intact and the net annual income therefrom shall be made available to students of Inuit heritage for financial assistance in the High School Orientation Program.

	<u>2022</u>	<u>2021</u>
Comprised of:		
Short-term		
- GIC 2.7% due June 27, 2022	\$ 270,000	\$ 270,000
- Due from general cash	<u>19,727</u>	<u>336</u>
	\$ <u>289,727</u>	\$ <u>270,336</u>
Stallworthy / Carpenter Endowment Fund:		
Principal proceeds received	\$ 234,686	\$ 216,515
Interest earned to date	272,846	271,624
Expenses to date	<u>(217,805)</u>	<u>(217,803)</u>
	\$ <u>289,727</u>	\$ <u>270,336</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 6 RESTRICTED ASSETS, continued

The Council received a bequest to establish the Terry Halifax Fund in 2018. The terms of the bequest state that the East Three school will award annually to the student who exemplifies what it means to be a capable citizen through community, school involvement, volunteerism and leadership.

Comprised of:

Short-term	- GIC 2.7% due June 27, 2022	\$ 21,000	\$ 21,000
	- Due from general cash	<u>(781)</u>	<u>(379)</u>
		<u>\$ 20,219</u>	<u>\$ 20,621</u>

Terry Halifax Fund:

Principal proceeds received		\$ 21,000	\$ 21,000
Interest earned to date		1,219	840
Expenses to date		<u>(2,000)</u>	<u>(500)</u>
		<u>\$ 20,219</u>	<u>\$ 20,621</u>

The Council received a bequest to establish the R. Gosselin Go For It Award Fund in 2020. The terms of the bequest state that the NWT Parks & Recreation Association will award annually to the individual who exemplifies what it means to be a capable citizen through community recreation, volunteerism and leadership.

Comprised of:

Short-term	- GIC 2.7% due June 27, 2022	\$ 4,000	\$ 4,000
	- Due from general cash	<u>(431)</u>	<u>-</u>
		<u>\$ 3,569</u>	<u>\$ 4,000</u>

R. Gosselin Go For It Award Fund:

Principal proceeds received		\$ 4,500	\$ 5,000
Interest earned to date		69	-
Expenses to date		<u>(1,000)</u>	<u>(1,000)</u>
		<u>\$ 3,569</u>	<u>\$ 4,000</u>

TOTAL RESTRICTED ASSETS		<u>\$ 313,515</u>	<u>\$ 294,957</u>
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NOTE 7 PORTFOLIO INVESTMENTS

(Not applicable)

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 8 ACCOUNTS RECEIVABLE

	<u>Accounts Receivable</u>	<u>Allowance</u>	<u>2022</u>	<u>2021</u>
Government of the Northwest Territories:				
- Education, Culture and Employment	\$ 188,360	\$ -	\$ 188,360	\$ 212,269
- Municipal and Community Affairs	<u>17,547</u>	<u>-</u>	<u>17,547</u>	<u>13,014</u>
Due from GNWT	<u>205,907</u>	<u>-</u>	<u>205,907</u>	<u>225,283</u>
Other Accounts receivable	<u>907,401</u>	<u>383,125</u>	<u>524,276</u>	<u>193,734</u>
	<u>\$ 1,113,308</u>	<u>\$ 383,125</u>	<u>\$ 730,183</u>	<u>\$ 419,017</u>

NOTE 9 INVENTORY

(Not applicable)

NOTE 10 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	<u>2022</u>	<u>2021</u>
Government of the Northwest Territories:		
Education, Culture and Employment	\$ -	\$ 12,500
Health and Social Services	5,035	-
Municipal and Community Affairs	5,318	28,224
Industry, Tourism and Investment	<u>5,696</u>	<u>-</u>
Government of the Northwest Territories	16,049	40,724
Related Parties	331,680	449,969
Accounts payable	203,342	129,417
Accrued payables	<u>370,386</u>	<u>209,640</u>
	921,457	829,750
Payroll Liabilities		
To GNWT (A)	<u>\$ 5,974,885</u>	<u>\$ 4,324,867</u>

Note A: Amount outstanding to be paid to GNWT by Council for salaries and wages paid by June 30.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 11 DEFERRED REVENUE

	<u>2022</u>	<u>2021</u>
Government of the Northwest Territories		
Education, Culture & Employment		
- Healthy Food For Learning	\$ 36,228	\$ 8,290
- Breakfast Program - DEA's	48,234	15,900
- Hamlet of Sachs Harbour	-	9,457
- Facility Use - Inuvik DEA	3,344	3,502
- Tutor Program - Aklavik and Paulatuk DEA's	1,272	3,850
Environment & Natural Resources		
- TAKH & TAKT	15,794	9,083
Municipal & Community Affairs		
- Experience/Encounter with Canada/Keepers/TGC On the Land	8,883	11,524
Government of Canada		
- Jordon Prinicipal	-	4,919,618
Other		
OTL Youth Wellness	798	1,078
Show Kids You Care	-	5,000
Fundraising	33,716	-
Home Depot	2,296	-
Lights on CAF America	7,418	7,418
Inuvialuit Regional Corporation	73,189	7,320
Food First Foundation	51,689	75,970
Presidents Choice Foundation	821	2,076
Trust Income	-	500
Breakfast Program	-	66,347
Get Active NWT	-	8,545
Tides - OTL - Collaborative Fund	8,296	79,700
NWT Parks & Rec Get Active NWT	<u>10,346</u>	<u>-</u>
	<u>\$ 302,324</u>	<u>\$ 5,235,178</u>

NOTE 12 CONTRIBUTION REPAYABLE

- Library Services - Aklavik DEA	<u>592</u>	<u>-</u>
	<u>592</u>	<u>-</u>

(Not applicable)

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 13 DUE FROM AND TO THE GOVERNMENT OF CANADA

(Not applicable)

NOTE 14 CAPITAL LEASE OBLIGATION

(Not applicable)

NOTE 15 PENSIONS

(Not applicable)

NOTE 16 LONG-TERM DEBT

(Not applicable)

NOTE 17 POST-EMPLOYMENT BENEFITS, COMPENSATED ABSENCES AND TERMINATION BENEFITS

In addition to the pension benefits, The Beaufort-Delta Education Council provides severance (resignation and retirement), removal and compensated absence (sick, special, maternity and parental leave) benefits to its employees. The benefit plans are not pre-funded and thus have no assets, resulting in a plan deficit equal to the accrued benefit obligation.

Severance benefits are paid to the Beaufort-Delta Education Council's employees based on the type of termination (e.g. resignation versus retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being location of hire, employee category and length of service. The benefits under these two categories were valued using the projected unit credit methodology.

Compensated absence benefits generally accrue as employees render service and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to employee or dependent illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under compensated absence benefits were actuarially valued using the expected utilization methodology.

Valuation results

The most recent actuarial valuation was completed as at February 11, 2022. The effective date of the next actuarial valuation is March 31, 2025. The liabilities are actuarially determined as the present value of the accrued benefits at February 11, 2022 and the results extrapolated to June 30, 2022. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 17 POST-EMPLOYMENT BENEFITS, COMPENSATED ABSENCES AND TERMINATION BENEFITS, continued

	<u>Severance and Removal</u>	<u>Compensated Absences</u>	<u>2022</u>	<u>2021</u>
Changes in Obligation:				
Accrued benefit obligations				
beginning of year	\$ 1,490,040	\$ 314,031	\$ 1,804,071	\$ 1,939,171
Current period benefit cost	150,159	38,152	188,311	197,295
Interest accrued	51,180	10,993	62,173	54,175
Benefit payments	(474,945)	(38,104)	(513,049)	(463,203)
Plan amendments	-	(226)	(226)	-
Actuarial (gains)/losses	<u>579,647</u>	<u>2,316</u>	<u>581,963</u>	<u>76,633</u>
Accrued benefit obligations				
end of year	1,796,081	327,162	2,123,243	1,804,071
Unamortized net actuarial				
gain	<u>(172,858)</u>	<u>(157,068)</u>	<u>(329,926)</u>	<u>386,531</u>
Net future obligation	<u>1,623,223</u>	<u>170,094</u>	<u>1,793,317</u>	<u>2,190,602</u>
Total employee future				
benefits and compensated				
absences	<u>1,623,223</u>	<u>170,094</u>	<u>1,793,317</u>	<u>2,190,602</u>
Benefits Expense:				
Current period benefit cost	150,159	38,152	188,311	197,295
Interest accrued	51,180	10,993	62,173	54,175
Plan amendments	-	(226)	-	-
Amortization of actuarial				
gains	<u>(139,724)</u>	<u>5,229</u>	<u>(134,495)</u>	<u>(143,695)</u>
	<u>61,615</u>	<u>54,148</u>	<u>115,989</u>	<u>107,775</u>

The discount rate used to determine the accrued benefit obligation is an average of 2.70%. No inflation rate was applied. The expected payments during the next five fiscal years are:

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 17 POST-EMPLOYMENT BENEFITS, COMPENSATED ABSENCES AND TERMINATION BENEFITS, continued

	<u>Severance and Removal</u>	<u>Compensated Absences</u>	<u>Total</u>
2023	\$ 189,297	\$ 26,122	\$ 215,419
2024	187,986	26,649	214,635
2025	193,489	28,355	221,844
2026	191,223	30,035	221,258
2027	182,333	32,306	214,639
Next 5 years	1,006,775	188,509	1,195,284
Thereafter	<u>-</u>	<u>-</u>	<u>-</u>
Total	\$ <u>1,951,103</u>	\$ <u>331,976</u>	\$ <u>2,283,079</u>

NOTE 18 TRUST ASSETS UNDER ADMINISTRATION

(Not applicable)

NOTE 19 TANGIBLE CAPITAL ASSETS

(Not applicable)

NOTE 20 PREPAID EXPENSES

	<u>2022</u>	<u>2021</u>
Air Canada	5,731	-
Air North	\$ 2,353	\$ -
Canadian North	10,895	-
Hilton Hotels	773	-
NBX Cassa	1,797	-
Taxi Services	103	-
Prepaid Rent - Paula Stefure E-Learning Tuktoyaktuk	5,400	1,500
Sheraton	2,785	-
Tatchun Centre	96	-
Prepaid Rent - Aklavik DEA	3,350	-
W Zarchikof	990	-
WestJet	2,372	-
Wilson Langu	<u>3,344</u>	<u>-</u>
	\$ <u>39,989</u>	\$ <u>1,500</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 21 GNWT ASSETS PROVIDED AT NO COST

	<u>Cost</u>	<u>Accumulated Amortization</u>	2022 <u>Net Book Value</u>	2021 <u>Net Book Value</u>
BBDEC Student Housing				
Inuvik	\$ 182,650	\$ 182,650	\$ -	\$ -
Samuel Hearne Carpentry Shop	461,563	461,563	-	-
Samuel Hearne Auto Shop	1,308,100	595,462	712,638	748,721
Moose Kerr School	8,352,213	6,403,893	1,948,320	2,010,632
Aklavik Portable Classrooms	62,052	62,052	-	-
Chief Julius School	10,064,072	5,340,917	4,723,155	4,881,916
Mangilaluk School	7,146,891	5,528,144	1,618,747	1,827,618
Inualthuya School	2,750,507	2,158,887	591,620	806,755
Helen Kalvak School	8,864,887	7,974,023	890,864	1,189,168
Angik School	4,517,372	2,666,657	1,850,715	1,992,171
Chief Paul Niditchie Moose Kerr Foundation Replacement	753,546	211,964	541,582	560,419
Chief Paul Niditchie School	1	-	1	1
Moose Kerr School - Ventilation	173,505	114,638	58,867	70,448
Moose Kerr School - Playscape	250,904	41,817	209,087	225,814
Helen Kalval HVAC	354,896	273,566	81,330	110,905
East 3 New Inuvik School	106,182,229	26,166,447	80,015,782	82,675,586
East Three - Wood Pellet System	2,040,628	487,483	1,553,145	1,689,186
Tsiigehtchic Gym Pilings	205,668	46,704	158,964	164,106
Aklavik Community Library	234,794	133,543	101,251	107,121
Angik Junior Kindergarden Play	350,877	40,936	309,941	333,333
East Three Carpentry Shop	734,188	85,655	648,533	685,242
Chief P. Niditchie - Playscape	208,874	34,812	174,062	187,987
Inualth Jr Kindergarden Playscape	233,044	28,483	204,561	220,097
E3 Elementary School - Playscape	347,809	57,968	289,841	313,028

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

Chief Julius Kinder				
Playscape	190,051	21,117	168,934	-
2021 GMC Sierra 3500				
Crew	54,168	7,674	46,494	-
2021 GMC Sierra 2500HD	<u>57,747</u>	<u>8,181</u>	<u>49,566</u>	<u>-</u>
	<u>\$158,550,998</u>	<u>\$ 60,261,696</u>	<u>\$ 98,289,302</u>	<u>\$102,212,776</u>

NOTE 22 CONTRACTUAL OBLIGATIONS

The Council has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2022:

	<u>Expiry Date</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>Total</u>
Equipment					
Leases	2025	\$ 45,233	\$ 45,233	\$ 3,769	\$ 94,235
Commercial	December				
Leases	2022	<u>146,100</u>	<u>73,050</u>	<u>-</u>	<u>219,150</u>
Total		<u>\$ 191,333</u>	<u>\$ 118,283</u>	<u>\$ 3,769</u>	<u>\$ 313,385</u>

NOTE 23 CONTINGENCIES

Before the year end, there was a global outbreak of a novel coronavirus known as COVID-19, which has had a significant impact on organizations through the restrictions put in place by the Canadian and U.S. governments regarding travel, business operations and isolation/quarantine orders. The extent of the impact the COVID-19 outbreak may have on the Organization will depend on future developments that are highly uncertain, and that cannot be predicted with confidence. These uncertainties arise from the inability to predict the ultimate geographic spread of the disease, the duration of the outbreak, including the length of travel restrictions, business closures or disruptions, and quarantine/isolation measures that are, or may, be put in place by Canada, U.S. or other countries to fight the virus. The Organization's activities have not been significantly impacted thus far, however, the Organization continues to assess the impact COVID-19 will have on its operations.

NOTE 24 RELATED PARTIES AND INTER-ENTITY TRANSACTIONS

The Beaufort-Delta Education Council is related in terms of common ownership to all GNWT-created departments, agencies and corporations. The Council enters into transactions with these entities in the normal course of operations. The Council is provided with various administrative services by the GNWT, the value of which is not reflected in these consolidated financial statements. The administrative costs include legal services by the Department of Justice, insurance coverage by the Department of Finance, payroll services by the Department of Human Resources, internal audit services by the Department of Finance, and utility and maintenance by the

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

Department of Public Works and Services. Transactions with related parties and balances at year end not disclosed elsewhere in the consolidated financial statements are disclosed in this note.

These transactions are in the normal course of operations and have been valued at the exchange amount, which is the amount of consideration established and agreed to by the related parties. Amounts due to and from related parties are non-interest bearing, and due within normal trade terms.

	<u>2022</u>	<u>2021</u>
Due to related parties		
Accounts payable:		
Contributions		
Government of the Northwest Territories:		
Department of Education, Culture & Employment	\$ -	\$ 12,500
Department of Health and Social Services	5,035	-
Department of Municipal & Community Affairs	5,318	28,224
Department of Industry, Tourism and Investment	<u>5,696</u>	<u>-</u>
Government of the Northwest Territories	<u>16,049</u>	<u>40,724</u>
Other Related Parties:		
Various BDEC Schools	<u>331,680</u>	<u>449,969</u>
Total Accounts Payable	<u>347,729</u>	<u>490,693</u>
Due to Related Parties	<u>\$ 347,729</u>	<u>\$ 490,693</u>

	<u>Accounts</u>		<u>Net 2022</u>	<u>2021</u>
	<u>Receivable</u>	<u>Allowance</u>		
Due from related parties				
Accounts receivable:				
Government of the Northwest Territories:				
Department of Education, Culture & Employment	\$ 188,360	\$ -	\$ 188,360	\$ 181,684
Department of Municipal & Community Affairs	<u>17,547</u>	<u>-</u>	<u>17,547</u>	<u>13,015</u>
Due from Related Parties	<u>\$ 205,907</u>	<u>\$ -</u>	<u>\$ 205,907</u>	<u>\$ 194,699</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 25 BUDGET DATA

The Education Act of the Northwest Territories requires that Education Bodies prepare an annual budget as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Beaufort-Delta Education Council which may or may not include the establishment of a tax levy to support the approved budget in accordance with Section 135, Assessment and Taxation, of the Education Act.

The annual budget includes estimates of revenue and expenses for the Operating fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Beaufort-Delta Education Council.

The budget figures presented are those approved by the Minister of Education, Culture and Employment and have not been audited.

NOTE 26 ECONOMIC DEPENDENCE

The Beaufort-Delta Education Council receives its funding primarily from the GNWT. If the funding arrangements were to change, management is of the opinion that Beaufort-Delta Education Council operations would be significantly affected.

NOTE 27 FINANCIAL INSTRUMENTS

The Council's financial instruments consist of cash and temporary investments, accounts receivable, due from GNWT, accounts payable and accrued liabilities, accrued payroll, leave and termination benefits and due to GNWT. Unless otherwise noted, it is management's opinion that the Council is not exposed to significant interest rate, liquidity, credit, market, currency or cash flow risks arising from these financial instruments.

The Council's carrying value of cash and accrued salaries approximate fair value due to the immediate and short-term maturity of these instruments.

The Council's carrying value of the accrued leave and termination benefits approximates fair value based on information readily available in the NWTTA, UNW and Senior Manager's handbook.

The Council is subject to credit risk with respect to accounts receivable. Credit risk arises from the possibility that customers to which the Council provides services may experience financial difficulty and be unable to fulfil their obligations. The Council regularly monitors the amounts of outstanding receivables and initiates collection procedures to minimize credit risk.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 28 EXPENSES BY OBJECT

	2022 Budget (Unaudited)	2022 <u>Actual</u>	2021 <u>Actual</u>
Compensation	\$ 38,917,475	\$ 38,445,351	\$ 39,593,657
Other	<u>5,471,946</u>	<u>5,543,987</u>	<u>5,537,061</u>
	<u>\$ 44,389,421</u>	<u>\$ 43,989,338</u>	<u>\$ 45,130,718</u>

NOTE 29 SUBSEQUENT EVENTS

(Not applicable)

NOTE 30 COMPARATIVE FIGURES

(Not applicable)

NOTE 31 ECE OTHER CONTRIBUTIONS

	<u>2022</u>	<u>2021</u>
French Program	\$ 118,504	\$ 78,000
eLearning	1,453,587	1,232,504
Literacy (Tuktoyaktuk)	40,191	27,811
NWT Literacy Program (Aklavik)	2,349	-
Library (Aklavik)	46,948	48,614
Public Library Services (Ft McPherson)	35,518	29,574
Community Literacy Projects (Ft McPherson)	12,266	-
Literacy (Ulukhaktok)	15,000	15,000
Library (Ulukhaktok)	<u>29,033</u>	<u>34,726</u>
	<u>\$ 1,753,396</u>	<u>\$ 1,466,229</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

NOTE 32 GNWT OTHER CONTRIBUTIONS

	<u>2022</u>	<u>2021</u>
Self Regulation & Action Research (ECE)	1,695	-
RYS - Basketball (MACA)	-	7,000
NGDG Summit (MACA)	-	138
RYS - Volleyball (MACA)	-	956
Drop the Pop (H & SS)	7,860	23,193
TAKT	5,279	39,346
Experience Exchange Program	150	-
After School Physical Activity (MACA)	128,071	66,774
TGC - On The Land Program (Ft McPherson)	9,693	-
Misc revenue (Ulukhaktok)	<u>972</u>	<u>-</u>
	<u>153,720</u>	<u>137,407</u>

NOTE 33 CONTINGENT ASSETS

(Not applicable)

NOTE 34 CONTRACTUAL RIGHTS

(Not applicable)

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 1

CONSOLIDATED DETAILS OF EXPENSES

For the Year Ended June 30, 2022

	<u>Administration</u>	<u>Inclusive Schooling</u>	<u>Indigenous Languages and Education</u>	<u>School Programs</u>	<u>Student Accommodations</u>	<u>Operations & Maintenance</u>	<u>Jordan's Principle</u>	<u>Total</u>
SALARIES:								
Teachers	\$ -	\$ 1,265,414	\$ 1,437,833	\$ 12,365,957	\$ -	\$ -	\$ 3,180,138	\$ 18,249,342
Instruction Assistants	-	-	-	111,296	-	-	229,381	340,677
Non-instructional Staff	940,493	1,746,414	405,213	3,027,545	-	-	2,934,640	9,054,305
Board/Trustee Honoraria	37,939	-	74,992	21,304	-	-	-	134,235
EMPLOYEE BENEFITS								
Employee Benefit/Allowance	313,949	1,215,837	661,718	5,285,670	-	323,180	2,547,511	10,347,865
Leave and Termination	-	-	-	318,927	-	-	-	318,927
SERVICES PURCHASED/ CONTRACTED								
Professional/Technical Services	53,982	76,881	-	-	-	-	-	130,863
Postage/Communication	38,164	1,876	1,103	110,403	2,084	-	-	153,630
Utilities & Leases	-	-	-	5,208	-	-	-	5,208
Travel	291,545	105,443	30,972	73,322	-	-	276	501,558
Student Travel	-	21,664	14,445	8,828	118,405	-	-	163,342
Advertising/Printing/Publishing	87,860	-	-	-	-	-	-	87,860
Maintenance/Repair	53,556	-	16,077	65,207	-	-	-	134,840
Rentals/Leases	34,483	-	26,096	165,331	-	141,025	-	366,935
Others	211,364	4,153	1,395	20,468	-	552,031	-	789,411
Contracted Services	133,042	48,497	58,124	438,962	-	-	-	678,625
MATERIALS/SUPPLIES/FREIGHT								
Materials	400,379	127,042	228,817	958,024	1,004	-	-	1,715,266
Furniture and Equipment	280,963	238,861	32,967	222,337	-	-	-	775,128
Freight	45,113	15,160	19,554	154,063	-	-	-	233,890
CONTRIBUTIONS/TRANSFERS								
Transfers - Other	(192,569)	-	-	-	-	-	-	(192,569)
Total	<u>\$ 2,730,263</u>	<u>\$ 4,867,242</u>	<u>\$ 3,009,306</u>	<u>\$ 23,352,852</u>	<u>\$ 121,493</u>	<u>\$ 1,016,236</u>	<u>\$ 8,891,946</u>	<u>\$ 43,989,338</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 2

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
INCLUSIVE SCHOOLING EXPENSES**

For the Year Ended June 30, 2022

<u>FUNCTION</u>	<u>General Inclusive Schooling</u>	<u>Staff Development</u>	<u>Assistive Technology</u>	<u>Student Resources</u>	<u>Total</u>
<u>SALARIES</u>					
Program Support Teachers	\$ 1,265,414	\$ -	\$ -	\$ -	\$ 1,265,414
Consultants	478,874	-	-	-	478,874
Support Assistants	1,237,126	-	-	-	1,237,126
Non Instructional Staff	-	-	30,414	-	30,414
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	1,215,837	-	-	-	1,215,837
<u>SERVICES PURCHASED/ CONTRACTED</u>					
Professional/Technical Services	78,576	2,458	-	-	81,033
Travel	96,766	8,677	-	-	105,443
Student Transportation (bussing)	21,664	-	-	-	21,664
Other Contracted Services	50,373	-	-	-	50,373
<u>MATERIAL/SUPPLIES/FREIGHT</u>					
Materials	111,488	-	15,554	-	127,042
Furniture and Equipment	10,654	-	228,207	-	238,861
Freight	<u>12,730</u>	<u>-</u>	<u>2,430</u>	<u>-</u>	<u>15,161</u>
TOTAL	<u>\$ 4,579,502</u>	<u>\$ 11,135</u>	<u>\$ 276,605</u>	<u>\$ -</u>	<u>\$ 4,867,242</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 3

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
INDIGENOUS LANGUAGES AND EDUCATION EXPENSES**

For the Year Ended June 30, 2022

<u>FUNCTION</u>	<u>Student Instruction</u>	<u>Teaching/ Learning Resources</u>	<u>Professional Development</u>	<u>School Activities and Integrated Community Programs</u>	<u>Total</u>
<u>SALARIES</u>					
ALCBE Teachers	\$ 1,437,832	\$ -	\$ -	\$ -	\$ 1,437,832
Language Consultants	212,058	-	-	142,050	354,108
Non Instructional Staff	-	-	-	51,105	51,105
Honoraria	12,230	4,797	-	57,966	74,993
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	622,007	-	-	39,221	661,229
<u>SERVICES PURCHASED/ CONTRACTED</u>					
Professional/Technical Services	1,103	-	1,395	-	2,498
Travel	6,956	5,057	18,300	660	30,973
Student Transportation (bussing)	-	-	-	14,445	14,445
Rentals/Leases	1,110	-	-	26,986	28,096
Other Contracted Services	24,150	25,942	-	8,025	58,117
<u>MATERIAL/SUPPLIES/FREIGHT</u>					
Materials	64,724	56,122	-	120,261	241,107
Furniture and Equipment	500	-	-	32,467	32,967
Freight	<u>4,528</u>	<u>4,047</u>	<u>-</u>	<u>10,978</u>	<u>19,553</u>
TOTAL	\$ <u>2,387,199</u>	\$ <u>95,965</u>	\$ <u>19,695</u>	\$ <u>504,164</u>	\$ <u>3,007,023</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 4

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
INDIGENOUS LANGUAGES AND EDUCATION (CONTRIBUTIONS)**

For the Year Ended June 30, 2022

<u>Contribution Agreement Indigenous Languages</u>	<u>Budget</u>	<u>July 1 to March 31</u>	<u>April 1 to June 30</u>	<u>Total</u>
Revenue	<u>-</u>	<u>2,251,567</u>	<u>673,649</u>	<u>2,925,216</u>
Expenses				
Salaries	-	1,582,246	942,457	2,524,703
Other - O & M	-	103,438	58,974	162,412
Moose Kerr	-	3,224	27,878	31,102
Chief Paul Niditchie	-	3,645	6,111	9,756
Chief Julis	-	12,268	32,398	44,666
East Three Elementary	-	24,009	11,948	35,957
Angik	-	2,464	4,249	6,713
Inualthuyak	-	1,413	-	1,413
Mangilaluk	-	13,039	19,252	32,291
Helen Kalvak	-	16,496	7,262	23,757
East Three Secondary	<u>-</u>	<u>31,062</u>	<u>103,190</u>	<u>134,253</u>
Total Expenses	<u>-</u>	<u>1,793,304</u>	<u>1,213,719</u>	<u>3,007,023</u>
Net Surplus (Deficit)	<u>-</u>	<u>458,263</u>	<u>(540,070)</u>	<u>(81,807)</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 5

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
FRENCH LANGUAGE PROGRAM
For the Year Ended June 30, 2022**

	ECE Contributions July <u>1 to June 30</u>	Commitment from Beaufort Delta <u>Education Council</u>	Total Expenses <u>July 1 to June 30</u>
Bilateral Agreement Funding			
Special Projects as listed in the agreement:			
Teacher's Assistant Salary	\$ 60,000	\$ 30,499	\$ 90,499
French Monitor - Wage	27,007	7,481	34,488
French Monitor - Travel	-	4,800	4,800
French Monitor - Housing	-	11,945	11,945
French Resources	5,000	(184)	4,816
Cultural Activities	5,000	(5,000)	-
Professional Development	5,000	(5,000)	-
Mentorship with YCS on Immersion Program	15,000	-	15,000
Support Partnership of FSL Programs with the NWT	4,500	(4,500)	-
Update Resources (Partnership)	10,000	(10,000)	-
Peer Observation/Teacher Shadowing (Partnership)	2,000	(2,000)	-
Teacher's Salary	<u>-</u>	<u>644,591</u>	<u>644,591</u>
Total	<u>\$ 133,507</u>	<u>\$ 672,632</u>	<u>\$ 806,139</u>
Regular GNWT Funding			
Immersion Program	<u>\$ 118,507</u>		
Mentorship YCS	<u>15,000</u>		
CMEC Odysseel Program	<u>38,517</u>		
Total	<u>\$ 172,024</u>		

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 6

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
JORDAN'S PRINCIPLE
For the Year Ended June 30, 2022**

	<u>Full Year Total</u>			<u>9 and 3 Month Split</u>	
	June 30, 2022 Budget <u>Unaudited</u>	June 30, 2022 <u>Actual</u>	June 30, 2021 <u>Actual</u>	July 1, 2019 - March 31, 2022 <u>Actual</u>	April 1, 2020 - June 30, 2022 <u>Actual</u>
Revenue					
First Nations and Inuit Health Branch	\$ 5,991,909	\$ 3,761,656	\$14,546,383	\$ 1,503,660	\$ 2,257,996
Carry Forward from Previous Year	<u>4,491,909</u>	<u>5,130,290</u>	<u>454,235</u>	<u>-</u>	<u>5,130,290</u>
Total Revenue	<u>10,483,818</u>	<u>8,891,946</u>	<u>15,000,618</u>	<u>1,503,660</u>	<u>7,388,286</u>
Expenses					
Administration	1,131,942	229,379	773,128	-	229,379
Personnel	<u>9,352,876</u>	<u>8,662,567</u>	<u>9,307,872</u>	<u>5,687,875</u>	<u>2,974,692</u>
Total Expenses	<u>10,484,818</u>	<u>8,891,946</u>	<u>10,081,000</u>	<u>5,687,875</u>	<u>3,204,071</u>
Net Surplus (Deficit)	<u>\$ (1,000)</u>	<u>\$ -</u>	<u>\$ 4,919,618</u>	<u>\$(4,184,215)</u>	<u>\$ 4,184,215</u>
Deferred Revenue	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,919,618</u>	<u>\$ -</u>	<u>\$ -</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 7

NORTHERN DISTANCE LEARNING
For the Year Ended June 30, 2022

Contribution Agreement <u>Northern Distance Learning (NDL)</u>	<u>Budget</u>	<u>July 1 to March 31</u>	<u>April 1 to June 30</u>	<u>Total</u>
Revenue				
Government of the NWT	<u>1,450,750</u>	<u>992,723</u>	<u>460,864</u>	<u>1,453,587</u>
Expenses				
Salaries/Wages				
Instructional Staff				
36 Teacher Blocks	711,783	458,647	250,452	709,099
DL Coordinator	177,467	119,026	64,289	183,315
Non-Instructional Staff				
IT Coordination & Support	120,000	71,900	41,056	112,956
Power School Services	16,500	-	-	-
Coordinator Travel (15 Schools)	40,000	10,032	4,034	14,066
Coordinator Telephone	-	910	447	1,358
Services Purchased/ Contracted				
In-class support persom (person, phone, doc cam)	215,000	276,920	(52,989)	223,931
Classroom materials and other supplies	-	20,117	310	20,427
Hardware and software				
Computer Equipment				
Inuvik Hardware/software	170,000	10,223	2,072	12,294
Freight	<u>-</u>	<u>2,513</u>	<u>40</u>	<u>2,553</u>
Total Expenses	<u>1,450,750</u>	<u>970,288</u>	<u>309,711</u>	<u>1,279,999</u>
Net Surplus (Deficit)	<u>-</u>	<u>22,435</u>	<u>151,153</u>	<u>173,588</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 6 cont'd

NORTHERN DISTANCE LEARNING

For the Year Ended June 30, 2022

	<u>Total Fiscal</u> <u>Year</u>	<u>Aklavik</u>	<u>Ft.</u> <u>McPherson</u>	<u>Inuvik</u>	<u>Paulatuk</u>	<u>Tuktovaktuk</u>	<u>Ulukhaktok</u>	<u>Total</u>
REVENUE:								
Education, Culture and Employment	\$ 1,453,587	\$ 33,750	\$ 67,500	\$ 1,235,750	\$ 40,000	\$ 33,750	\$ 40,000	\$ 1,450,750
EXPENSES								
Salaries/Wages								
Instructional Staff								
- 36 Teacher Blocks	709,099	-	-	709,099	-	-	-	709,099
- DL coordinator	183,315	-	-	183,315	-	-	-	183,315
Non-Instructional Staff								
- IT coordinator & support	112,956	-	-	112,956	-	-	-	112,956
- Coordinator Travel (15 schools)	14,066	-	-	14,066	-	-	-	14,066
Classroom materials and other supplies	20,427	-	-	20,427	-	-	-	20,427
Services Purchased/ Contracted								
In-class support persom (person, phone, doc cam)	223,931	44,492	37,785	-	53,882	45,922	41,850	223,931
Hardware and software								
Computer Equipment								
- Inuvik Hardware/software	12,294	-	-	12,294	-	-	-	12,294
- Telephone	1,358	-	-	1,358	-	-	-	1,358
Freight	2,553	-	-	2,553	-	-	-	2,553
Total Expenses	<u>1,279,999</u>	<u>44,492</u>	<u>37,785</u>	<u>1,056,068</u>	<u>53,882</u>	<u>45,922</u>	<u>41,850</u>	<u>1,279,999</u>
Net Surplus/(Deficit)	\$ <u>173,588</u>	\$ <u>(10,742)</u>	\$ <u>29,715</u>	\$ <u>179,682</u>	\$ <u>(13,882)</u>	\$ <u>(12,172)</u>	\$ <u>(1,850)</u>	\$ <u>170,751</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 8

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
STUDENT SUCCESS INITIATIVE
For the Year Ended June 30, 2022**

NWT Student Success Initiative

Professional Development Initiative

Title of Project: Ongoing Development of Collaborative Teams and Response to Intervention

	2022 Budget <u>(Unaudited)</u>	2022 <u>Actual</u>	2021 <u>Actual</u>
Revenue	\$ <u>130,000</u>	\$ <u>-</u>	\$ <u>77,850</u>
Expenses:			
Salaries/Wages			
Facilitator Fees	25,500	55,340	3,554
Travel			
Air Charter	76,500	13,483	112
Accommodation	25,500	13,154	-
Daily Per Diems	8,500	6,800	-
Workshop Expenses			
Room Rental	-	800	-
Refreshments	25,500	5,691	-
Miscellaneous	<u>8,500</u>	<u>47,531</u>	<u>8,632</u>
Total Expenses	<u>170,000</u>	<u>142,799</u>	<u>12,298</u>
Net Surplus (Deficit)	\$ <u>(40,000)</u>	\$ <u>(142,799)</u>	\$ <u>65,552</u>

AKLAVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2022

	<u>2022</u>	<u>2021</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 17,717	\$ 21,612
Due from Related Parties	9,973	2,558
Accounts Receivable	<u>15,282</u>	<u>10,241</u>
	<u>42,972</u>	<u>34,411</u>
LIABILITIES		
Due to Related Parties	5,398	3,822
Payroll Liabilities	529	869
Contribution Repayable	592	-
Deferred Revenue	<u>1,708</u>	<u>4,349</u>
	<u>8,227</u>	<u>9,040</u>
NET FINANCIAL RESOURCES	<u>34,745</u>	<u>25,371</u>
NON-FINANCIAL ASSETS		
Prepaid Expenses	<u>3,350</u>	<u>-</u>
ACCUMULATED SURPLUS	<u>\$ 38,095</u>	<u>\$ 25,371</u>

AKLAVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2022

	2022 Budget (Unaudited)	2022 <u>Actual</u>	2021 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 74,822	\$ 69,424	\$ 71,327
Other ECE contributions	50,400	49,297	48,614
Other	<u>9,932</u>	<u>6,313</u>	<u>7,586</u>
TOTAL REVENUE	<u>135,154</u>	<u>125,034</u>	<u>127,527</u>
EXPENSES			
Indigenous Languages and Education	18,000	-	-
Administration	11,824	12,855	20,486
Inclusive Schooling	2,500	-	-
School Programs	<u>102,830</u>	<u>99,815</u>	<u>98,102</u>
TOTAL EXPENSES	<u>135,154</u>	<u>112,670</u>	<u>118,588</u>
OPERATING SURPLUS	-	12,364	8,939
OPENING ACCUMULATED SURPLUS	<u>25,731</u>	<u>25,731</u>	<u>16,792</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 25,731</u>	<u>\$ 38,095</u>	<u>\$ 25,731</u>

AKLAVIK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
For the Year Ended June 30, 2022

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
SALARIES:			
Non-instructional Staff	\$ 2,898	\$ 44,054	\$ 46,952
Board/Trustee Honoraria	1,450	-	1,450
EMPLOYEE BENEFITS			
Employee Benefit/Allowance	-	3,351	3,351
SERVICES PURCHASED/ CONTRACTED			
Postage/Communication	1,150	-	1,150
Student Travel	-	1,500	1,500
Rentals/Leases	-	13,500	13,500
Others	483	-	483
MATERIALS/SUPPLIES/FREIGHT			
Materials	4,063	37,410	41,473
Furniture and Equipment	1,973	-	1,973
Freight	838	-	838
Total	<u>\$ 12,855</u>	<u>\$ 99,815</u>	<u>\$ 112,670</u>

FT MCPHERSON DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2022

	<u>2022</u>	<u>2021</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 106,260	\$ 54,124
Due from Related Parties	10,523	7,516
Accounts Receivable	<u>3,486</u>	<u>11,556</u>
	<u>120,269</u>	<u>73,196</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	46,995	62,176
Due to Related Parties	49,191	4,366
Payroll Liabilities	166	563
Deferred Revenue	<u>798</u>	<u>2,491</u>
	<u>97,150</u>	<u>69,596</u>
ACCUMULATED SURPLUS	<u>\$ 23,119</u>	<u>\$ 3,600</u>

FT MCPHERSON DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2022

	2022 Budget (Unaudited)	2022 <u>Actual</u>	2021 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 100,737	\$ 47,092	\$ 56,177
Other ECE contributions	45,515	47,781	29,574
Other contributions	-	9,693	5,257
Other	<u>10,000</u>	<u>18,253</u>	<u>25,952</u>
TOTAL REVENUE	<u>156,252</u>	<u>122,819</u>	<u>116,960</u>
EXPENSES			
Indigenous Languages and Education	2,000	11,121	13,802
Administration	36,727	27,509	32,345
School Programs	<u>117,525</u>	<u>64,670</u>	<u>61,019</u>
TOTAL EXPENSES	<u>156,252</u>	<u>103,300</u>	<u>107,166</u>
OPERATING SURPLUS	-	19,519	9,794
OPENING ACCUMULATED SURPLUS	<u>3,600</u>	<u>3,600</u>	<u>(6,194)</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 3,600</u>	<u>\$ 23,119</u>	<u>\$ 3,600</u>

FT MCPHERSON DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
 For the Year Ended June 30, 2022

	<u>Administration</u>	Indigenous Languages and <u>Education</u>	<u>School Programs</u>	<u>Total</u>
SALARIES:				
Instruction Assistants	\$ -	\$ -	\$ 16,378	\$ 16,378
Non-instructional Staff	1,250	8,122	-	9,372
Board/Trustee Honoraria	75	-	-	75
EMPLOYEE BENEFITS				
Employee Benefit/Allowance	442	154	431	1,027
SERVICES PURCHASED/ CONTRACTED				
Postage/Communication	1,654	-	-	1,654
Student Travel	-	-	150	150
Rentals/Leases	-	-	14,640	14,640
Others	3,713	-	13,865	17,578
MATERIALS/SUPPLIES/FREIGHT				
Materials	20,375	2,845	18,518	41,738
Freight	-	-	688	688
	<hr/>	<hr/>	<hr/>	<hr/>
Total	\$ <u>27,509</u>	\$ <u>11,121</u>	\$ <u>64,670</u>	\$ <u>103,300</u>

INUVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2022

	<u>2022</u>	<u>2021</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 42,331	\$ 56,621
Due from Related Parties	72,662	19,353
Accounts Receivable	<u>11,547</u>	<u>12,230</u>
	<u>126,540</u>	<u>88,204</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	2,650	2,650
Payroll Liabilities	7,062	11,644
Deferred Revenue	<u>13,344</u>	<u>5,823</u>
	<u>23,056</u>	<u>20,117</u>
ACCUMULATED SURPLUS	<u>\$ 103,484</u>	<u>\$ 68,087</u>

INUVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2022

	2022 Budget (Unaudited)	2022 <u>Actual</u>	2021 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 107,551	\$ 116,588	\$ 125,873
Other	<u>27,500</u>	<u>29,821</u>	<u>37,669</u>
TOTAL REVENUE	<u>135,051</u>	<u>146,409</u>	<u>163,542</u>
EXPENSES			
Indigenous Languages and Education	27,500	46,288	55,123
Administration	67,551	37,294	77,807
School Programs	<u>40,000</u>	<u>27,430</u>	<u>33,986</u>
TOTAL EXPENSES	<u>135,051</u>	<u>111,012</u>	<u>166,916</u>
OPERATING SURPLUS	-	35,397	(3,374)
OPENING ACCUMULATED SURPLUS	<u>68,087</u>	<u>68,087</u>	<u>71,461</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 68,087</u>	<u>\$ 103,484</u>	<u>\$ 68,087</u>

INUVIK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
For the Year Ended June 30, 2022

	<u>Administration</u>	Indigenous Languages and <u>Education</u>	<u>School Programs</u>	<u>Total</u>
SALARIES:				
Non-instructional Staff	\$ 36,275	\$ 42,983	\$ -	\$ 79,258
Board/Trustee Honoraria	2,800	-	-	2,800
EMPLOYEE BENEFITS				
Employee Benefit/Allowance	4,866	3,305	1,010	9,181
SERVICES PURCHASED/ CONTRACTED				
Postage/Communication	1,170	-	-	1,170
Travel	159	-	-	159
Advertising/Printing/Publishing	80	-	-	80
Others	(8,785)	-	-	(8,785)
Contracted Services	462	-	26,420	26,882
MATERIALS/SUPPLIES/FREIGHT				
Materials	267	-	-	267
Total	<u>\$ 37,294</u>	<u>\$ 46,288</u>	<u>\$ 27,430</u>	<u>\$ 111,012</u>

PAULATUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2022

	<u>2022</u>	<u>2021</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 33,536	\$ 13,779
Due from Related Parties	8,504	23,364
Accounts Receivable	<u>2,115</u>	<u>2,115</u>
	<u>44,155</u>	<u>39,258</u>
LIABILITIES		
Due to Related Parties	2,843	4,716
Payroll Liabilities	4,932	3,957
Deferred Revenue	<u>10,668</u>	<u>10,668</u>
	<u>18,443</u>	<u>19,341</u>
ACCUMULATED SURPLUS	<u>\$ 25,712</u>	<u>\$ 19,917</u>

PAULATUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2022

	2022 Budget (Unaudited)	2022 <u>Actual</u>	2021 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 58,871	\$ 60,743	\$ 46,284
Other	<u>10,818</u>	<u>245</u>	<u>11,325</u>
TOTAL REVENUE	<u>69,689</u>	<u>60,988</u>	<u>57,609</u>
EXPENSES			
Administration	15,100	9,377	13,968
School Programs	<u>54,589</u>	<u>45,816</u>	<u>32,909</u>
TOTAL EXPENSES	<u>69,689</u>	<u>55,193</u>	<u>46,877</u>
OPERATING SURPLUS	-	5,795	10,732
OPENING ACCUMULATED SURPLUS	<u>19,917</u>	<u>19,917</u>	<u>9,185</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 19,917</u>	<u>\$ 25,712</u>	<u>\$ 19,917</u>

PAULATUK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
 For the Year Ended June 30, 2022

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
SALARIES:			
Non-instructional Staff	\$ 3,542	\$ -	\$ 3,542
Board/Trustee Honoraria	2,925	-	2,925
EMPLOYEE BENEFITS			
Employee Benefit/Allowance	164	78	242
SERVICES PURCHASED/ CONTRACTED			
Others	2,746	-	2,746
Contracted Services	<u>-</u>	<u>45,738</u>	<u>45,738</u>
Total	<u>\$ 9,377</u>	<u>\$ 45,816</u>	<u>\$ 55,193</u>

SACHS HARBOUR DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2022

	<u>2022</u>	<u>2021</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 41,678	\$ 42,173
Due from Related Parties	<u>12,924</u>	<u>6,376</u>
	<u>54,602</u>	<u>48,549</u>
LIABILITIES		
Payroll Liabilities	462	461
Deferred Revenue	<u>14,457</u>	<u>14,457</u>
	<u>14,919</u>	<u>14,918</u>
ACCUMULATED SURPLUS	<u>\$ 39,683</u>	<u>\$ 33,631</u>

SACHS HARBOUR DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2022

	2022 Budget (Unaudited)	2022 <u>Actual</u>	2021 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ <u>6,548</u>	\$ <u>6,548</u>	\$ <u>6,376</u>
TOTAL REVENUE	<u>6,548</u>	<u>6,548</u>	<u>6,376</u>
EXPENSES			
Indigenous Languages and Education	50	496	18
Administration	5,498	-	-
School Programs	<u>1,000</u>	<u>-</u>	<u>-</u>
TOTAL EXPENSES	<u>6,548</u>	<u>496</u>	<u>18</u>
OPERATING SURPLUS	-	6,052	6,358
OPENING ACCUMULATED SURPLUS	<u>33,631</u>	<u>33,631</u>	<u>27,273</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 33,631</u>	<u>\$ 39,683</u>	<u>\$ 33,631</u>

SACHS HARBOUR DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
 For the Year Ended June 30, 2022

EMPLOYEE BENEFITS

Employee Benefit/Allowance

SERVICES PURCHASED/ CONTRACTED

Contracted Services

Total

	<u>Indigenous Languages and Education</u>	<u>Total</u>
\$ 489	\$ 489	
<u>7</u>	<u>7</u>	
<u>\$ 496</u>	<u>\$ 496</u>	

TSIIGEHTCHIC DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2022

	<u>2022</u>	<u>2021</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 30,073	\$ 24,420
Due from Related Parties	<u>2,824</u>	<u>8,698</u>
	<u>32,897</u>	<u>33,118</u>
LIABILITIES		
Payroll Liabilities	<u>37</u>	<u>8</u>
	<u>37</u>	<u>8</u>
ACCUMULATED SURPLUS	<u>\$ 32,860</u>	<u>\$ 33,110</u>

TSIIGEHTCHIC DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2022

	2022 Budget (Unaudited)	2022 <u>Actual</u>	2021 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 8,913	\$ 8,913	\$ 8,698
Other	<u>2,000</u>	<u>3,370</u>	<u>-</u>
TOTAL REVENUE	<u>10,913</u>	<u>12,283</u>	<u>8,698</u>
EXPENSES			
Indigenous Languages and Education	2,243	-	2,565
Administration	6,670	8,960	4,058
Inclusive Schooling	-	3,573	-
School Programs	<u>2,000</u>	<u>-</u>	<u>550</u>
TOTAL EXPENSES	<u>10,913</u>	<u>12,533</u>	<u>7,173</u>
OPERATING DEFICIT	-	(250)	1,525
OPENING ACCUMULATED SURPLUS	<u>33,110</u>	<u>33,110</u>	<u>31,585</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 33,110</u>	<u>\$ 32,860</u>	<u>\$ 33,110</u>

TSIIGEHTCHIC DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
 For the Year Ended June 30, 2022

	<u>Administration</u>	Indigenous Languages and <u>Education</u>	<u>Total</u>
SALARIES:			
Board/Trustee Honoraria	\$ 4,350	\$ -	\$ 4,350
EMPLOYEE BENEFITS			
Employee Benefit/Allowance	201	-	201
SERVICES PURCHASED/ CONTRACTED			
Others	2,190	-	2,190
MATERIALS/SUPPLIES/FREIGHT			
Materials	<u>2,219</u>	<u>3,573</u>	<u>5,792</u>
Total	<u>\$ 8,960</u>	<u>\$ 3,573</u>	<u>\$ 12,533</u>

TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2022

	<u>2022</u>	<u>2021</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 102,878	\$ 87,612
Due from Related Parties	11,092	2,521
Accounts Receivable	<u>19,110</u>	<u>21,765</u>
	<u>133,080</u>	<u>111,898</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	38,990	39,692
Due to Related Parties	15,349	10,933
Payroll Liabilities	754	681
Deferred Revenue	<u>12,084</u>	<u>7,084</u>
	<u>67,177</u>	<u>58,390</u>
NET FINANCIAL RESOURCES	<u>65,903</u>	<u>53,508</u>
NON-FINANCIAL ASSETS		
Prepaid Expenses	<u>5,400</u>	<u>1,500</u>
ACCUMULATED SURPLUS	<u>\$ 71,303</u>	<u>\$ 55,008</u>

TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2022

	2022 Budget (Unaudited)	2022 <u>Actual</u>	2021 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ -	\$ 74,322	\$ 69,758
Other ECE contributions	-	40,191	27,811
Other	<u>-</u>	<u>23,602</u>	<u>56,483</u>
TOTAL REVENUE	<u>-</u>	<u>138,115</u>	<u>154,052</u>
EXPENSES			
Administration	-	13,690	22,329
School Programs	<u>-</u>	<u>108,130</u>	<u>113,598</u>
TOTAL EXPENSES	<u>-</u>	<u>121,820</u>	<u>135,927</u>
OPERATING SURPLUS	-	16,295	18,125
OPENING ACCUMULATED SURPLUS	<u>55,008</u>	<u>55,008</u>	<u>36,883</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 55,008</u>	<u>\$ 71,303</u>	<u>\$ 55,008</u>

TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
 For the Year Ended June 30, 2022

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
SALARIES:			
Non-instructional Staff	\$ 915	\$ 47,530	\$ 48,445
Board/Trustee Honoraria	1,225	-	1,225
EMPLOYEE BENEFITS			
Employee Benefit/Allowance	1,328	1,761	3,089
SERVICES PURCHASED/ CONTRACTED			
Utilities & Leases	-	3,957	3,957
Rentals/Leases	2,250	20,700	22,950
Others	1,773	-	1,773
Contracted Services	-	8,055	8,055
MATERIALS/SUPPLIES/FREIGHT			
Materials	<u>6,199</u>	<u>26,127</u>	<u>32,326</u>
Total	<u>\$ 13,690</u>	<u>\$ 108,130</u>	<u>\$ 121,820</u>

ULUKHAKTOK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2022

	<u>2022</u>	<u>2021</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 2,883	\$ 16,591
Due from Related Parties	6,327	4,568
Accounts Receivable	<u>(690)</u>	<u>(690)</u>
	<u>8,520</u>	<u>20,469</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	250	250
Payroll Liabilities	546	684
Deferred Revenue	<u>588</u>	<u>972</u>
	<u>1,384</u>	<u>1,906</u>
ACCUMULATED SURPLUS	<u>\$ 7,136</u>	<u>\$ 18,563</u>

ULUKHAKTOK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2022

	2022 Budget (Unaudited)	2022 <u>Actual</u>	2021 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 62,280	\$ 64,130	\$ 60,240
Other ECE contributions	40,000	44,033	49,726
Other contributions	-	972	-
Other	<u>11,300</u>	<u>12,581</u>	<u>20,614</u>
TOTAL REVENUE	<u>113,580</u>	<u>121,716</u>	<u>130,580</u>
EXPENSES			
Indigenous Languages and Education	-	-	450
Administration	16,460	24,994	20,572
School Programs	<u>97,120</u>	<u>108,149</u>	<u>112,040</u>
TOTAL EXPENSES	<u>113,580</u>	<u>133,143</u>	<u>133,062</u>
OPERATING DEFICIT	-	(11,427)	(2,482)
OPENING ACCUMULATED SURPLUS	<u>18,563</u>	<u>18,563</u>	<u>21,045</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 18,563</u>	<u>\$ 7,136</u>	<u>\$ 18,563</u>

ULUKHAKTOK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
 For the Year Ended June 30, 2022

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
SALARIES:			
Non-instructional Staff	\$ 2,404	\$ 91,322	\$ 93,726
Board/Trustee Honoraria	9,875	-	9,875
EMPLOYEE BENEFITS			
Employee Benefit/Allowance	347	3,127	3,474
SERVICES PURCHASED/ CONTRACTED			
Student Travel	-	3,698	3,698
Others	6,409	-	6,409
MATERIALS/SUPPLIES/FREIGHT			
Materials	<u>5,959</u>	<u>10,002</u>	<u>15,961</u>
Total	<u>\$ 24,994</u>	<u>\$ 108,149</u>	<u>\$ 133,143</u>

NON-CONSOL BEAUFORT DELTA EDUCATION COUNCIL
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2022

	<u>2022</u>	<u>2021</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 11,805,505	\$ 15,812,190
Accounts Receivable	679,333	361,802
Restricted Assets	<u>313,515</u>	<u>294,960</u>
	<u>12,798,353</u>	<u>16,468,952</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	832,572	724,982
Due to Related Parties	62,048	51,117
Payroll Liabilities	5,960,409	4,306,381
Employee Deductions Payable	24,250	2,603
Deferred Revenue	248,677	5,189,334
Post-Employment Benefits	1,920,063	2,352,075
Trust Liabilities	<u>313,515</u>	<u>294,960</u>
	<u>9,361,534</u>	<u>12,921,452</u>
NET FINANCIAL RESOURCES	<u>3,436,819</u>	<u>3,547,500</u>
NON-FINANCIAL ASSETS		
Prepaid Expenses	<u>31,240</u>	<u>-</u>
ACCUMULATED SURPLUS	<u>\$ 3,468,059</u>	<u>\$ 3,547,500</u>

NON-CONSOL BEAUFORT DELTA EDUCATION COUNCIL
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2022

	2022 Budget (Unaudited)	2022 <u>Actual</u>	2021 <u>Actual</u>
REVENUE			
Government of the NWT			
Regular contributions	\$ 32,958,861	\$ 32,667,120	\$ 32,515,540
Other ECE contributions	75,000	1,572,094	1,310,504
Other contributions	74,250	143,055	132,150
GNWT - COVID contributions	<u>-</u>	<u>-</u>	<u>1,733,697</u>
Total Government of the NWT	<u>33,108,111</u>	<u>34,382,269</u>	<u>35,691,891</u>
Government of Canada			
Jordan Prinicpal	10,483,818	8,891,946	10,081,000
Other Government of Canada	<u>8,020</u>	<u>-</u>	<u>7,900</u>
Total Government of Canada	<u>10,491,838</u>	<u>8,891,946</u>	<u>10,088,900</u>
Board Generated Funds			
Investment Income	160,000	90,720	125,685
Other	<u>628,649</u>	<u>342,558</u>	<u>272,873</u>
Total Board Generated Funds	<u>788,649</u>	<u>433,278</u>	<u>398,558</u>
TOTAL REVENUE	<u>44,388,598</u>	<u>43,707,493</u>	<u>46,179,349</u>
EXPENSES			
Indigenous Languages and Education	3,027,580	2,947,828	3,034,427
Administration	3,020,400	2,981,835	3,005,107
Inclusive Schooling	5,885,019	4,867,245	5,058,902
School Programs	20,695,151	22,960,351	22,710,863
Jordan's Principle	10,484,818	8,891,946	10,081,000
Student Accommodations	176,453	121,493	31,970
Operations & Maintenance	<u>1,100,000</u>	<u>1,016,236</u>	<u>937,455</u>
TOTAL EXPENSES	<u>44,389,421</u>	<u>43,786,934</u>	<u>44,859,724</u>
OPERATING DEFICIT	(823)	(79,441)	1,319,625
OPENING ACCUMULATED SURPLUS	<u>3,547,500</u>	<u>3,547,500</u>	<u>2,227,875</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 3,546,677</u>	<u>\$ 3,468,059</u>	<u>\$ 3,547,500</u>

NON-CONSOL BEAUFORT DELTA EDUCATION COUNCIL
DETAILS OF EXPENSES
For the Year Ended June 30, 2022

	<u>Administration</u>	<u>Inclusive Schooling</u>	<u>Indigenous Languages and Education</u>	<u>School Programs</u>	<u>Student Accommodations</u>	<u>Operations & Maintenance</u>	<u>Jordan's Principle</u>	<u>Total</u>
SALARIES:								
Teachers	\$ -	\$ 1,265,414	\$ 1,437,833	\$ 12,365,957	\$ -	\$ -	\$ 3,180,138	\$ 18,249,342
Instruction Assistants	-	-	-	94,918	-	-	229,381	324,299
Non-instructional Staff	893,209	1,746,413	354,108	2,844,639	-	-	2,934,640	8,773,009
Board/Trustee Honoraria	15,239	-	74,992	21,304	-	-	-	111,535
EMPLOYEE BENEFITS								
Employee								
Benefit/Allowance	306,601	1,215,840	657,770	5,275,912	-	323,180	2,547,511	10,326,814
Leave and Termination	-	-	-	318,927	-	-	-	318,927
SERVICES								
PURCHASED/ CONTRACTED								
Professional/Technical								
Services	53,982	76,881	-	-	-	-	-	130,863
Postage/Communication	34,190	1,876	1,103	110,403	2,084	-	-	149,656
Utilities & Leases	-	-	-	1,251	-	-	-	1,251
Travel	291,386	105,444	30,972	73,322	-	-	276	501,400
Student Travel	-	21,664	14,445	3,480	118,405	-	-	157,994
Advertising/Printing/Publishing	87,780	-	-	-	-	-	-	87,780
Maintenance/Repair	53,556	-	16,077	65,207	-	-	-	134,840
Rentals/Leases	32,233	-	26,096	116,491	-	141,025	-	315,845
Others	202,835	4,153	1,395	6,603	-	552,031	-	767,017
Contracted Services	132,580	48,497	58,117	358,749	-	-	-	597,943
MATERIALS/SUPPLIES/FREIGHT								
Materials	361,297	127,042	222,399	865,967	1,004	-	-	1,577,709
Furniture and Equipment	278,990	238,861	32,967	222,337	-	-	-	773,155
Freight	44,275	15,160	19,554	153,375	-	-	-	232,364
CONTRIBUTIONS/TRANSFERS								
Transfers - Other	193,682	-	-	61,509	-	-	-	255,191
Total	<u>\$ 2,981,835</u>	<u>\$ 4,867,245</u>	<u>\$ 2,947,828</u>	<u>\$ 22,960,351</u>	<u>\$ 121,493</u>	<u>\$ 1,016,236</u>	<u>\$ 8,891,946</u>	<u>\$ 43,786,934</u>

Education Accountability Framework

Commission scolaire francophone TNO

Annual Report

For the 2021-22 School Year



**Commission scolaire francophone
Territoires du Nord-Ouest**

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Operating Plan - Executive Summary

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

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

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

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

La CSFTNO s'est fixée trois axes prioritaires :

1. La réussite et le bien-être de chaque élève
2. Le développement de la capacité organisationnelle
3. Espace francophone et communauté au service de l'élève

La réussite et le bien-être de chaque élève :

Objectifs stratégiques :

- Améliorer le rendement académique de chaque élève pour lui permettre de mieux réussir son parcours scolaire.
 - Continuer la mise en œuvre du Cadre de littératie de la prématernelle à la 6^{ème} année, et l'étendre jusqu'en 9^{ème} année.
 - Développer et faire la mise en œuvre du Cadre de numératie et l'étendre jusqu'en 9^e année.
- Développer les compétences du *Profil de sortie de l'élève* de la prématernelle à la 12^{ème} année.
 - Développer et faire la mise en œuvre du *Profil de sortie de l'élève* en se concentrant sur le développement du penseur critique ainsi que d'ajouter de la programmation qui permettra à l'élève de développer sa créativité, innovation et son sens de l'entrepreneuriat.
- Préparer les élèves à la vie postsecondaire par une approche individualisée, innovante et expérientielle.
 - Continuer à développer notre service d'orientation et développer un cadre à suivre.

Le développement de la capacité organisationnelle :

- Retenir et recruter un personnel engagé par un environnement de bienveillance et un accompagnement professionnel continu.
 - Assurer le soutien et le développement du capital humain de la CSFTNO tout au long de son service dans la commission scolaire.
- Développer la capacité de l'organisation pour offrir une plus grande gamme de programmes et de cours innovants.

- Accroître l'offre de programmes et de cours offerts et améliorer nos pratiques pédagogiques pour mieux répondre aux besoins des élèves et améliorer le rendement de ces derniers.
- Développer la capacité de l'organisation à préconiser une culture axée sur la performance, les données et l'imputabilité pour soutenir la réussite des élèves, l'actualisation du *Profil de sortie de l'élève* et du *Plan stratégique*.
 - Développer le Cadre de performance de la CSFTNO et faire sa mise en œuvre.

Espace francophone et communauté au service de l'élève :

- Engager nos parents et nos partenaires pour soutenir la réussite et le bien-être de nos élèves.
 - Créer plus d'opportunités pour intégrer les parents afin qu'ils soient plus engagés dans l'école et qu'ils développent un plus grand sens d'appartenance à la francophonie ténoséenne.
- Développer une stratégie pour le recrutement et la rétention des élèves en vue d'assurer la vitalité et la pérennité de nos écoles.
 - Développer une stratégie pour la rétention des élèves au secondaire.
 - Continuer la mise en œuvre du plan de promotion de la CSFTNO.
- Collaborer avec les organismes locaux, territoriaux et nationaux pour faire vivre des expériences authentiques francophones et nordiques à nos élèves.
 - À l'échelle, assurer une meilleure compréhension du mandat de l'école francophone et mieux intégrer les principes de l'école citoyenne et communautaire dans nos activités et partager ces informations.
- Reconnaître, célébrer et communiquer l'unicité de notre système d'éducation francophone nordique.
 - Faire rayonner, par le biais des médias sociaux, nos membres, programmes et activités.

Annual Report - Executive Summary

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

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

Due to the pandemic, the 2021-2022 school year was the worst on record as there were multiple weeks of school closures twice during the school, and again a two-week closure of École Boréale in Hay River following the flood. The spread of COVID even after these weeks of closures, as well as the overall fatigue level of staff led to far more frequent absences from the classroom for both students and staff, having a definite impact on student learning. Learning did occur on many different fronts, not necessarily always in the classroom, but in family activities and outdoor pursuits. Gaps in learning are evident, especially for struggling learners and for our younger students who have not yet mastered the French language and need francisation.

There were highlights to the school year. Students and staff rallied back and kept a positive attitude throughout. The guidance from our NWT Health Authority and the Department of Education, Culture and Employment was regular, consistent and truly appreciated. The level of collaboration between education bodies was remarkable.

Once the restrictions began to lift, a sense of general relief was felt, and systematically, activities were reintroduced. The anticipation was palpable. For events such as the graduation ceremonies and the year-end activities, students and their families were present in large numbers. It was truly a time to celebrate and to acknowledge the efforts of all. One highlight at École Allain St-Cyr was the Art Exposition held June 22 where over 250 persons were in attendance outdoors to celebrate the artistic talents of our students. At École Boréale, the year-end high-school and primary school awards evenings were very well attended. Students, parents and staff noted that it was wonderful to be all together again in once space.

Tied to our 2021-2026 Strategic Plan, because of the school closures, our plans were disrupted. We managed to continue to develop our Literacy Framework by adding RTI training, continuing with our learning sequences from grades 1 to 6. We were not able to add the grades 7 to 9 in these sequences, however, we did find and studied a new tool for assessing reading levels (ADEL), which we'll be implementing in 2022-2023. Our Numeracy Framework development work continued, although at a much slower pace than anticipated. The grades 7 to 9 teachers did meet twice this year to determine essential learning objectives and develop common assessment tools for the following modules and our grades 1 to 6 teachers met twice to continue to work on developing a common approach and language to teach problem-solving. In both literacy and numeracy, we are advancing cautiously recognizing that we will be transitioning to the British Columbia. That said, most of the work that has been done will be transferable.

Student Exit Profile: The priority being developing critical thinking skills; we launched our program for the school year on August 30th. The school closures greatly affected the momentum, however, when we were able to focus on this priority, staff were engaged, co-planned, delivered and met specifically to share their approach to teaching these skills to their students. From November 1st to December 17th was the most productive period of the year, then momentum was lost due to the January school closures. We salvaged what we could, celebrated our successes and a plan is in place for the continuation of work in this area in the 2022-2023 school year.

We were fully staffed for the 2021-2022 school year and are fully staffed for the 2022-2023 school year. Two resignations and one retirement allowed us to make changes and two new to the north teachers were hired. A growing number of teachers are making Yellowknife and Hay River their homes for longer periods which allows for continuity which is so critical. Continuity allows for innovation and in the 2022-2023 school year, there will be an Arts/Sports program in place at École Allain St-Cyr (ÉASC) as well as the introduction of Financial Literacy at the grades 11 and 12 levels. At École Boréale (ÉB), outdoor education and woodworking/construction programs are being developed. We are pleased with our increased programming. It is evident that students and parents are also as there is an increase of 28 students at ÉASC for the 2022-2023 school year and 4 students at ÉB.

The Commission scolaire francophone des Territoires du Nord-Ouest prides itself in the close relationship it has with its parents and the francophone community. As evidenced in year-end activities in both schools, parents struggled through COVID not being allowed into the schools and when the activities were reintroduced, their pleasure in being invited back into the schools was felt. Rebuilding the engagement and stabilizing the environment will be key aspects that both schools will focus on next year.

During the pandemic, we capitalized on developing communication between school and home, with a definite focus on the community. Word-of-mouth is the most effective recruitment tool and we have focused on this approach, the increase in enrolment for the 2022-2023 school year being justification for the great work done by school staff. Students and parents share their satisfaction with our programs and the quality of teaching at our schools with their friends and neighbors, and staff also voice their opinions regarding their workplace in their circles. This is one of the reasons that we have been able to staff our teaching positions during a francophone teacher shortage. We have been omnipresent on social media and highlight the quality of our students and staff regularly.

We are extremely pleased with how we navigated through the pandemic and the flood in Hay River. There is no word to better describe the efforts of our two school principals and their teams as well as the education body central services staff than RESILIENCE. We are all to be commended and congratulated. Our attention is now focused on a very successful 2022-2023 school year.

1. Administration and School Services

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

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

Governance of Education Bodies

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

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

The CSFTNO's DEC consists of six elected members: three from Yellowknife and three from Hay River. The last election was held in October 2018. The next will be held in October 2021. Board members may run for a second term. They must be re-elected for the next three-year term. CSFTNO has decided to maintain a three-year term in both Hay River and Yellowknife. The DEC Chair reports to the Minister of Education. The Chair ensures that the DEC operates efficiently. The Chair also represents the DEC in contacts with outside organizations.

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

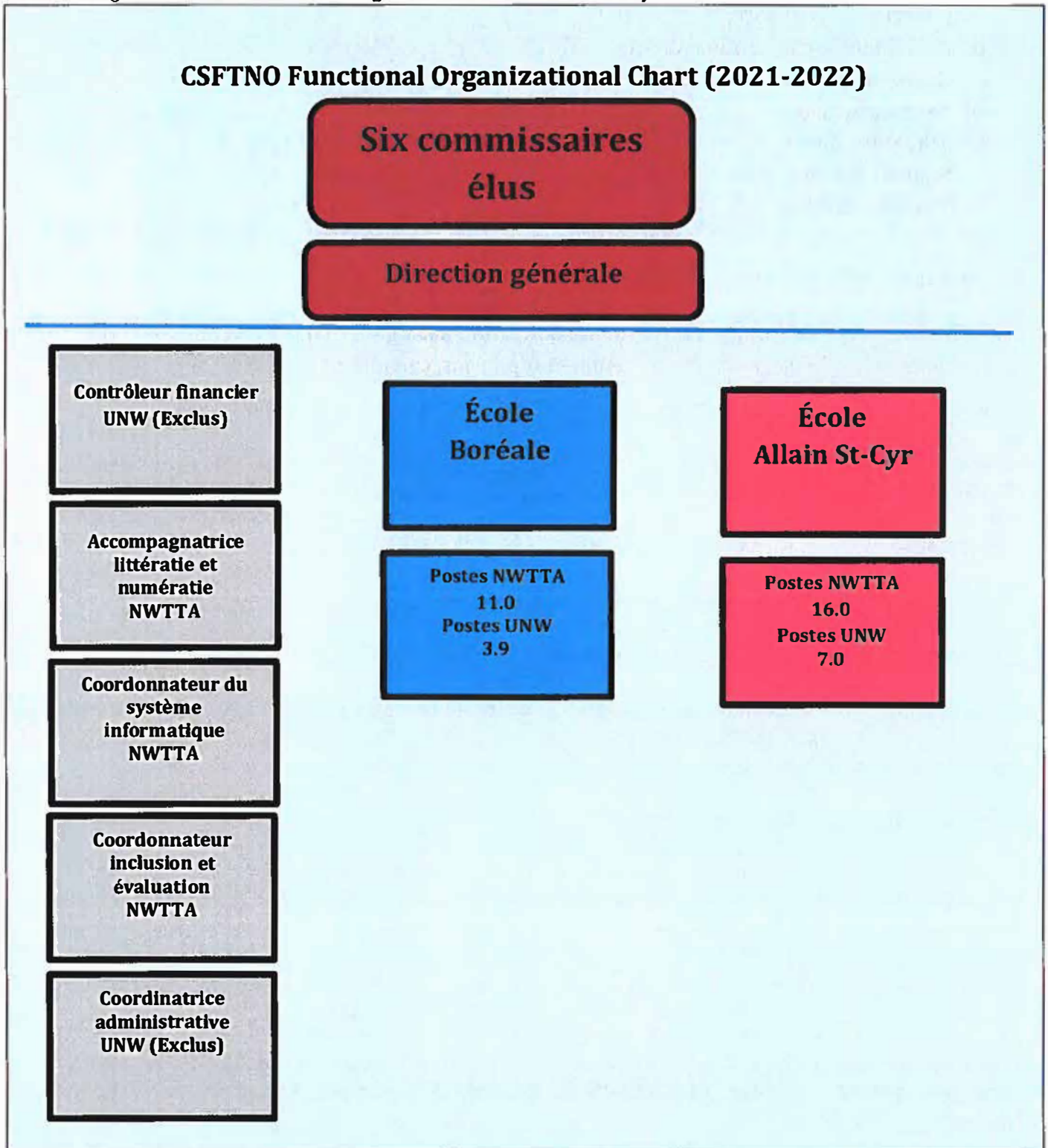
The superintendent is Yvonne Careen.

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

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

A. Functional Organizational Chart

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



B. Governance Training

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

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

C. Education Body Meetings

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

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
Monday, September 20	In-person and virtual DEC Office	Yes	
Monday, October 18	In-person and virtual DEC Office	No	October 25 as the election was October 18
Monday, November 22	In-person and virtual DEC Office	Yes	
November 27 & 28	Board Retreat ÉASC	Yes	
Monday, December 6	Organizational Meeting Virtual	Yes	
Monday, January 17	In-person and virtual DEC Office	Yes	
Monday, February 21	In-person and virtual DEC Office	Yes	
Monday, March 21	In-person and virtual DEC Office	No	March 28 as we would not have had quorum
Monday, April 18	In-person and virtual DEC Office	No	April 20, April 18 being Easter Monday
Monday, May 16	In-person and virtual DEC Office	Yes	
May 28 & 29	Board Retreat ÉASC	Yes	
Monday, June 20	In-person and virtual DEC Office	No	June 27 as we would not have had quorum

D. School Profiles

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

Total Number of Schools in District	2	Total Anticipated Student Headcount	220.5
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School Name	Community	Grades Offered	Programming Highlights
École Boréale (ÉB)	Hay River	JK - 12	French First Language Francisation (JK to Grade 2) English Language Arts (Grade 3 to 12) Physical Education (JK to Grade 10) Music (JK to Grade 8) Visual Arts (Grade 7 to 10) Technology (Grade 1 to 10) Options (Grade 7 to 10)
École Allain St-Cyr (ÉASC)	Yellowknife	JK - 12	French First Language Francisation (JK to Grade 2) English Language Arts (Grade 3 to 12) Physical Education (JK to Grade 12) Technology (Integrated - Grade 1 to 6, Courses – Grade 7-8) Journalism (Grade 10) Entrepreneurship (3rd year) Critical Thinking (Grade 11) Fitness (Grade 11) Visual Arts (JK to 8 and Grade 11)

E. Student Profiles

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

Student Body: 220.5

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

Description of regional/community culture: The francophone community is strong in both communities, Yellowknife and Hay River. In Yellowknife, the Garderie Plein Soleil is housed on the ground floor of ÉASC, the Association franco-culturelle de Yellowknife is very active as are Médias Ténois. The Fédération Franco-ténoise is the official spokesperson of the francophone community. In Hay River, l'Association franco-culturelle 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 Collège Nordique Francophone.

Inclusion:

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

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

Student enrolment:

98% of students will be in school full time

2% of students will be in home schooled

F. Teacher Profiles

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

Total number of NWTTA employees: 30

Average length of employment: 5.9 years

Average age: 41 years

Number of first year teachers: 0

Average number of teachers with full experience: 12

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

Awareness of upcoming issues with teacher recruitment and retention:

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

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

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

2. Territorial Schools

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

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

A. Education Body Strategic Planning

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

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

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

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p>Literacy: CSFTNO will continue with its Professional Learning Communities in Literacy. Four learning sequences spread throughout the school year will be taught and coordinated by our Instructional Coach. During the school year, they will become three sequences, but writing and grammar will be added, thus elongating the time spent on each learning sequence. Reading levels from kindergarten to Grade 3 will be recorded and collected to measure progress.</p> <p>Numeracy: In 2020-2021, CSFTNO reviewed its Numeracy Program from grades 1 to 6. A calendar for the school year was created, and the modules, that include essential learnings, were also reviewed. Work has begun to extend the work to Grade 9. Our consultant will also offer virtual teacher training sessions to assist our teachers to develop the best strategies for teaching mathematics in the elementary and secondary grades. (SSI)</p> <p>Language and Culture: Each school has developed an Indigenous Language and Culture plan. Our schools will focus somewhat on the language component, but more so on the culture component. Learning on the Land is recommended, and we plan to make use of our surrounding area to develop our programming while continuing to respect COVID-19 restrictions.</p> <p>100% of students will have access to some Indigenous language development components as well as several cultural and on-the-land experiences.</p>
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	<p>Students & Educator Wellness: Our new and existing staff from JK to 6 teachers participated in training sessions <i>Vers le pacifique</i>, a conflict resolution method that is used in CSFTNO school. Our health teachers will continue to offer the 4rth R in grade 7 to 9, and HRPP in grade 10 and 11.</p> <p>Personalized and Inclusive Education: We benefit from small numbers of students, especially at the high school level. Personalized education has become more popular in the sense that graduation requirements dictate the base of courses a student must complete. Where there is flexibility, we strive to put in place academic programming that meets the needs and desires of the student. Inclusive education is ensured by the development of LGBTQ+2 groups in each of our schools that are facilitated by teacher volunteers. We also encourage our students to participate in activities such as the Rainbow Conference, Foxy/Smash, etc.</p> <p>Key Competencies: Our Student Exit Profile very much reflects the key competencies of the NWT. This year, the focus is on developing critical thinking.</p> <p>Being and Becoming an NWT Capable Person:</p> <ol style="list-style-type: none"> 1) Nurture who you are and become who you want to be 2) Contribute to live well together in this interconnected world 3) Negotiate change and challenge 4) Engage with ideas and respond to their complexities 5) Interpret and express meaning <p>CSFTNO's Student Exit Profile defines the aims that each student frequenting its schools should develop/achieve/acquire by the end of their grade 12 studies. In 2021-2022, the focus will be on the development of critical thinking skills, as well as innovation, creativity and entrepreneurship. The CSFTNO is working on transforming the learning experience of its students, change management being the focus in 2021-2022.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with the 5 Shared Priorities.	100%	100%	
Students will be at grade level via Trousse d'évaluation en lecture GB+	90%	74%	School closures affected the results negatively at ÉASC for January. As of June,

			approximately 4% of our students are either on the cusp of being successful or came in too late this year to be evaluated properly.
Students will be at grade level via either Examen en commun de l'AB (Grades 4, 5, 7 and 8), and AAT (Grades 6 and 9)	90%	70%	The AATs were cancelled in January 2022 and only ÉASC students wrote the AATs in May and June 2022. The same applies for the Examens en commun de l'Alberta. We have data, but are awaiting the AAT results to determine the rate of success.
Areas of Strength for the region	The Francisation program was put in place in both schools and we are starting to gather data that are showing a positive impact.		
Areas for Development for the region	Adding a focus on oral communication and writing. We will continue to work on implementing an effective RTI system for both schools to continue to improve reading skills. We are also looking into another tool to gather more specific data on students reading skills following the GB+ program.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	As schools were closed for COVID for several weeks prior to Christmas, and then for four weeks after Christmas with online learning being offered, all January assessments were put on hold. The year-end assessment period will be more informative where student results are concerned. At ÉASC, all students will write all year-end assessments which will give us a better idea of the learning gaps for all JK-12 students. At ÉB, given the flood that took place in May, students were exempted from the AATs and the Diploma Exams, as well as the Examens en commun de l'Alberta. Therefore, data will be incomplete for most ÉB students.		

B. School Improvement Planning

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

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

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

	<p>selected by all staff, data collected and analyzed in order to determine next steps.</p>
<p>Areas for Development for the region</p>	<p>We are on the right path. Without interruptions, it will be possible to stay the course and follow the plan as laid out in the SIPs.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>This was the most difficult year of the pandemic. Students experienced two major school closures, and then the flood in Hay River. The teaching staff did the best that they could to implement their school improvement plan objectives, but there were gaps in the fluidity of learning which have been responded to in the 2022-2023 school improvement plans.</p>

C. Annual School Reviews

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

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

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

<p>Regional approach to the completion of Annual School Reviews, including any specific information related to the COVID-19 pandemic.</p>	<p>In 2021-2022, CSFTNO will develop a Performance Framework. Individual pieces that are included in the framework have existed for a few to several years. We must now create coherence throughout the framework which includes the performance of the board of trustees, services, schools, classes and students. The framework will include an education body improvement plan, school improvement plans, class profiles and student profiles. This framework and its components will act as a more formal school review model and set up a pilot project for a formal review.</p> <p>We will pilot various components of it in 2021-2022, while tweaking other components that already exist (SIP). One of our strategic objectives is to champion a culture based on performance, data and accountability with a view to supporting student success. Our Performance Framework will be the result.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>% of schools in the region for which Annual Reviews are completed.</p>	<p>100%</p>	<p>0%</p>	<p>This year was about keeping our head above water. Although we moved forward on developing aspects of the CSFTNO Performance Framework, we did not complete the annual reviews.</p>

<p>% of schools where NWT approved curricula are being used with fidelity throughout all grades and subject areas.</p>	100%	100%	
<p>Areas of Strength for the region</p>	<p>We are very attentive to being compliant to the NWT Education Act and to the NWT Curriculum. Regular in class visits allow me to confirm this.</p>		
<p>Areas for Development for the region</p>	<p>We need to develop the scope and sequence of the annual review process for our schools and implement it in 2022-2023.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>COVID was a major factor in us not making the Annual School Review process a priority, other priorities becoming more critical in times of added volatility.</p>		

D. Staff Evaluations

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

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

<p>Regional approach to the completion of Staff Evaluations, including any specific information related to the COVID-19 pandemic.</p>	<p>Staff evaluations are conducted on an annual basis according to the Ministerial directive. Each year, the principal identifies which teachers are to be evaluated, and according to the teacher's years of experience and related activities, whether the formal evaluation or the growth plan model will be used.</p> <p>Principals are evaluated as per the <i>Direction of Principal Growth and Evaluation in the Northwest Territories</i>.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	10	3 (ÉB) 3 (ÉASC)	With the school closures due to COVID, we focused on evaluating 1st and 2nd year teachers only.
Number of principals and assistant principals formally evaluated in the school year.	2	1	In progress. One principal is leaving our education body so no final evaluation was done, but a reference letter was provided.
Number of Education Body School Support Consultants formally evaluated in the school year.	3	3	In progress
Number of Superintendents formally evaluated in the school year.	1	0	The process and documents were developed and the first evaluation using this new process will be done in October 2022.

Areas of Strength for the region	School principals work extremely hard to evaluate staff. With the two major school closures in Yellowknife and the flood in Hay River, I commend the two principals for those evaluations they were able to complete.
Areas for Development for the region	CSFTNO is looking very much forward to piloting the new principal growth and evaluation model in development by ECE next school year. Develop formal evaluation for Principals.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	The school closures and flood in Hay River had a direct impact on evaluations of teachers. The principals did the best they could to complete as many evaluations as they could.

E. Regional Training and In-Service

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

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

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Literacy – Ongoing throughout the school year through the work done with our literacy/numeracy coach.</p> <p>Numeracy – See SSI proposal</p> <p>In 2021-2022, critical thinking will be our focus. A steering committee composed of two school support consultants, principals and teachers is leading this transformation of the learning experience for students. Most of our regional training and in-service will be led by steering committee members. The goal is to build internal capacity. Where and when we need outside consultant facilitation, we will include it.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on shared priorities	100%	100%	
Number of administration days dedicated to training and in-service.	0.5	0.5	
% of collaborative STIP time dedicated to regional priorities	100%	100%	
Number of schools which implemented STIP as per the Ministerial Directive	2	2	

Areas of Strength for the region	The STIP collaborative time is exploited to its fullest. Our initiatives moved forward despite all the school closures.
Areas for Development for the region	With fewer interruptions in the school year calendar in 2022-2023, we hope to work on launching, moving forward aggressively and maintaining a rigorous but pleasant learning rhythm. Making excellent use of our PD and collaborative STIP hours will be the key
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	COVID-19 hampered the use of these collaborative STIP hours to move forward, having to shift their focus to online learning and priorities around school closures rather than on strategic priorities.

F. Literacy Coordinators

Literacy coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and 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	1.0	N/A	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, including regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Our Regional Literacy Coordinator has been very effective in working with our teachers in both schools and her role is relevant to the School Improvement Plans developed by each of our schools. We have introduced the VAE model (Vision, Alignment and Execution). We have a literacy framework. Our coordinator's role is to share our vision, have the teachers contribute to this vision, coordinate the activities and learning sequences through our PLCs to create a more coherent alignment in each school and across the CSFTNO, and to have teachers execute lessons and activities so that we can achieve our literacy targets. Our RLC (coach) is a member of our Student Exit Profile steering committee and has been an integral part of the development of the training already done, and to come in 2021-2022, our priority being the development of critical thinking skills and</p>
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	innovation, creativity and the entrepreneurial spirit.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes	Yes	
Areas of Strength for the region	The Francisation program was put in place successfully. The teaching of the learning sequences and use of assessments is now really a part of our school cultures. It is seen as positive and helpful when we welcome new teachers to facilitate appropriation of the curriculum. The CSF developed new tools to manage and communicate data, which makes it easier to use with teachers to improve students' learning.		
Areas for Development for the region	We will continue to work on implementing common practices for teaching reading, including a better use of our data regarding student writing results.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	School closures made it difficult to manage the PLCs as many meetings were postponed or canceled due to schools closing or other events.		

G. Healthy Food for Learning

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

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	100%	100%	
Areas of Strength for the region	We always have meals available for students. We make sure that each student starts their day on the right foot. We also provide healthy snacks to our high school students. The teacher in charge at the secondary level closely monitors and provides healthy snacks.		
Areas for Development for the region	Continue to be creative in what we provide for snacks and meals and provide students with alternatives as food costs climb.		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Actions have been taken by classes to meet the requirements of the health measures. Each teacher managed these activities for his/her students.
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School Name	Type of food program(s) <i>(Breakfast, Lunch, Snack, etc.)</i>	Frequency of program <i>(Monday - Friday)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
ÉB	Snacks/lunches as needed	Monday - Friday	62.5	Everyone welcome	Yes	
ÉASC	Snacks/lunches as needed	Monday - Friday	158	Everyone welcome	Yes	

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

H. Student Success Initiative

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

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

<p>SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.</p>	<p>Numeracy (VAE – Vision, Alignment and Execution)</p> <p>In 2020-2021, the vision of our Numeracy Framework took shape. We completed the review of all modules and assessment tools from grades 1 to 6.</p> <p>In 2021-2022, the focus will be on professional development activities related to developing scaffolded documents/templates by grade level to develop coherency. Problem solving is an example of templates we'd like to design, which would include a variety of situations and associated common mathematics language.</p> <p>We want to develop processes so we can use the data from our assessment tools to make instruction data driven.</p> <p>Teaching strategies, the how-to, will be a focus as well. Generalist teachers need support in learning how to teach concepts using best practices. Our focus being on critical thinking, we will add complexity to our learning situations.</p> <p>Our SSI project also includes continuing to work with Grade 7 to 9 teachers to add these grade level expectations, modules, and assessments to our Numeracy Framework. Grade 10 to 12 teachers would be working on this project as well to build the bridge between grade 9 and 10-12.</p> <p>The professional development activities will be led by our consultant and supported by our Literacy/Numeracy Coordinator (coach).</p>
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region who participate in SSI PD activities.	70%	70%	
% of support staff from across the region who participate in SSI PD activities.	70%	70%	
Areas of Strength	We have developed comprehensive annual plans to teach math in our schools from grades 1 to 9, including many assessments to gather meaningful data. Over the years, we also developed many tools that are available to teachers to teach different math skills in a variety of ways.		
Areas for Development	We must develop tools to assess problem solving skills and modify our teaching approach as necessary. Following a first year of implementation, assess and review the annual plan for grades 7-9.		
Additional Comments, including any specific information related to the COVID-19 pandemic.	Many of our professional development activities were postponed, and some were ultimately canceled due to COVID closures, therefore, we were not able to complete the development of assessments for our older students, and we had less opportunities to discuss the data from our assessments. School closures and many changes to the PD calendar made it difficult to follow the implementation of some common practices.		

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? (Yes/No)	If No, why not?
Numeracy	2021-2024	No	Many of our professional development activities for 2021-2022 were postponed, and some were ultimately canceled due to COVID and the flooding in Hay River.

I. Safe School Plans

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

The current cycle is:

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	Yes	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	Yes	
Areas of Strength for the region	We have our procedures in place as far as common practices go.		
Areas for Development for the region	We must make use of our procedures, consolidate them for both schools and strengthen our communication around safety. There are certain policies and procedures left to develop.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Keeping the Safe School Committees active in both schools has also been a challenge over the past few years, when in truth, they should have been most active. We can do better.		

J. Healthy Relationship Programming

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

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

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

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

<p>Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.</p>	<p>Grades JK-6 – <i>Vers le Pacifique</i> – All existing staff has now been trained and will implement the program. A plan is being developed on how and when we will to our new staff.</p> <p>Grades 7 to 9 – The Fourth R - Incorporated in Health classes.</p> <p>Grade 10 to 12 – Healthy Relationships Program Plus - Incorporated in CALM classes.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering <i>Vers le Pacifique</i>	100%	Yes	
% of schools with grade 4-6 students offering <i>Vers le Pacifique</i>	100%	Yes	
% of schools with grade 7-9 students offering the Fourth R	100%	Yes	
% of schools with grade 10-11 students offering HRPP	100%	100%	At ÉASC, there were no grade 9 students this year.

Were there any difficulties accessing training for the above programs?	Some teachers who had already done the training were not assigned the course in their teaching load. We also offer courses like CALM every two years, so students in Grades 9 to 12 have that course in alternating years only.
Are there any recommendations for making training for the above programs more accessible?	Differentiate - refreshers for already trained teachers rather than first-time training for all.
Areas of Strength for the region	We have a core group of teachers that are trained.
Areas for Development for the region	Maintaining the programs throughout the whole school and the complete school year during COVID was very difficult. Hopefully, with a normal year coming, we'll be able to have more success.
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	In a small school, with the turnover of teachers and students over time, it is difficult to maintain continuity.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including Vers le Pacifique, 4 th R, and HRPP, and the grades they are being used in (if applicable).	ÉB	100%	100% All these programs were implemented at their specific grade level.	
	ÉASC	100%	100% All these programs were implemented at their specific grade level.	

K. Second Language Education

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

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

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

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

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for programs, processes, and personnel that meet expectations and standards identified in the *Guidelines for Inclusive Schooling* (2016), to effectively support classroom teachers and improve student success. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

A. Regional Inclusive Schooling Coordinators

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

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

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	1.00	N/A	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%	0%	

B. Program Support Teachers

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

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

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
ÉB	1.00	1.00	N/A	N/A	1.0	
ÉASC	1.38	1.38	N/A	N/A	1.38	
TOTAL	2.38	2.38	N/A	N/A	2.38	

C. Support Assistants

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

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

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
ÉB	1.22	1.00	It was decided to place the extra 0.22 PY at ÉASC to better meet the needs of a larger student body. We will evaluate needs and adjust as necessary.	1.00	
ÉASC	2.56	2.78		4.00	1.00 - Jordan's Principle
TOTAL	3.78	3.78		5.00	

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)
\$7,410	\$12,121	The 20-21 balance of \$4,711 has been reported in 21-22, due to COVID-19.	\$9,409	The difference of \$2,712 has been used to offset over expenses in other lines of Inclusive Schooling.

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

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

Tienet training for new teachers and refresher for all others. Development and implementation of support plans.		RISC/PST			
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 2021/22 school year	Yes	
New IEP training	PST	RISC	9 scheduled meetings (1/month)	Yes	
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	Yes	

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

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>As a result of COVID-19, most training will be done by our regional staff; Regional Inclusive Schooling Coordinator (RISC) and Program Support Teachers (PST or virtually). Again, this year, we will be working with a new Child Youth Care Counsellor, their expertise will be sought out to augment the quantity and variety of professional development activities related to mental health issues and well-being. For continuity, we will continue to work with our OT consultant from the Yukon (self-regulation) and with an SLP for language development. We will also determine how we can continue our partnership with Laurentian University's Speech Language Pathology division, their second-year master students completing their practicums in our schools.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
<p>% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?</p>	100%	10%	<p>Only 1 IEP currently at CSFTNO. Training is provided on an as-needed basis. New IEP is being used.</p>
<p>% of staff trained, in the past two years, in the SBST process?</p>	100%	100%	
<p>Areas of Strength for the region</p>	<p>CSFTNO's small teams, experienced staff & PSTs with specialized training in inclusive education are some of our strengths. SSP & IEP writing training is embedded in our school culture and is deeply rooted in our school year cycle. Strong mentorship from PSTs and experienced teachers makes the whole process around plans fluid and connected to the realities and unicity of our students.</p>		
<p>Areas for Development for the region</p>	<p>After two years of disruptions due to COVID, we are looking forward to being able to go through a normal, organized and well-planned year of training around inclusion. We have created a plan for next year that includes specific training for SAs around learning disabilities & emotions regulations.</p>		
<p>Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.</p>	NA		

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 (\$)
Carrie Jensen	2-3-4-5-6 May 2022	No French language services in NWT	ÉASC and ÉB	5 days	\$10,000

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

E. Assistive Technology

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

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

Allocated (\$)	Amount per School (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student/ etc.)	Total Over / Under Allocation (\$)
\$43,334¹	27,460.00	26,287.49	EASC	- 3,769.58
	15,874.00	20,117.07	EB	
		46,404.56		

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

F. Healing and Counselling

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
ÉB	\$15,593	\$15,593		Positions	\$15,593	
ÉASC	\$20,267	\$20,267		Positions	\$20,267	
TOTAL	\$35,860	\$35,860			\$35,860	

G. Alignment of Student Supports

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

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

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<ul style="list-style-type: none"> • Beginning of year - one on one meetings PST/teacher to present every SSP and IEP (new classroom assignment) making sure that proposed student supports align well with the goals stated in the plans. • September meetings between PST/teacher to review and adapt every SSP and IEP, making sure that student supports are realistic, manageable and that they align with the goals stated in the plan. • January meeting between PST/teacher to review and adapt every SSP and IEP and to make sure that student supports are still appropriate and that they align with the goals stated in the plans. • Through coaching sessions with selected teachers, the PST checks in to make sure that the student supports are aligned with the goals stated in the plans.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	

Number of students not able to participate in the Common Learning Environment in their home community.	0	0	
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%	100%	
% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100%	100%	
Number of students in temporary residency situations or homebound for whom education programs are provided.	0	0	
Number of times per month that the RISC meets with PSTs via video/phone conference?	2	2	
Number of times per year that the RISC meet with the PSTs in person	6	6	
Areas of Strength for the region	Size of team, PSTs in their positions for 3 consecutive years in each school. Regular contacts between the PSTs and the RISC. Efficient teamwork and closely connected teams.		
Areas for Development for the region	Continue to create more professional development opportunities. PSTs and RISC knowledge and skills need to be shared more effectively and on a timelier basis each year.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	N/A		

H. Flexible Instructional Strategies

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

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

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.	The principal in each school will support teachers and support assistants in arranging time for flexible instructional strategies. They will schedule, allocate resources as per needs and lead staff development with the assistance of the Regional Inclusive Schooling Coordinator.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	100%	100%	
% of support assistants who receive support through adequate scheduled time with PST.	100%	100%	
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%	100%	
% of schools that have a fair process for equitable access to extra-curricular activities?	100%	100%	
Areas of Strength for the region	Proactive school teams that constantly seek to improve. Openness to change, and the appropriation of new teaching strategies. A collaborative schedule established at the start of the school year in order to target the needs of teachers.		
Areas for Development for the region	Continue to allocate more PST time for specialized follow-ups with students (RTI). Add time with support assistants to set specific work objectives with students		

	and do closer follow-ups. Continue to offer training with support assistants and teachers so that everyone is speaking a common language.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	N/A

I. School-based Support Team

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

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

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.	<ul style="list-style-type: none"> • RISC provides training to PSTs regarding the 30 minutes meeting plan in August/September • RISC sets dates and attends first meetings with PSTs • All meeting notes are recorded in a Google Drive file shared with the RISC • SBST are discussed at every PST/RISC face to face meeting
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	

% of teachers accessing the SBST	100%	100%	
% of schools that are using referral forms to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	
% of schools that include CYCCs in SBST meetings.	100%	100%	
% of SBST meetings that focus on developing strategies to support classroom teachers.	100%	100%	
% of SBST meetings that focus on solving specific problems.	100%	100%	
% of SBST meetings that address systemic issues in the school.	10%	100%	
Areas of Strength for the region	We continue to have good collaboration amongst teachers, principals and PSTs. Everyone involved is open to the process. We see people using strategies suggested following the meetings. SBST is used in an effective way to solve special cases, difficult classroom situations, and is recognized as a positive way to find solutions to sometimes complicated situations. It is also a great tool for new teachers, the model is a great collaborative and non-threatening strategy for all staff.		
Areas for Development for the region	Continue to be good role models. Strong leadership is needed in the first few meetings to set the table for the year.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	N/A		

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

J. Review of SSPs and IEPs

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

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

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

<p>% of students participating in developing their own SSPs, when required and appropriate.</p>	100%	100%	
<p>% of students participating in developing their own IEP, when required and appropriate.</p>	100%	100%	
<p>% of schools with plans or strategies in place to increase student participation in SSP and IEP creation</p>	100%	100%	
<p>Areas of Strength for the region</p>	<p>Again this year, our qualified and motivated PSTs continue to create personalized plans that are carefully reviewed by all members of the school team.</p> <p>The teachers are also very involved in the student support plans and they respect them well in the classroom. Close monitoring by PST and RISC. Attention to detail, consistency.</p>		
<p>Areas for Development for the region</p>	<p>As every year, we will continue to focus our efforts on new teachers needing additional training to fully understand the purpose of the plans and the importance of keeping them alive and active throughout the year.</p> <p>It is difficult for some (new) teachers to adapt their teaching according to the students' plans. Modeling is crucial, as well as continued collaboration of PSTs & teachers.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	N/A		

K. PST Activities

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

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

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.	<ul style="list-style-type: none"> • Beginning of year face-to-face meeting with all PSTs about expectations regarding time usage • Sharing the PST menu in <i>Exploring Inclusive Pedagogies</i> (Schnellert, L. February 2019, p.22) • Time use and schedules are discussed at every face-to-face PST/RISC meeting • Schedules are shared with RISC via Google Drive
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	+ - 40%	The challenge is always the same; it is necessary to set aside more time in the presence of students to work individually.
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	+ - 15%	N/A
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%	+ - 40%	A lot of time must be spent on administrative work at the beginning and end of the year. The workload is closely linked to the priorities of the school principal and education body.

% of PSTs allocated as less than a 1.0 FTE	0%	0%	
Areas of Strength for the region	Lots of flexibility and collaboration. Experienced PSTs. PST with a strong professional background.		
Areas for Development for the region	As mentioned, each year in this report, the percentages allocated to the work of the ESPs should be reviewed, it is sometimes unrealistic with the needs on the ground. A suggestion could be that in each school, a teacher is designated as assistant principal so as not to have call upon the PST to act as the principal when he or she is away.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	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 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

A. Regional Indigenous Language and Education Coordinators

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

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

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

B. Indigenous Language and Education Teams

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

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

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

C. Indigenous Education

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) & Source (If applicable)
ÉB	\$31,800	\$31,800	Based on enrollment	\$21,671	Insignificant	N/A
ÉASC	\$30,600	\$30,600	Based on enrollment	\$43,515	Insignificant	N/A
TOTAL	\$62,400	\$62,400		\$65,186		

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

School	Elder in-Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
ÉB	N	N	N/A	N/A	Funds were allocated to our Cultural facilitator at ÉB.
ÉASC	N	N	N/A	N/A	

D. Building the School-Community Relationship

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

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

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>In 2020-2021, ÉASC, with the assistance of the staff of the ILE Secretariat, developed a stand-alone ILE Plan. Many activities took place, despite the pandemic. They will be described in this section. A prospector's tent has also been erected behind the school. An elder spends time at the school regularly to share knowledge and language and do cultural activities with the students. A Cultural Activity week took place for the first time in 2020-2021. This plan will continue in 2021-2022.</p> <p>In Hay River, ÉB continued to partner with the K'atl'odeeche First Nation and with the Métis Alliance. Sites and elders are much more readily available in Hay River.</p> <p>No one elder is hired for regular school programming. There are several elders or Indigenous resource persons that are called upon, depending on their knowledge, skill set and availability.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Elders hired for regular school programming	100%	50%	No elder hired for regular school programming
Areas of Strength for the region	Schools have developed relationships with some local elders & Indigenous organizations.		
Areas for Development for the region	Hiring Indigenous staff and offering an Indigenous language program would help develop a stronger bond with Indigenous communities.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal
ÉB	Development of collaborative projects with Indigenous artists. (John Rombough, for example)	It wasn't possible to bring artists at the school during the COVID-19 pandemic.
ÉASC	Development of projects with people from the community (Bush Kids, Aboriginal Sports Circle)	We did activities in the prospector tent. Students learned how to build an igloo. Students learned to open and clean fish. All of our activities took place outdoors as we could not invite anyone inside the school to do activities.

Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences
ÉB	Cooking with students.	Leading our hunting and fishing camp. Leading our ice fishing camp.
ÉASC	Cooking with students	Leading our hunting and fishing camp. Leading our ice fishing camp. Cooking bannock outside.

E. Strengthening Training for Northern Educators

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

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

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>CSFTNO staff will attend two Cultural Orientation days, one at the beginning of the school year, and another in mid-year, as per the directive. Each school will determine those dates and activities.</p> <p>With the help of the Indigenous Languages Secretariat staff, we will offer workshops and in-services.</p> <p>CSFTNO teachers will continue to integrate Dene Kede in their lessons.</p> <p>CSFTNO will encourage all of its new teachers to attend the New to the North Teachers' Conference in August 2021.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools offering Indigenous language training and support to all staff members.	100%	50%	Partial whole school approach at ÉASC only.
% of schools holding local Teacher Cultural Orientation Days.	100%	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participating.	New to the North Conference (3)	New to the North Conference (2)	

	(ICAST) Living Well Together Training - GNWT	(ICAST) Living Well Together Training - GNWT	
% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%	100%	
Areas of Strength for the region	Excellent staff participation to cultural orientation days & online training.		
Areas for Development for the region	Implementing an Indigenous language training for teachers. Smaller learnings prior to camps are offered.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Training of Northern Educators

School	Goal	Explanation on status of goal
ÉB	Organization of a cultural orientation day at the camp led by Elders	We had a cultural orientation day with two elders in September (canoe trip on Hay River).
ÉASC	Two days of cultural orientation at the beginning of the school year. Dene Kede training for new teachers.	We opened our culture orientation day with prayer and recognition of the territory, and a drum dance. The staff worked on ICAST.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities local Cultural Orientation Days.	ÉB	Fabrication de mitaines en peau de castor, séchage du poisson, tannage de peaux,	We had a Cultural orientation day focusing on	

		<p>historique des communautés autochtones régionales</p>	<p>Dene Kede implementation as well as Living Well Together training. We also had a canoe trip with two Katlodeeche Elders.</p>	
	<p>ÉASC</p>	<p>Ouverture avec les DENE, prière, rassemblement, fabrication de mitaines, histoires sous la tente, etc.</p>	<p>Opening with the Dene Drummers and assembly. The second activity did not take place due to a six-week school closure. Staff continued to work on completing ICAST. Making mittens did not take place due to school closures in January 2022.</p>	

F. Fostering Student Wellbeing

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

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

<p>Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)</p>	<p>At CSFTNO schools, the Student Exit Profile explicitly requires educators to treat each student with respect and to focus on strengths and invite each student to identify the gifts they have, and which need further development. These gifts are celebrated. CSFTNO schools provide settings that encourage students to continue to develop their identity through a variety of activities.</p>
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ILE Action Plan Goal for Fostering Student Wellbeing		
School	Goal	Explanation on status of goal
ÉB	Implement sharing circles	50% of classes have implemented the sharing circles
ÉASC	Implement sharing circles	50% of classes have implemented the sharing circles

School	What types of supports for student wellbeing does your school have in place that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
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ÉB	Tie school values to Dene Laws	When referring to school values, our Indigenous Elders and Yelders used the relevant Dene Law to connect the value and noticeable character traits. It is a work in progress.
ÉASC	Tie school values to Dene Laws	When referring to school values, our Indigenous Elders and Yelders used the relevant Dene Law to connect the value and noticeable character traits. It is a work in progress.

G. Indigenizing Teaching and Learning Practices

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

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

Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.	<p>At CSFTNO, both schools will learn and incorporate the Dene Laws in lesson planning and daily school life, focussing on:</p> <ul style="list-style-type: none"> ● sharing what we have, ● helping each other, ● being respectful of elders and everything around you, ● being polite and not arguing with anyone, ● pass on the teachings, ● behaving respectfully and being always as happy as possible. <p>We selected these laws specifically as they align very well to our education body and school values.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
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% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%	100%	
Areas of Strength for the region	Excellent staff participation during training.		
Areas for Development for the region	Hiring Indigenous staff members and offering an Indigenous language program to foster better relationships with the local Indigenous community.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	With so many closures due to COVID and the Hay River flood, it was very difficult to build any momentum in this area this year.		

ILE Action Plan Goal for Indigenizing Teaching and Learning Practices

School	Goal	Explanation on status of goal
ÉB	Monthly focus on each of the six Dene laws selected.	Dene laws are displayed in the school.
ÉASC	Monthly focus on each of the six Dene laws selected.	Dene laws are displayed in the school.

School Specific Performance Indicators	School	Wise Practice
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	ÉB	JK/K teachers planning Dene Kede implementation in their long-range plans with Literacy Coordinator. Teacher identified competencies related to Dene Kede, clarified their comprehension of the related theme per grade level and found activities and resources, both internal and external. Finally, they integrated

		these themes and activities in their long-range plans.
	ÉASC	Every morning, a student is in charge of the morning message which includes a reminder of one Dene law.

H. Indigenizing Content for Curricula & Programming

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

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

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

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming

School	Goal	Explanation on status of goal
ÉB	Integration of Dene Kede into annual planning - teaching the concept followed by a related educational activity.	Teachers have a section on Dene Kede in their annual plan.
ÉASC	Integration of Dene Kede into annual planning - teaching the concept followed by a related educational activity.	Especially at the primary level, the teaching staff applies the Dene Kede. We will develop it for grades 7 to 9 next year.

School Specific Performance Indicators	School	Wise Practice
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	ÉB	All students and staff participate in at least one on the land camp.
	ÉASC	The importance between hunting and food, and respect for the animal.

		<p>The observation of birds and their function.</p> <p>Nature connected with the earth.</p>
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I. Offering Key Cultural Experiences

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

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

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>Our main activity is our annual Leadership Camp. In 2020-2021, this activity took place in class bubbles from Grade 7 to 9.</p> <p>We put up a prospector's tent at ÉASC, and in Hay River, ÉB uses the Harry Camsell Dene gathering area.</p> <p>Other culture camps take place at each grade level. On-the-land learning activities are encouraged.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
<p>% of schools with Key Cultural Experiences for students on the land or within the school.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Cultural facilitators are in place in both schools to support on the land programming.</p>		
<p>Areas for Development for the region</p>	<p>We haven't been able to organize our regional leadership camp involving students from both schools these past two years.</p>		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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ILE Action Plan Goal for Key Cultural Experience

School	Goal	Explanation on status of goal
ÉB	Organize cultural camps with Elders for students of all grade levels.	Hunting and fishing camp (Grades 8 to 10) Ice fishing camp (Kindergarten to Grade 12) Canoe camp (Grades 8 to 10)
ÉASC	Organize cultural camps for primary school students.	We had organized camps for the fall, but on September 13th, the school was transformed into online teaching. We did the fishing camps from grades 1 to 6.

School Specific Performance Indicators	School	Wise Practice
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	ÉB	Students in grade 8 to 10 received credits for hunting and fishing courses during the on-the-land camp at Paulette Bay in October. Metis Elder & helper led the camp with support from our cultural facilitator. Indigenous language was little involved though.
	ÉASC	A two-day trapping camp was held with the collaboration of an Indigenous partner and was a success. The language aspect was not really involved. The entire school learned the names of animals in the Dene language.

J. Engaging Community in Indigenous Language Programs

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

Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)	At each camp or activity, Elders are called upon to share their knowledge and expertise. When the activity calls for it, we take the students out on the land. At ÉASC, a prospector's tent has been erected and it will be used more frequently next year as a gathering, teaching and learning site. At ÉB, staff and students make good use of the Harry Camsell School tent area.
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ILE Action Plan Goal for Engaging Community in Indigenous Language Programs		
School	Goal	Explanation on status of goal
ÉB	The Elders we invite to our activities share words and expressions and we practice them.	No elders who master the language came to the school this year.
ÉASC	The Elders we invite to our activities share words and expressions and we practice them.	We did not have any elders in the school this year.

K. Employing a Whole School Approach to Language Use

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

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

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.</p>	<p>CSFTNO schools encourage the students to learn words and basic expressions in the language of the community. At ÉASC, morning announcements include words and expressions that are spoken, written and preregistered for students and staff to listen to. At ÉB, a plan will be developed to put in place a whole language approach.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%	50%	To increase and improve upon throughout both schools
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	0%	To be developed
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	0%	
Areas of Strength for the region			

Areas for Development for the region	We need to review our plan with the school team to develop this aspect. I contacted the ILES team to work on a plan to develop this aspect. This aspect is very difficult for our school as we already teach two languages.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
ÉB	Creation of a multilingual illustrated booklet with a local Elder. Learn and display 10 words/phrases throughout the school year.	We have not worked on this aspect this year.
ÉASC	Recall expressions already learned and learn 10 new expressions. Incorporate class (animal) names into school operations so that everyone recognizes classes by animal names. Continue to post phrases/words.	We have written all the animal names in Dene below the animal skins that we will install on the walls in the school. We continued to use the phrases we learned last year but did not add any.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	ÉB	Student involvement in creating a story with a Dene speaker Use of QR code for Déné Zhatié language signage	No results	We have not worked on this aspect this year.
	ÉASC	Choose one sentence per month and		We have not added any new phrases since last year.

		<p>practice it during the morning message. Learn frequently used words from Alice, our Elder, which we will practice every day, for example, greetings, my name is...</p> <p>Write the words that are displayed, and we go on the Internet to have the possibility of hearing the words repeatedly. Each class will have an animal name and a frame that has been designed will be placed outside the classroom door. Continue to learn names of northern animals.</p>	<p>We have found all the animal names in Dene that we have in the school.</p> <p>A sign with the design of the animal and its name was associated with each classroom and placed by the door.</p>
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L. Community Support

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

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

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Yellowknife	\$15,234	\$15,000	Insignificant	\$13,632	Diverse gears and indigenous camp related items.	
Hay River	\$13,096	\$8,000	Money used in Indigenous Education	\$7,600	ILE Consultant	
TOTAL	\$28,330	\$23,000		\$21,232		

Appendix B: Operating Plan - Operating Budget

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

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

	2021-2022 Budget	2020-2021 Approved Budget	2020-2021 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	4,877,806	4,791,082	5,050,422
SSI (Base Amounts - Schedule 8)	15,000	15,000	15,000
Northern Distance Learning (Schedule 8)			
Minority Language (Schedule 8)			
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions			
Sub-Total ECE	4,877,806	4,791,082	5,050,422
GNWT Other Contributions	122,900	121,425	404,486
Total GNWT	5,000,706	4,912,507	5,454,908
Federal Government Jordan's Principle (Schedule 8)	80,721	80,309	223,000
Federal Government Other	1,440,330	1,485,235	1,525,153
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	20,000	35,000	15,000
Donations			
Other			
Total Generated Funds	20,000	35,000	15,000
TOTAL REVENUES	6,541,757	6,513,051	7,218,061
EXPENSES			
Administration (see Schedule 2)	868,673	904,551	1,138,608
School Programs (see Schedule 2)	4,627,687	4,579,565	4,748,105
Operations and maintenance (see Schedule 2)	0	0	
Inclusive Schooling (see Schedules 2 & 3)	968,735	966,552	1,025,208
Indigenous Languages and Education (see Schedules 2 & 4)	134,015	167,742	159,086
Student/Staff Accommodations (see Schedule 2)			
Debt Service			
Other	80,721	80,309	223,000
Sub-Total Expenses Before Amortization	6,679,831	6,698,719	7,294,007
Amortization (see Schedule 6)			
TOTAL EXPENSES**	6,679,831	6,698,719	7,294,007
ANNUAL OPERATING SURPLUS (DEFICIT)	-138,074	-185,668	-75,946
ACCUMULATED SURPLUS (DEFICIT) OPEN *	139,077	215,023	215,023
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	1,003	29,355	139,077

Appendix C: Annual Report - Audited Financial Statements

Commission scolaire francophone Territoires du Nord-Ouest

Statement of Financial Position

As at June 30,	2022	2021
Financial Assets		
Cash (Note 5)	\$ 1,755,438	\$ 1,405,171
Accounts receivable (Note 9)	96,683	172,351
Due from Government of Canada (Note 15)	15,005	25,356
	1,867,126	1,602,878
Liabilities		
Accounts payable and accrued liabilities (Note 11)	797,214	453,699
Payroll liabilities (Note 11)	599,740	541,102
Repayment to GNWT (Note 12)	1,269,573	1,269,573
Deferred revenue (Note 13)	274,754	147,586
Post-employment benefits (Note 19)	330,167	369,385
	3,271,448	2,781,345
Net financial liabilities	(1,404,322)	(1,178,467)
Non-financial assets		
Prepaid expenses (Note 22)	8,062	12,504
Accumulated deficit	\$ (1,396,260)	\$ (1,165,963)
Represented By:		
Operating deficit	\$ (1,396,260)	\$ (1,165,963)

Contractual obligations and contingencies (Note 24 and 25)

Approved on behalf of the Board:

_____ Trustee

_____ Trustee

Commission scolaire francophone Territoires du Nord-Ouest

Statement of Operations

For the year ended June 30,	2022 Budget	2022 Actual	2021 Actual
Revenues			
Government of the NWT			
ECE regular contributions	\$ 4,915,086	\$ 4,980,060	\$ 5,050,421
French language instruction	1,403,050	1,403,050	1,422,450
ECE other contributions (Note 32)	96,900	140,550	263,832
Total GNWT ECE	6,415,036	6,523,660	6,736,703
GNWT other contributions (Note 33)	26,000	60,996	40,333
Total GNWT	6,441,036	6,584,656	6,777,036
Government of Canada			
Jordan's Principle	80,721	117,600	246,760
Other contributions	-	-	28,600
	80,721	117,600	275,360
Education body generated funds			
Northwest Territories Teachers' Association Contributions	-	6,858	17,002
Interest	20,000	14,072	13,573
School generated fund	-	54,535	-
Other revenues	-	60,536	41,600
	20,000	135,801	72,175
	6,541,757	6,838,057	7,124,571
Expenses (Schedule 1)			
School programs	4,623,137	4,823,077	4,700,770
Inclusive schooling	971,985	981,161	1,067,403
Administration	868,673	962,602	1,055,828
Indigenous languages and culture	135,315	131,199	162,614
Jordan's Principle	80,721	117,600	246,760
School Generated Fund	-	54,535	-
	6,679,831	7,070,174	7,233,375
Operating deficit before other items	(138,074)	(232,117)	(108,804)
Other items			
Post-employment benefit recovery (expense) (Note 19)	-	1,820	(2,609)
Grant in-kind - Assets provided at no cost (Note 23)	-	1,065,676	1,060,439
Rent expense - Assets provided at no cost (Note 23)	-	(1,065,676)	(1,060,439)
Operating deficit	(138,074)	(230,297)	(111,413)
Opening accumulated deficit	(1,165,963)	(1,165,963)	(1,054,550)
Closing accumulated deficit	\$ (1,304,037)	\$ (1,396,260)	\$ (1,165,963)

Commission scolaire francophone Territoires du Nord-Ouest
Statement of Changes in Net Financial Liabilities

For the year ended June 30,	2022 Budget	2022 Actual	2021 Actual
Operating deficit	\$ (138,074)	\$ (230,297)	\$ (111,413)
Acquisition of prepaid expense	-	-	(960)
Consumption of prepaid expense	-	4,442	-
Increase in net financial liabilities	(138,074)	(225,855)	(112,373)
Net financial liabilities, beginning of year	(1,178,467)	(1,178,467)	(1,066,094)
Net financial liabilities, end of year	\$ (1,316,541)	\$ (1,404,322)	\$ (1,178,467)

Approvals

Operating Plan



Education Body Chair

June 30, 2021

Date



Superintendent

June 30, 2021

Date

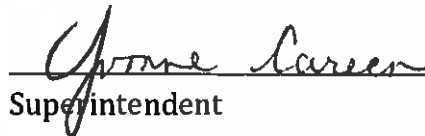
Annual Report



Education Body Chair

le 17 octobre 2022

Date



Superintendent

le 17 octobre 2022

Date

**Commission scolaire francophone
Territoires du Nord-Ouest**

Consolidated Financial Statements

June 30, 2022

Commission scolaire francophone Territoires du Nord-Ouest

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Commission scolaire francophone Territoires du Nord-Ouest

Généralités

L'objectif du rapport de gestion consiste à expliquer, du point de vue du bureau central, la situation financière et les perspectives d'avenir de la Commission scolaire francophone TNO. Le rapport de gestion est la responsabilité de la direction générale et du Conseil des commissaires de la Commission scolaire francophone TNO et sert à promouvoir la transparence et la reddition de comptes.

Les objectifs de la gestion financière de la Commission scolaire francophone des TNO se résument en deux objectifs :

- 1) Fournir les meilleurs programmes d'éducation possibles selon les ressources financières allouées.
- 2) Gérer les ressources financières avec compétence et être redevable de ces ressources financières devant le ministère de l'Éducation, de la Culture et de la Formation des Territoires du Nord-Ouest et le gouvernement du Canada.

La vision de la Commission scolaire francophone TNO est de permettre à l'élève de développer ses compétences et de cultiver ses talents, selon ses besoins spécifiques, dans une perspective de développement global de sa personne et de son identité francophone.

Selon la *Loi sur l'Éducation des Territoires du Nord-Ouest*, la Commission scolaire francophone compte six sièges de commissaires élus, trois à Yellowknife et trois à Hay River.

Ce sont les commissaires qui supervisent la gestion de la Commission scolaire et des écoles. En fait, ils constituent le lien entre les élèves, les parents, les écoles et les deux paliers de gouvernement.

Les commissaires au titre de l'exercice fiscal 2021-22 sont comme suit :

Nom	Titre
Jean De Dieu Tuyishime	Président
Jessica King	Vice-présidente
Simon Cloutier	Commissaire
Catherine Boulanger	Commissaire
Rachel Cook	Commissaire
Fiona Aiston	Commissaire

La Commission scolaire francophone des TNO gère deux écoles publiques en français langue première de la prématernelle à la 12^e année :

- l'école Allain St-Cyr à Yellowknife; et
- l'école Boréale à Hay River.

Personnel de la Commission scolaire francophone

En 2021-22, le personnel (en termes de FTE) de la CSFTNO était de 43.9 FTE et se présente comme suit :

- Bureau central : 6 FTE (1 SRM, 2 EXCLUDED, 3 NWTTA)
- École Allain St-Cyr (EASC) : 16 NWTTA et 7 UNW
- École Boréale : 11 NWTTA et 3.9 UNW

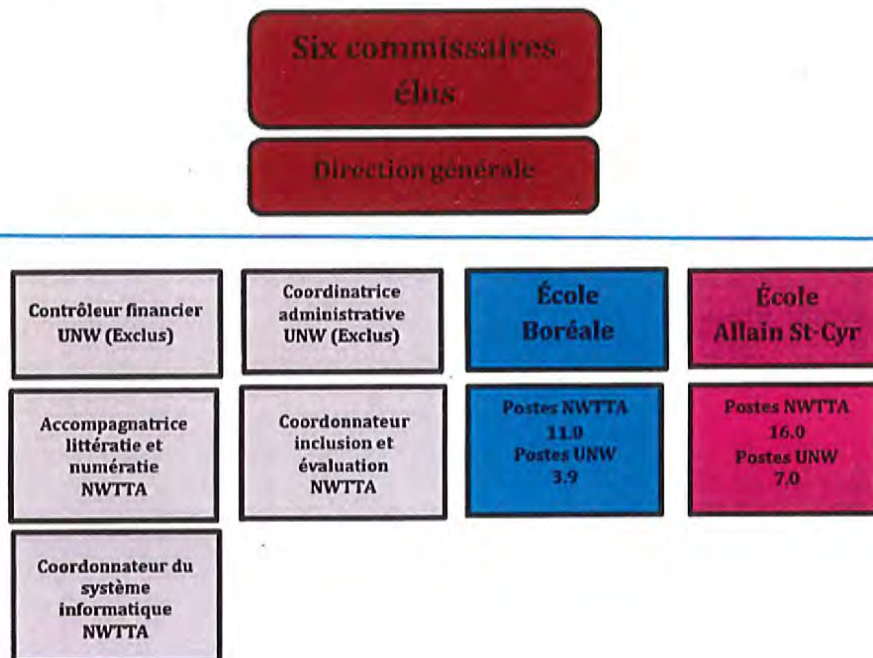
Effectif des élèves

Au 30 septembre 2021, 158 élèves fréquentaient l'école Allain St-Cyr et 62,5 l'école Boréale.

Organigramme de la Commission scolaire francophone

L'organigramme de la Commission scolaire francophone des TNO pour l'année 2021-2022 se présente comme suit :

Organigramme fonctionnel de la CSFTNO (2021-2022)



Plan stratégique 2021-2026

La Commission scolaire francophone a exécuté et achevé avec succès son plan stratégique 2015-2020 et a mis en place son nouveau plan stratégique pour la période 2021-2026.

Les nouveaux axes définis sont les suivants :

- La réussite et le bien-être de chaque élève;
- La capacité organisationnelle en développement;
- Espace francophone et communauté au service de l'élève.

Axe 1 : La réussite et le bien-être de chaque élève

Les objectifs stratégiques assignés à cet axe sont les suivants :

- Améliorer le rendement académique de chaque élève pour lui permettre de mieux réussir son parcours scolaire;
- Développer les compétences du profil de sortie de l'élève de la prématernelle à douzième année;
- Préparer les élèves à la vie postsecondaire par une approche individualisée, innovante et expérientielle.

Axe 2 : La capacité organisationnelle en développement

Les objectifs stratégiques assignés à cet axe sont les suivants :

- Retenir et recruter un personnel engagé par un environnement de bienveillance et un accompagnement professionnel continu.
- Développer la capacité de l'organisation pour offrir une plus grande gamme de programmes et cours innovants.
- Développer la capacité de l'organisation à préconiser une culture axée sur la performance, les données et l'imputabilité pour soutenir la réussite et le bien-être des élèves.

Axe 3 : Espace francophone et communauté au service de l'élève

Les objectifs stratégiques assignés à cet axe sont les suivants :

- Engager nos parents et nos partenaires pour soutenir la réussite et le bien-être de nos élèves.
- Développer une stratégie pour le recrutement et la rétention des élèves en vue d'assurer la vitalité et la pérennité de nos écoles.
- Collaborer avec les organismes locaux, territoriaux et nationaux pour faire vivre des expériences authentiques francophones et nordiques à nos élèves.
- Reconnaître, célébrer et communiquer l'unicité de notre système d'éducation francophone nordique.

Profil de sortie de l'élève

La CSFTNO, après un long processus d'écoute, de sessions d'informations et de formation, a élaboré un document permettant à chaque apprenant de définir sa propre voie du succès : le Profil de sortie de l'élève (PSÉ). Le PSÉ permet le développement personnel de l'élève dans un contexte qui :

- Tient compte du **bien-être** de l'apprenant.
- Définit l'**identité franco-ténoise** de l'apprenant.
- En fait un **apprenant pour la vie**.
- Le transforme en **penseur critique**.
- Lui donne les moyens de devenir un **citoyen éthique et engagé**.

Bien-être

- **Fait des choix de vie sains et sécuritaires** (alimentation, activité physique, santé mentale, consommation, relations, hygiène de vie).
- **Gère son stress**.
- **Reconnaît, partage et gère ses émotions**.
- **Cultive des rapports harmonieux**.
- **Utilise les stratégies d'autorégulation** (avoir une conscience de son état physique, émotionnel et mental et agir en fonction pour optimiser son potentiel).
- **Développe et a une estime de soi positive**.

Identité franco-ténoise

- **Travaille à se connaître et à maximiser son potentiel**.
- **Apprécie les richesses et particularités de son identité francophone**.
- **Apprécie les richesses et particularités de son identité nordique**.
- **Continue à s'engager afin de contribuer à la vitalité des communautés francophones**.

Un apprenant pour la vie qui...

- **Réussit son parcours scolaire**.
- **Communique efficacement**.
- **Collabore de façon constructive**.
- **Est débrouillard et fait preuve d'adaptation (résilience)**.

- **Maîtrise la littératie numérique.**

Un penseur critique qui...

- **Utilise son jugement et ses connaissances pour faire face aux défis.**
- **Fait preuve de créativité, d'innovation et d'entrepreneuriat.**

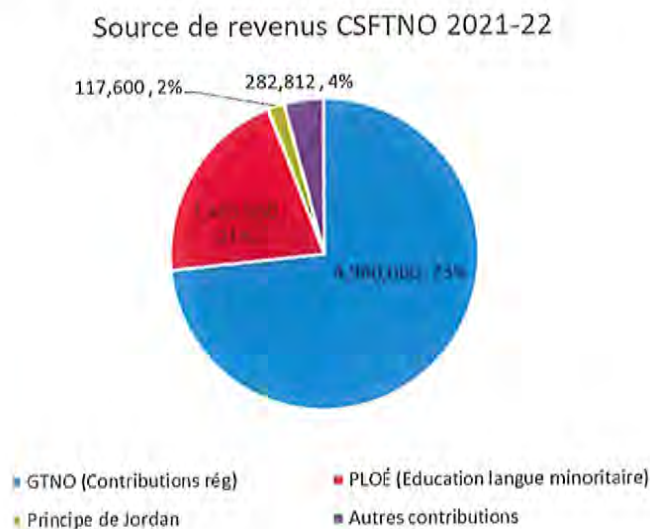
Un citoyen éthique et engagé qui...

- **Est ouvert sur le monde et sa diversité.**
- **Contribue à la communauté en faisant preuve de leadership.**
- **Est animé par un idéal de justice sociale et d'équité.**
- **Valorise et respecte les cultures autochtones.**

Revenus¹

La source principale des revenus provient du Gouvernement des Territoires du Nord-Ouest (GTNO). Cette source des revenus est majoritairement divisée en 3 catégories, exclusion faite des fonds générés par les écoles :

- Les contributions régulières calculées par le Cadre de financement scolaire des Territoires du Nord-Ouest (5.005 M\$) et les subventions du Secrétariat aux affaires francophones et le programme SELF-REG;
- La contribution provenant de l'entente *Enseignement en français langue de la minorité* de Patrimoine canadien (1.403 M);
- Les autres revenus provenant essentiellement des autres contributions du gouvernement (départements GTNO y compris ECE) et du Principe de Jordan s'élèvent à 400 k\$.



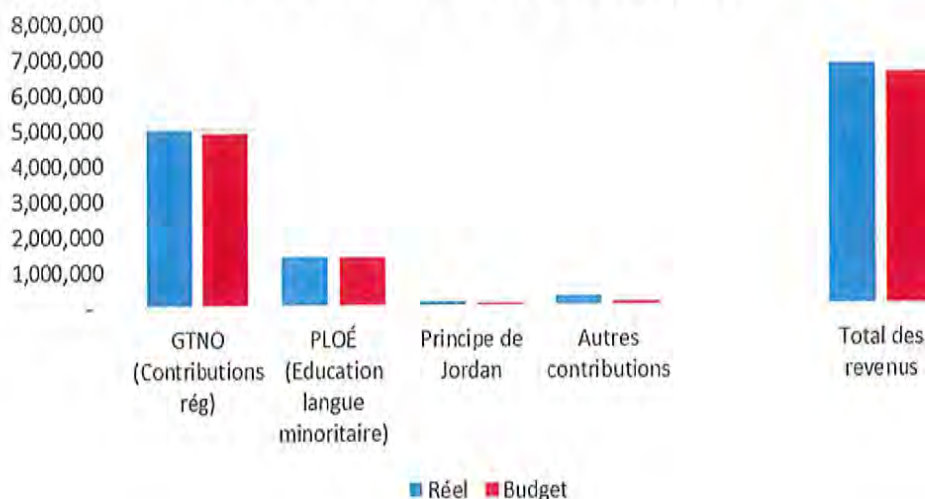
En 2021-2022, la Commission scolaire francophone TNO a enregistré des revenus d'un montant de 6.784 M\$ comparativement à un montant budgété de 6.542 M\$. Cette variance de 242 k\$ s'explique principalement par les facteurs suivants :

¹ Les revenus n'incluent pas le montant des fonds générés par les écoles qui fait l'objet d'une section séparée.

- Une hausse des contributions régulières de 80 k\$, tenant compte de la hausse des salaires des enseignants et du personnel.
- Il y a également la subvention du revenu COVID-19 réalisée à hauteur de 87 k\$, le principe de Jordan pour 37 k\$ et les autres revenus pour un montant net de 38 k\$ (une hausse de la contribution de Land on the Collaborative and TAKT pour 33 k\$, une nouvelle subvention pour Orthophonie pour 13 k\$, et une baisse du montant des ordonnances de 8 k\$).
- Le programme Odyssee, bien qu'ayant été budgété pour l'école Boréale n'a pas eu lieu au titre de l'année scolaire 21-22. Cela a entraîné une baisse des revenus de 37 k\$ compensée par une hausse des divers revenus de 38 k\$ (PES 440 pour 25.5 k\$, FNCSF pour 4 k\$ et divers pour 9 k\$).

Voici un tableau illustrant les revenus réels comparativement aux revenus budgétés :

Revenus réels vs. budgétés 2021-22



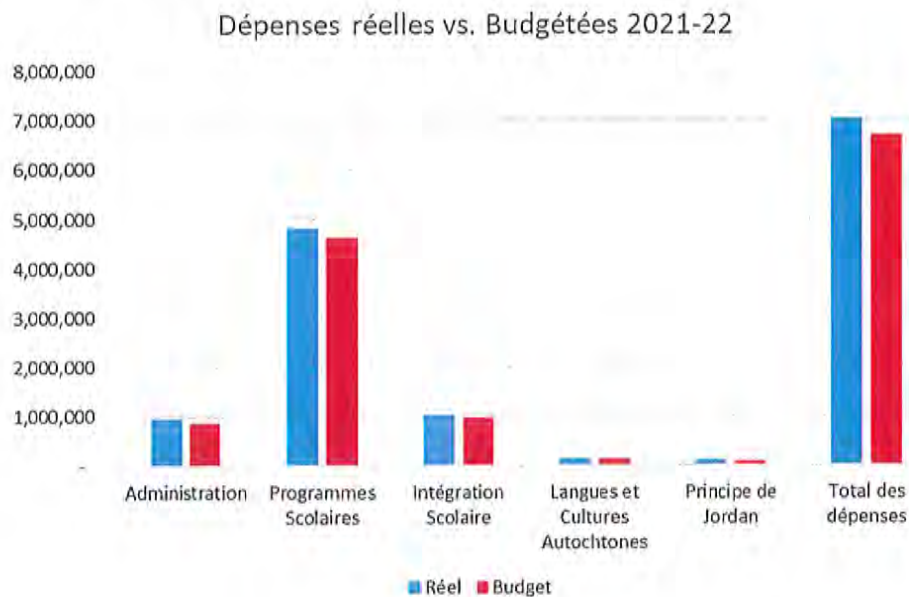
Dépenses²

Le total des dépenses de la Commission scolaire francophone TNO au 30 juin 2022 se chiffre à 7.014 M\$ comparativement à un budget approuvé de 6.680 M\$, soit un dépassement de 334 k\$.

Ce dépassement s'explique essentiellement par les facteurs suivants :

- Une hausse des frais d'administration de 92 k\$, notamment lié aux frais d'avocat pour les causes en cours;
- Une hausse des dépenses des programmes scolaires (notamment les salaires) de 172 k\$;
- Une augmentation des frais du principe de Jordan à hauteur de 37 k\$;
- Une augmentation des dépenses d'intégration scolaire de 37 k\$;
- Un quasi-équilibre des dépenses autochtones caractérisé par une faible réduction de 4 k\$.

Voici un tableau illustrant les dépenses réelles comparativement aux dépenses budgétées par programme :



² Les dépenses n'incluent pas les dépenses relatives aux activités spécifiques financées par des fonds générés par les écoles. Elles sont séparées et incluses dans la section des fonds générés par les écoles.

Résultats

Le résultat audité au 30 juin 2022 de la CSFTNO révèle un déficit de 230.3 k\$. Ce déficit s'explique essentiellement par l'importance des honoraires d'avocats qui n'étaient pas connus jusqu'à la fin de l'année fiscale. Ces frais s'élèvent à environ 167 k\$ et sont relatifs à :

- Une facture concernant l'appel à la Cour Suprême du Canada (CSC) d'un montant total de 145 k\$ dont une somme de 68.75 k\$ est supportée par le Programme de Contestation Judiciaire (PCJ). La quote-part qui a été supportée par la CSFTNO est de 76 k\$. Cette portion payée pourrait être partiellement remboursée si une décision favorable était prise à la suite d'une demande supplémentaire au PCJ.
- Une autre facture concernant l'appel à la CSC s'élevant à 91 k\$.

D'autres éléments ont contribué, soit négativement, soit positivement à la réduction du déficit :

- L'évaluation actuarielle a conduit à une baisse du déficit de 39 k\$, traduisant un allègement des engagements de la CSFTNO au 30 juin 2022;
- Les provisions pour congés payés ont augmenté le déficit de 17 k\$;
- Les opérations courantes, notamment, les salaires réels ont été plus élevés que les prévisions, expliquant essentiellement le plus gros du déficit de 85 k\$ relevant des activités ordinaires.

Ce déficit hors dette (1,270 k\$) envers le GTNO est partiellement compensé par le surplus opérationnel cumulé de l'exercice précédent qui s'élève à 103.6 k\$, ramenant ainsi notre déficit cumulé opérationnel (hors dette GTNO) à 126.7 k\$ au 30 juin 2022.

Fonds générés par les écoles

La CSFTNO a décidé d'intégrer les transactions liées aux fonds générés par les écoles dans les états financiers au 30 juin 2022. C'est le premier exercice de leur prise en compte et ce, dans l'objectif de se conformer à la norme comptable PS 1300. L'application de cette norme n'est pas particulièrement exigée par ECE et toute qualification relative à cette partie ne rend pas le rapport audité irrecevable. En d'autres termes, ECE s'accommode très bien de toute qualification éventuelle sur les fonds générés par les écoles. Un montant s'équilibrant en revenus et en dépenses a été porté aux états financiers pour 54.5 k\$.

Programmes

Administration

La section administration comprend les dépenses pour les salaires et bénéfiques des employés au bureau central, les honoraires du Conseil d'administration, les honoraires des différents consultants (incluant les frais d'avocat) et les dépenses administratives de la Commission scolaire francophone TNO. Le total des dépenses réelles (hors honoraires juridiques non prévus) s'élève à 0.793 M\$ versus un budget de 0.869 M\$. Les honoraires d'avocats non prévus se sont élevés à 167 k\$, conduisant à des dépenses réelles d'administration de 0.961 M\$, soit une hausse de 92 k\$ par rapport au budget.

Programmes scolaires

Cette section inclut les dépenses opérationnelles des écoles telles que les salaires et bénéfiques des enseignants, adjoints en soutien au programme, consultants, secrétaires et concierges. Les programmes scolaires comprennent également les frais de développement professionnel, le transport par autobus, les matériaux scolaires et les fournitures scolaires dans les écoles. Les dépenses encourues et réalisées se chiffrent à 4.823 M\$ contre un budget de 4.623 M\$.

Intégration Scolaire

Les dépenses pour l'intégration scolaire permettent aux écoles d'inclure tous les élèves et d'assurer leur participation dans les classes régulières. Cette section inclut les salaires et avantages sociaux des enseignants au soutien des élèves, les adjoint(e)s au programme de soutien, le développement professionnel, les frais associés au Principe de Jordan, et les matériaux et fournitures de classe associés au programme d'intégration scolaire. Les dépenses réelles sont sensiblement équivalentes au montant budgété et s'élèvent à 0.981 M\$ contre un montant budgété de 0.972 M\$.

Langue et cultures autochtones

Ce programme comprend les salaires et avantages sociaux du coordonnateur, ainsi que les matériaux et les fournitures reliés au programme de Langue et culture autochtones. L'exercice fiscal 2021-2022 s'est soldé par des dépenses réelles de 0.131 M\$ contre un budget de 0.135 M\$.

Perspectives 2022-2023

L'année 2021-2022 est celle qui a suivi l'année de la pandémie avec de nouveaux défis. La réalité du marché du travail a fondamentalement changé tant au niveau de la façon de travailler (possibilité de travailler à distance) que de la disponibilité d'une main d'œuvre qui se fait rare.

Malgré ce défi, la CSFTNO et toutes les parties prenantes ont énormément travaillé pour offrir quasiment le même niveau de services à leurs clients compte tenu des restrictions sanitaires. Et la CSFTNO s'engage à toujours offrir ce même niveau de services quel que soit le coût supplémentaire que cela a entraîné et continue d'entraîner.

Enfin, la CSFTNO expérimente une augmentation de l'effectif des élèves à l'école Allain St-Cyr (184,5 espérés contre 158 l'année dernière, soit une hausse de 26.5 élèves ou 16.77%) qui ouvrirait droit l'obtention d'un financement extraordinaire dont le montant n'est pas encore connu.

Sommaire

En 2021-2022, la Commission scolaire francophone TNO a approuvé un déficit opérationnel y compris les dépenses extraordinaires de 230,297\$ contre un déficit initialement budgété de 138,074\$.

La prise en compte du déficit cumulé incluant la dette du GTNO (1,166 M\$) et du déficit courant de 230 k\$ aboutit à un déficit cumulé de 1.396 M\$.

Malgré ce déficit, les fonds budgétés pour l'année fiscale 2022-2023 s'alignent avec le Plan stratégique à venir dans le but de continuer à offrir un excellent programme d'éducation en français langue première dans nos deux écoles.

Nous souhaitons une bonne rentrée scolaire à tous les élèves et employés de la Commission scolaire francophone TNO.

**To the Minister of Education, Culture and Employment
Government of the Northwest Territories**

Management's Responsibility for Financial Reporting with respect to the school year ended June 30, 2022

The Management Discussion and Analysis, Consolidated Financial Statements, Schedules and Notes herein submitted have been prepared and approved by management. They provide full disclosure and accurately reflect the financial and non-financial condition of Commission scolaire francophone Territoires du Nord-Ouest ("the Commission") in all material respects and in accordance with Canadian Public Sector Accounting Standards ("CPSAS") as well as the Financial Administration Manual ("FAM") and the Financial Administration Manual for Education Authorities ("FAMEA") of the Government of the Northwest Territories.

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of the Commission scolaire francophone Territoires du Nord-Ouest have been conducted within the statutory powers of the Commission. The operations and administration of the Commission as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the *Education Act*, *Financial Administration Act*, CPSAS, FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the Education Authority Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

Management hereby asserts that auditors have been provided with all relevant records and documentation as well as unrestricted access to the same. Management is not aware of any undisclosed irregularities involving management or employees with either current or potential impact on financial results, fraud or suspected fraud, disbursements made for purposes not consistent with an appropriation, irregular commitments including those in the form of guarantees, violations or possible violations of laws or regulations, claims or litigation, known or suspected environmental site contaminations or of any other undisclosed environmental or safety hazards within its jurisdiction.

The auditors annually provide an independent, objective audit for the purpose of expressing an opinion on the financial statements in accordance with Canadian generally accepted auditing standards. The auditors also consider whether the transactions that have come to their notice in the course of this audit are, in all significant respects, in accordance with specified legislation and directives from the Department of Education, Culture, and Employment ("ECE") of the Government of the Northwest Territories.

Approved and confirmed on behalf of the Commission


Yvonne Caron **Directrice générale**


Marc Akpos, MBA, CIA, CPA, CMA, FRM, CP3P **Contrôleur financier**

September 28, 2022

Independent Auditors' Report

To the Minister of Education, Culture and Employment
Government of the Northwest Territories

Report on the Audit of the Consolidated Financial Statements

Qualified Opinion

We have audited the accompanying consolidated financial statements of Commission Scolaire Francophone Territoires du Nord-Ouest ("the Commission") which comprise the consolidated statement of financial position as at June 30, 2022, consolidated statements of operations, changes in net financial liabilities, and cash flows for the year then ended, including a summary of significant accounting policies and other explanatory information.

In our opinion, except for the possible effect of the matters described in the *Basis of Qualified Opinion* paragraph, these consolidated financial statements present fairly, in all material respects, the financial position of the Commission as at June 30, 2022 and the results of its operations, change in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Qualified Opinion

School funds generated and controlled by the Commission during the years ended June 30, 2021 are not reported nor presented in the accompanying consolidated financial statements. School generated funds represent fundraising activities for the benefit of student life enhancement and are controlled through the Commission due to the nature of these activities, which must be approved at the Commission level. This represents a departure from Canadian public accounting standards because school generated funds are determined to be under the control of the Commission, and as such are required to be included under the government reporting entity. Accordingly, school generated funds revenues, expenses, assets, and surplus for the year ended June 30, 2021, as well as school generated funds assets and surplus as at July 1 and June 30 for both 2022 and 2021 years are not recognized nor audited in the accompanying consolidated financial statements. Our audit opinion on the consolidated financial statements for the year ended June 30, 2021 was modified accordingly because of the possible effects of this departure.

Salaries and benefits paid to management and employees of the Commission are administered by the Government of the Northwest Territories and are audited as part of the Government of the Northwest Territories. Our audit scope was limited as we did not audit the components of salaries and benefits expenses and related balances. Accordingly, we were not able to determine whether any adjustments might be necessary to salaries and benefits expenses for the years ended June 30, 2022 and 2021; employee deductions payable, vacation payable, salaries and wages payable, post-employment benefits payable at June 30, 2022 and 2021, and accumulated surplus (deficit) as at July 1 and June 30 for both 2022 and 2021 years. Our audit opinion on the consolidated financial statements for the year ended June 30, 2021 was modified accordingly because of the possible effects of this limitation in scope.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section our report. We are independent of the Commission in accordance with the ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified opinion.

Independent Auditors' Report (continued)

Other Information

Management is responsible for the other information. The other information comprises the Management Discussion and Analysis, but does not include the consolidated financial statements and our auditors' report thereon.

Our opinion on the consolidated financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the consolidated financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Responsibilities for Management and Those Charged with Governance for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the Commission's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Commission or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Commission's financial reporting process.

Auditors' Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

Independent Auditors' Report (continued)

Auditors' Responsibilities for the Audit of the Consolidated Financial Statements (continued)

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Commission's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Commission to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Report on Other Legal and Regulatory Requirements

In conjunction with the audit of the consolidated financial statements, we have audited transactions of the Commission coming to our notice for compliance with specified authorities. The specified authorities against which compliance was audited are the Government of the Northwest Territories - Department of Education, Culture and Employment.

In our opinion, the transactions of the Commission that came to our notice during the audit of the consolidated financial statements have complied, in all material respects, with the specified authorities referred to above.

Management is responsible for the Commission's compliance with the specified authorities named above, and for such internal control as management determines is necessary to enable the entity to comply with the specified authorities.

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the financial statements are in compliance with the specified authorities referred to above.

Crowe Mackay LLP

Yellowknife, Northwest Territories
September 28, 2022

Chartered Professional Accountants

Commission scolaire francophone Territoires du Nord-Ouest

Statement of Financial Position

As at June 30, 2022 2021

Financial Assets

Cash (Note 5)	\$ 1,755,438	\$ 1,405,171
Accounts receivable (Note 9)	96,683	172,351
Due from Government of Canada (Note 15)	15,005	25,356
	1,867,126	1,602,878

Liabilities

Accounts payable and accrued liabilities (Note 10)	797,214	453,699
Payroll liabilities (Note 10)	599,740	541,102
Payable to GNWT (Note 11)	1,269,573	1,269,573
Deferred revenue (Note 12)	274,754	147,586
Post-employment benefits (Note 18)	330,167	369,385
	3,271,448	2,781,345

Net financial liabilities (1,404,322) (1,178,467)

Non-financial assets


Prepaid expenses (Note 22)	8,062	12,504
Accumulated deficit	\$ (1,396,260)	\$ (1,165,963)

Represented By:

Operating deficit \$ (1,396,260) \$ (1,165,963)

Contractual obligations and contingencies (Note 23 and 24)

Approved on behalf of the Board:



Trustee
Simon Cloutier



Trustee
Jean de Dieu TUYISHIME

Commission scolaire francophone Territoires du Nord-Ouest

Statement of Operations

For the year ended June 30,	2022 Budget	2022 Actual	2021 Actual
Revenues			
Government of the NWT			
ECE regular contributions	\$ 4,915,086	\$ 4,980,060	\$ 5,050,421
French language instruction (Schedule 4)	1,403,050	1,403,050	1,422,450
ECE other contributions (Note 31)	96,900	140,550	263,832
Total GNWT ECE	6,415,036	6,523,660	6,736,703
GNWT other contributions (Note 32)	26,000	60,996	40,333
Total GNWT	6,441,036	6,584,656	6,777,036
Government of Canada			
Jordan's Principle	80,721	117,600	246,760
Other contributions	-	-	28,600
	80,721	117,600	275,360
Education body generated funds			
Northwest Territories Teachers' Association			
Contributions	-	6,658	17,002
Interest	20,000	14,072	13,573
School generated fund	-	54,535	-
Other revenues	-	60,536	41,600
	20,000	135,801	72,175
	6,541,757	6,838,057	7,124,571
Expenses (Schedule 1)			
School programs	4,623,137	4,823,077	4,700,770
Inclusive schooling	971,985	981,161	1,067,403
Administration	868,673	962,602	1,055,828
Indigenous languages and culture	135,315	131,199	162,614
Jordan's Principle	80,721	117,600	246,760
School Generated Fund	-	54,535	-
	6,679,831	7,070,174	7,233,375
Operating deficit before other items	(138,074)	(232,117)	(108,804)
Other items			
Post-employment benefit recovery			
(expense) (Note 18)	-	1,820	(2,609)
Grant in-kind - Assets provided at no cost (Note 22)	-	1,065,676	1,060,439
Rent expense - Assets provided at no cost (Note 22)	-	(1,065,676)	(1,060,439)
Operating deficit	(138,074)	(230,297)	(111,413)
Opening accumulated deficit	(1,165,963)	(1,165,963)	(1,054,550)
Closing accumulated deficit	\$ (1,304,037)	\$ (1,396,260)	\$ (1,165,963)

Commission scolaire francophone Territoires du Nord-Ouest

Statement of Changes in Net Financial Liabilities

For the year ended June 30,	2022 Budget	2022 Actual	2021 Actual
Operating deficit	\$ (138,074)	\$ (230,297)	\$ (111,413)
Acquisition of prepaid expense	-	-	(960)
Consumption of prepaid expense	-	4,442	-
Increase in net financial liabilities	(138,074)	(225,855)	(112,373)
Net financial liabilities, beginning of year	(1,178,467)	(1,178,467)	(1,066,094)
Net financial liabilities, end of year	\$ (1,316,541)	\$ (1,404,322)	\$ (1,178,467)

Commission scolaire francophone Territoires du Nord-Ouest

Statement of Cash Flows

For the year ended June 30, 2022 2021

Cash provided by (used in):

Operating transactions

Operating deficit \$ (230,297) \$ (111,413)

Changes in non-cash assets and liabilities

Decrease (increase) in accounts receivable 75,668 (78,445)

Increase in accounts payable and accrued liabilities 343,515 80,296

Increase in payroll liabilities 58,638 16,765

Decrease (increase) in due from Government of Canada 10,351 (25,356)

Increase in deferred revenue 127,168 15,272

Decrease in post-employment benefits (39,218) (5,569)

Decrease (increase) in prepaid expenses and deposits 4,442 (960)

Increase (decrease) in cash **350,267** **(109,410)**

Cash at beginning of year **1,405,171** **1,514,581**

Cash at end of year **\$ 1,755,438** **\$ 1,405,171**

Commission scolaire francophone Territoires du Nord-Ouest

**Schedule 1
Details of Expenses**

For the year ended June 30,

	School Programs	Inclusive Schooling (Schedule 3)	Administration	Indigenous Languages and Culture (Schedule 2)	Jordan's Principle (Schedule 6)	Transfer and Other	Total 2022	Budget 2022	Total 2021
Salaries									
Teachers	\$ 3,794,519	\$ 326,276	-	\$ 48,922	-	-	\$ 4,169,717	\$ 3,931,324	\$ 3,746,713
Instruction assistants	-	403,810	-	-	116,190	-	520,000	430,610	697,644
Non-instructional staff	586,132	178,043	494,417	-	-	-	1,258,592	1,327,898	1,530,487
Board/trustees honoraria	-	-	32,661	44,385	-	-	77,046	28,000	83,256
	4,380,651	908,129	527,078	93,307	116,190	-	6,025,355	5,717,832	6,058,100
Employee Benefits									
Employee benefits	-	-	51,239	-	-	-	51,239	70,000	70,293
Leave and termination	-	-	14,228	-	-	-	14,228	55,000	45,032
	-	-	65,467	-	-	-	65,467	125,000	115,325
Services Purchased/Contracted									
Advertising/publishing	-	-	24,758	-	-	-	24,758	55,234	77,270
Communications	14,705	-	12,819	-	-	-	27,524	32,719	26,987
Contracted services	76,475	22,147	272,546	-	1,410	54,535	427,113	174,620	266,809
Maintenance and repairs	44,597	-	749	-	-	-	45,346	16,615	41,560
Other	21,299	2,938	18,762	-	-	-	42,999	143,772	147,669
Professional / technical	-	-	-	-	-	-	-	2,000	-
Rental/leases	22,564	-	2,994	-	-	-	25,558	25,994	23,918
Student travel	58,657	-	-	-	-	-	58,657	74,542	62,921
Travel	11,297	4,471	9,407	14,453	-	-	39,628	36,410	39,728
	249,594	29,556	342,035	14,453	1,410	54,535	691,583	561,906	686,862

Continued on next page

Commission scolaire francophone Territoires du Nord-Ouest

Schedule 1 (continued)
Detail of Expenses

For the year ended June 30,

	School Programs	Inclusive Schooling (Schedule 3)	Administration	Indigenous Languages and Culture (Schedule 2)	Jordan's Principle	Transfer and Other	Total 2022	Budget 2022	Total 2021
Supplies and Materials	603	-	49	-	-	-	652	2,000	369
Freight	192,229	43,476	27,973	23,439	-	-	287,117	273,093	372,719
	192,832	43,476	28,022	23,439	-	-	287,769	275,093	373,088
	\$ 4,823,077	\$ 981,161	\$ 962,602	\$ 131,199	\$ 117,600	\$ 54,535	\$ 7,070,174	\$ 6,679,831	\$ 7,233,375

Commission scolaire francophone Territoires du Nord-Ouest

Schedule 2
Indigenous Languages and Culture Expenses

For the year ended June 30, 2022

	School Instruction	Teaching/ Learning Resources	School Activities and Integrated Community Programs	Total
Salaries				
ILE teachers	\$ -	\$ 48,922	\$ -	\$ 48,922
Board/trustees honoraria	44,385	-	-	44,385
	44,385	48,922	-	93,307
Services Purchased/Contracted				
Travel	-	-	14,453	14,453
Supplies and Materials	-	-	23,439	23,439
	\$ 44,385	\$ 48,922	\$ 37,892	\$ 131,199

Commission scolaire francophone Territoires du Nord-Ouest

Schedule 3
Inclusive Schooling Expenses

For the year ended June 30, 2022

	Staff Development	Student Resources	General Inclusive Schooling	Total
Salaries				
Regional Coordinator	\$ -	\$ -	\$ 178,043	\$ 178,043
Program support teachers	-	-	326,276	326,276
Support assistants	-	-	403,810	403,810
	-	-	908,129	908,129
Services Purchased/Contracted				
Contracted services	2,000	-	20,147	22,147
Other	2,938	-	-	2,938
Travel	4,471	-	-	4,471
	9,409	-	20,147	29,556
Supplies and Materials	-	32,975	10,501	43,476
	\$ 9,409	\$ 32,975	\$ 938,777	\$ 981,161

Commission scolaire francophone Territoires du Nord-Ouest

**Schedule 4
French Language Funding**

For the year ended June 30, 2022

	Contributions from ECE and Heritage Canada	Commitments from Commission	Expenses	(Under) Over Funding
STUDENT PARTICIPATION				
School administration (salary)	\$ 316,666	\$ 45,166	\$ 345,208	\$ 16,624
Retention bursaries	28,000	-	9,750	18,250
2 grade level per class (salary)	402,987	952,693	3,023,525	(1,667,845)
2 secretaries / librarian (salary)	186,461	73,227	250,719	8,969
Promotion	47,764	-	23,864	23,900
SCHOOL PROGRAMS				
Cyber pedagogy (salary)	73,923	88,876	168,019	(5,220)
Technology resources	30,000	-	38,387	(8,387)
PROGRAM ENRICHMENT				
Cultural facilitators	89,344	-	90,859	(1,515)
Partnership early childhood	25,000	-	25,000	-
French monitors (rent)	-	-	812	(812)
Coach for francisation	80,168	85,225	174,551	(9,158)
Art program	35,866	-	39,555	(3,689)
Cultural activities	27,711	6,500	31,423	2,788
French resource purchase	35,000	-	38,447	(3,447)
EDUCATIONAL SUPPORT FOR PERSONNEL				
Professional development	24,160	-	17,646	6,514
Total	\$ 1,403,050	\$ 1,251,687	\$ 4,277,765	\$(1,623,028)

Commission scolaire francophone Territoires du Nord-Ouest

Schedule 5
Student Success Initiative

For the year ended June 30, 2022

	Total
Revenue - Government of the NWT Education, Culture & Employment	\$ 15,000
Expenses	
Salaries/Wages	
Facilitator fees	40
Workshop expenses	
Resources	21,658
	21,698
Deficit	\$ (6,698)

Commission scolaire francophone Territoires du Nord-Ouest

Schedule 6
Jordan's Principle

For the year ended June 30,

	Budget 2022	Actual 2022	Actual 2021
Revenue			
Government of Canada - Indigenous Services Canada Contribution agreement	\$ 80,721	\$ 117,600	\$ 246,760
Expenses			
Personnel	80,721	116,190	246,760
Contracted services	-	1,410	-
Total expenses	80,721	117,600	246,760
Net surplus (deficit)	\$ -	\$ -	\$ -
Deferred revenue	\$ -	\$ -	\$ 42,925

Commission scolaire francophone Territoires du Nord-Ouest

Notes to Consolidated Financial Statements

June 30, 2022

1. Nature of the Organization

The Commission scolaire francophone Territoires du Nord-Ouest ("Commission") was established under the *Education Act* of the Government of the Northwest Territories ("GNWT") by order of the Minister dated November 7, 2000. A full range of instructional programs ranging from pre-kindergarten through Grade 12 is offered by the Commission in both Yellowknife and Hay River.

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

Section 81 of the *Education Act* outlines the powers of a Board of Education which for the Commission includes all aspects of operation and management. The Commission is the lowest (and sole) level of government exercising oversight responsibility.

The Commission is a public body performing a function of government in Canada. Paragraph 149(1)(c) of the *Income Tax Act* provides that a public body performing the function of government in Canada is exempt from taxation.

2. COVID-19

On March 11, 2020, the World Health Organization categorized COVID-19 as a pandemic. The potential economic effects within the Commission's environment and in the global markets due to the possible disruption in supply chains, and measures being introduced at various levels of government to curtail the spread of the virus (such as travel restrictions, closures of non-essential municipal and private operations, imposition of quarantines and social distancing) having had a material impact on the Commission's operations.

To mitigate the risk of virus spreading in the community, the schools were required to close for a period of time during the year. This has led to temporary suspension in the delivery of some services outlined per the funding agreements, which resulted in a large portion of funding being deferred to the subsequent fiscal period. To address the challenges posted by the pandemic, the Commission has received \$187K additional funding from the Department of Education, Culture and Employment in 2020-2021, the purpose of which was to provide COVID-19 related cost offsets for the reopening of schools in the fiscal year. The unused portion will continue to be used in the subsequent fiscal periods to fund COVID-19 related expenses. The unused portion to be used for 2022/2023 is \$15,556.

Subsequent to April 1, 2022, all restrictions in the Northwest Territories were lifted, and the Commission resumed its pre-pandemic activities.

Notes to Consolidated Financial Statements

June 30, 2022

3. Significant Accounting Policies

(a) Basis of Accounting

The financial statements of the Commission have been prepared in accordance with Canadian public sector accounting standards. The financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality. The financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity, which is composed of all organizations, two schools, which are controlled by the Commission.

The basis of accounting refers to the timing of when revenue and expense items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized. Under the basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

(b) Reporting entity

These consolidated financial statements reflect the assets, liabilities, revenues, and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Commission and which are controlled by the Commission.

School generated funds, which include the assets, liabilities, revenues, and expenses of various schools and which are controlled by the Commission are reflected in the consolidated financial statements.

Interdepartmental and inter-organizational transactions and balances between these organizations are eliminated.

(c) Cash

Cash is comprised of bank account balances, net of outstanding cheques.

(d) Financial Instruments

Financial assets originated or acquired or financial liabilities issued or assumed in an arm's length transaction are initially measured at their fair value. In the case of a financial asset or financial liability not subsequently measured at its fair value, the initial fair value is adjusted for financing fees and transaction costs that are directly attributable to its origination, acquisition, issuance or assumption. Such fees and costs in respect of financial assets and liabilities subsequently measured at fair value are expensed.

Financial assets subsequently measured at amortized cost include cash, accounts receivable and due from Government of Canada.

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, payroll liabilities, and payable to GNWT.

June 30, 2022

3. Significant Accounting Policies (continued)

(d) Financial Instruments (continued)

At the end of each reporting period, management assesses whether there are any indications that financial assets measured at cost or amortized cost may be impaired. If there is an indication of impairment, management determines whether a significant adverse change has occurred in the expected timing or the amount of future cash flows from the asset, in which case the asset's carrying amount is reduced to the highest expected value that is recoverable by either holding the asset, selling the asset or by exercising the right to any collateral. The carrying amount of the asset is reduced directly or through the use of an allowance account and the amount of the reduction is recognized as an impairment loss in operations. Previously recognized impairment losses may be reversed to the extent of any improvement. The amount of the reversal, to a maximum of the related accumulated impairment charges recorded in respect of the particular asset is recognized in operations.

(e) Non-financial Assets

Assets are classified as either financial or non-financial. Financial assets are assets that could be used to discharge existing liabilities or finance future operations. Non-financial assets are acquired, constructed or developed assets that do not normally provide resources to discharge existing liabilities but are employed to deliver services that may be consumed in normal operations and are not for resale in the normal course of operations. Non-financial assets of the Commission include prepaid expenses.

(f) Tangible Capital Assets

All tangible capital assets used by the Commission are purchased by and are the property of the GNWT. The Minister grants to the Commission the full occupancy and use of such facilities and equipment where required for the administration and delivery of education system programs. Tangible capital assets with a value in excess of \$50,000 are recorded at cost and amortized in accordance with the Financial Administration Manual guidelines by the GNWT. Tangible capital assets with a value of less than \$50,000 are recorded as a current expense.

The Statement of Operations reflects the amount that would otherwise be considered amortization expense for the fiscal year as rent expense with an offsetting corresponding amount as a grant in-kind revenue for the assets provided at no cost.

(g) Revenue Recognition

Government Transfers

Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met, except to the extent that transfer stipulations give rise to an obligation that meets the definition of a liability. Transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Transfer revenue is recognized in the Statement of Operations as the stipulation liabilities are

3. Significant Accounting Policies (continued)
settled.

June 30, 2022

3. Significant Accounting Policies (continued)

(g) Revenue Recognition (continued)

Government Transfers (continued)

Operating transfers are recognized as revenue in the period in which the events giving rise to the transaction occur, providing the transfers are authorized, any eligibility criteria have been met, and reasonable estimates of the amounts can be determined.

ECE - Regular contributions

The regular contributions from the GNWT are determined by a funding formula, based on student enrolment and price and volume fluctuation, and are received in monthly installments. The Commission retains surpluses and is responsible for deficits. Any funding requests over and above those levels provided by the formula must be first approved by the GNWT.

GNWT - French minority language

The French minority language contributions from the GNWT are determined by additional costs related to French minority language, and are received in one payment.

Other contributions

The Commission follows the deferral method of accounting for contributions from funding arrangements. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reliably estimated and its collection is reasonably assured. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred. Funds received that are not expended at year-end are recorded as either deferred revenue or contributions repayable depending upon the terms of the contribution agreement.

Deferred revenue

Deferred revenue consists of funds received in advance of providing the services or acquiring the goods. These amounts are taken into revenues when the eligible expenses are incurred or services provided.

Investment income

Investment income is recognized when received or receivable, if the amount can be reasonably estimated.

June 30, 2022

3. Significant Accounting Policies (continued)

(g) Revenue Recognition (continued)

School Generated Funds

School activity funds which are fully controlled by the Commission with respect to when and how the funds available can be disbursed are included. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising, contributions or fees paid related to a specific planned benefit. Examples might include planned student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

Student activity funds which are controlled by students or parties other than the Commission are not included even if custody of the funds is held by the Commission. Examples of excluded funds might be student clubs or associations for which the Commission has no ongoing responsibility of liability for losses. See Note 6.

The distinctions between the treatment of School and Student activity funds are under review.

(h) Budget Data

The *Education Act* of the Northwest Territories requires that Boards of Education prepare an annual budget, as outlined in Section 128 and 129.

The final priorities and funding allocations are determined by the Trustees of the Commission at a special meeting called for the purposes of reviewing budget proposals, recommending changes, additions or deletions and adopting the proposed budget. The budget is legally adopted by a motion of the Board in accordance with Section 135(3) of the *Education Act*.

Board approved budgets are submitted to the Minister of Education, Culture and Employment for final approval as directed by Sections 117(2) k, l and m of the *Education Act*.

This annual budget includes estimates of revenues, expenses and net operating surplus (deficit). Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Commission.

The budget may be amended within a given fiscal year in accordance with the Commission's policy, regulations and approved budget procedures. The budget data presented in the consolidated financial statements reflects the budget for the fiscal year.

June 30, 2022

3. Significant Accounting Policies (continued)

(i) Measurement Uncertainty

The preparation of these financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenues and expenses during the period. Management makes accounting estimates when determining significant accrued liabilities, post-employment benefits liabilities and the related costs charged to the statement of operations. Actual results could differ from these estimates, the impact of which would be recorded in future periods.

(j) Inventories Including Materials and Supplies

Materials and supplies are considered a cost of operations and are expensed to the applicable program when received.

(k) Payroll Liabilities

According to the Northwest Territories Teachers' Association ("NWTTA") and GNWT Collective Agreement, teaching staff have their salary issued by the GNWT's pay system. NWTTA staff will have earned their annual salary by June 30th which provides for continued payment during the summer. GNWT Payroll for NWTTA starts with the annualized salary commitment for compensation and then allocates the complete payout of that value over the number of pay periods between August 1 and July 31. Pay periods falling in July are therefore accrued as a liability.

The duties and compensation base for Union of Northern Workers ("UNW") School Year employees are scheduled to align with the academic year although actual start dates and durations vary by specific location and job function. Accordingly, the Commission determines the start dates of their UNW employees and accrues the related payroll liability as appropriate.

All other staff salaries are accrued to include earnings to June 30.

(l) Post-employment Benefits, Compensated Absences and Termination Benefits

Under the terms and conditions of employment, employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment. Eligibility is based on a variety of factors including place of hire, date employment commenced, and reason for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. The expected cost of providing these benefits is recognized as employees render service. Termination benefits are also recorded when employees are identified for lay-off. Compensated absences include sick, special, parental and maternity leave. Accumulating non-vesting sick and special leave are recognized in the period the employee provides service, whereas parental and maternity leave are event driven and are recognized when the leave commences. An actuarial valuation of the cost of these benefits (except maternal and parental leave) has been prepared using data provided by management and assumptions based on management's best estimates.

Notes to Consolidated Financial Statements

June 30, 2022

3. Significant Accounting Policies (continued)

(m) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expenses. Transfers include grants and contributions and are recorded as expenses when the transfer is authorized and eligibility criteria have been met by the recipient.

(n) Foreign Currency Translation

The Commission only transacts in Canadian dollars. As such there is no foreign currency translation.

(o) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organize or radioactive material or live organism that exceeds an environmental standard. A liability would be recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when all the following criteria are met: an environmental standard exists; contamination exceeds the environmental standard; The Commission is directly responsible and accepts responsibility and a reasonable estimate of the amount can be made. The best estimate of the liability includes all costs directly attributable to remediation activities and is reduced by expected net recoveries based on information available as at June 30, 2022.

At each financial reporting date, management reviews the carrying amounts of the liability. Any revisions required to the amount previously recognized is accounted for in the period revisions are made. Management at the Commission has concluded that there is no contamination that exceeds environmental standards and as a result there are no liabilities for contaminated sites.

(p) Donated Goods and Services

The school buildings occupied by the Commission are the property of the GNWT. The lease of the office space occupied by the Commission is paid for by the GNWT. The fair value of the use of the building and office space is estimated at its fair value and recognized as assets provided at no cost in the statement of operations.

June 30, 2022

3. Significant Accounting Policies (continued)

(q) Segment disclosure

The Schedule of Details of Expenses has been prepared in accordance with PS Handbook Section PS 2700 – Segment Disclosures. The segments selected are to enable users to better understand the government reporting entity and the major expense activities of the Commission. For each reported segment, expenses represent amounts directly attributable to each segment. Segments include:

School Programs: pertains to the provision of instructional services that falls under the basic public education mandate.

Inclusive Schooling: pertains to access to quality education for all students by effectively meeting their diverse needs.

Administration: pertains to the daily operations, maintenance and provision of board governance and central office administration.

Indigenous Languages and Culture: pertains to indigenous language resource development, support for language teachers and instructors, and enhance community engagement.

Jordan's Principle: pertains to the provision of products, services and supports related to health, social, and educational needs of the First Nations students at the Commission.

4. Future Accounting Changes

Revenue, Section PS 3400

For fiscal periods beginning on or after April 1, 2023, Educational bodies will be required to adopt PS 3400 Revenue. This standard provides guidance on how to account for and report on revenues. Specifically, it differentiates between revenues arising from transactions that include performance obligations and transactions that do not have performance obligations. The impact of these standards on the consolidated financial statements is currently being assessed.

Commission scolaire francophone Territoires du Nord-Ouest

Notes to Consolidated Financial Statements

June 30, 2022

5. Cash

	2022	2021
Cash	\$ 1,755,438	\$ 1,405,171

The cash is held in a bank account with Royal Bank of Canada (RBC).

6. Special Purpose Funds

The Commission did not report any special purpose funds except for school generated funds.

7. Restricted Assets

The Commission does not have any restricted assets.

8. Portfolio Investments

The Commission does not have any portfolio investments.

9. Accounts Receivable

	Accounts Receivable 2022	Allowance for doubtful accounts 2022	Net 2022	Net 2021
Due from related parties (Note 25)	\$ -	\$ -	\$ -	\$ 278
Due from GNWT (Note 25)	30,043	-	30,043	37,999
Trade and other receivables	66,640	-	66,640	134,074
	\$ 96,683	\$ -	\$ 96,683	\$ 172,351

Commission scolaire francophone Territoires du Nord-Ouest**Notes to Consolidated Financial Statements**

June 30, 2022

10. Accounts Payable and Accrued Liabilities

	2022	2021
Due to GNWT	\$ 497,778	\$ 274,479
Trade payable	299,436	179,220
	\$ 797,214	\$ 453,699

Payroll Liabilities

	2022	2021
NWTTA	\$ 381,054	\$ 366,633
UNW	77,793	77,471
Other	140,893	96,998
	\$ 599,740	\$ 541,102

11. Repayment to GNWT

In early June 2012, a judgment was decreed in the legal action brought by the Commission against the GNWT to provide additional classroom space in Hay River and to assert the right to enrol students in both schools, and in a second legal action brought against the GNWT by L'Association des Parents Ayants Droit, with the support of the Commission, to provide additional classroom space in Yellowknife. In this judgment the GNWT was ordered by the Supreme Court of the Northwest Territories to reimburse \$1,127,287 to the Commission. Payment was received during the fiscal year ended June 30, 2014.

During the 2015 fiscal year, the GNWT submitted an appeal and was successful. The Commission then submitted an appeal to the Supreme Court of Canada which was refused to be heard.

During the 2019 fiscal year, the GNWT had determined the costs owed by the Commission resulting from the appeal to be \$1,269,573. As such, this amount was recognized as a liability in that fiscal year.

During the 2022 fiscal year, the Commission filed an Application for leave to appeal with the Supreme Court of Canada. The Leave to Appeal was granted on April 14, 2022.

As of the date of release of these financial statements, there is no scheduled repayment plan in place.

Commission scolaire francophone Territoires du Nord-Ouest

Notes to Consolidated Financial Statements

June 30, 2022

12. Deferred Revenue

Deferred revenue consists of funding received for expenses not yet incurred at year end.

	2022	2021
Government of the Northwest Territories		
ECE - 2023 Core Funding	\$ 246,114	\$ -
ECE - COVID-19 Support	15,556	102,661
Government of Canada		
Indigenous Services Canada - Jordan's Principle	-	42,925
Indigenous Services Canada - Menstrual Products	11,084	-
Other		
Funds raised for Ecole Boreal gymnasium - Nicole Fournier	2,000	2,000
	\$ 274,754	\$ 147,586

13. Contributions Repayable

The Commission does not have any contributions repayable.

14. Due from the Government of Canada

	2022	2021
Heritage Canada - Discretionary Fund	\$ -	\$ 25,356
Indigenous Services Canada - Jordan's Principle	15,005	-
	\$ 15,005	\$ 25,356

Commission scolaire francophone Territoires du Nord-Ouest

Notes to Consolidated Financial Statements

June 30, 2022

15. Capital Lease Obligations

The Commission does not have capital lease obligations.

16. Pensions

The Commission does not have pensions. Members of the Northwest Territories Teachers Association are covered by the government pension plan.

17. Long-Term Debt

The Commission does not have long-term debt.

18. Post-Employment Benefits

Under the conditions of employment, employees earn severance remuneration based on the number of years of service. Certain employees will also receive assistance with removal costs to return to their point of recruitment. The payment of these benefits is dependent on employees leaving the Commission.

These liabilities are to be funded in the year they become due through regular annual budget allocations that are received from the GNWT.

Severance benefits are paid to the Commission's employees based on the type of termination (e.g. resignation versus retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being employee category and length of service. The benefits under these two categories were valued using the projected unit credit methodology.

Compensated absence benefits for all staff are accrued as employee render service and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to employee or dependent illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under compensated absence benefits were actuarially valued using the expected utilization methodology.

Valuation results

The actuarial valuation was completed as at March 31, 2022. The effective date of the next actuarial valuation is March 31, 2023. The liabilities are actuarially determined as the present value of the accrued benefits at March 31, 2022 and the results extrapolated to June 30, 2022. The values presented below are for all of the benefits under the post-employment benefits for the Commission.

Commission scolaire francophone Territoires du Nord-Ouest

Notes to Consolidated Financial Statements

June 30, 2022

18. Post-Employment Benefits (continued)

Changes in Obligation	Severance and Removal	Compensated Absences	2022	2021
Accrued benefit obligation beginning of year	\$ 199,812	\$ 70,361	\$ 270,173	\$ 282,901
Current period benefit cost	18,055	6,558	24,613	25,803
Interest accrued	6,821	2,418	9,239	7,877
Benefits payments	(30,121)	(7,281)	(37,402)	(8,178)
Actuarial loss/(gain)	17,068	(10,526)	6,542	(38,230)
Accrued benefit obligation end of year	211,635	61,530	273,165	270,173
Unamortized net actuarial gain	54,136	2,866	57,002	99,212
Total accrued liability	\$ 265,771	\$ 64,396	\$ 330,167	\$ 369,385
Benefits Expense				
Current period benefit cost	\$ 18,055	\$ 6,558	\$ 24,613	\$ 25,803
Interest accrued	6,821	2,418	9,239	7,877
Amortization of gains	(30,324)	(5,348)	(35,672)	(31,071)
Total benefits expenses (recovery)	\$ (5,448)	\$ 3,628	\$ (1,820)	\$ 2,609

The discount rate used in the 2022 fiscal year to determine the accrued benefit obligation was an average of 4.1% (2021 - 3.3%).

The expected payments during the next five fiscal years are:

	Severance and Removal	Compensated Absences	Total
2023	\$ 14,177	\$ 1,769	\$ 15,946
2024	16,318	2,448	18,766
2025	16,556	2,501	19,057
2026	16,938	2,745	19,683
2027	17,699	3,172	20,871
2028-2032	124,750	31,124	155,874
Total	\$ 206,438	\$ 43,759	\$ 250,197

Commission scolaire francophone Territoires du Nord-Ouest

Notes to Consolidated Financial Statements

June 30, 2022

19. Trust Assets Under Administration

The Commission does not have trust assets under administration.

20. Tangible Capital Assets

The Commission does not have tangible capital assets.

21. Prepaid Expenses

	2022	2021
Prepaid expenses	\$ 8,062	\$ 12,504

22. GNWT Assets Provided At No Cost

	Cost	Accumulated Amortization	2022 Net Book Value	2021 Net Book Value
Ecole Allain St-Cyr	\$ 17,310,964	\$ 4,461,480	\$ 12,849,484	\$ 13,616,618
Ecole Boreale	3,960,439	1,533,355	2,427,084	2,528,919
Ecole Allain St-Cyr Phase 1	4,490,598	1,720,494	2,770,104	2,899,952
Ecole Boreale Modular Units	1,189,060	399,313	789,747	822,314
Ecole Boreale Pellet Boiler	86,115	52,745	33,370	37,675
Ecole Boreale Biomass System	90,649	15,612	75,037	81,081
Ecole Boreale JK Playscape	223,658	41,004	182,654	197,565
Ecole Allain St-Cyr JK Playscape	135,490	33,120	102,370	111,403
	\$ 27,486,973	\$ 8,257,123	\$ 19,229,850	\$ 20,295,527

Rent expense of \$1,065,676 (2021 - \$1,060,439) was offset by a grant in-kind.

Commission scolaire francophone Territoires du Nord-Ouest**Notes to Consolidated Financial Statements**

June 30, 2022

23. Contractual Obligations

The Commission has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2022.

The future minimum payments are as follows:

	Expires in fiscal year	2023	2023-2026	Total
Equipment leases				
Xerox B8055 MONO MFP	2024	\$ 3,109	\$ 3,109	\$ 6,218
Xerox C8045 COLOUR MFP	2024	4,011	4,011	8,022
XEROX C8055 COLOUR MFP	2025	1,497	5,240	6,737
Operational Contracts				
Medias Tenois	2023	8,655	-	8,655
First Canada ULC	2026	59,088	177,264	236,352
		\$ 76,360	\$ 189,624	\$ 265,984

24. Contingencies

The Commission is currently evaluating the impact of the appeal won by the GNWT regarding the van Bochove judicial review.

25. Related Parties

The Commission is related in terms of common ownership to all GNWT created departments, agencies and corporations. The Commission enters into transactions with these entities in the normal course of business. These transactions have been valued in these financial statements at the exchange amount which is the amount of consideration established and agreed to by the related parties. The Commission is provided with various administrative services by the GNWT, the value of which is not reflected in these financial statements. The administrative costs include legal services by the Department of Justice, insurance coverage, payroll services and internal audit services by the Department of Finance, and utilities and maintenance by Public Works and Services. Transactions with related parties and balances at year-end disclosed in the financial statements are summarized in this note as follows:

Commission scolaire francophone Territoires du Nord-Ouest

Notes to Consolidated Financial Statements

June 30, 2022

25. Related Parties (continued)

Due from related parties:

	2022		2021
Government of Northwest Territories:			
Department of Education, Culture and Employment	\$ 30,043	\$	37,999
DehCho Division Education Council	-		278
	\$ 30,043	\$	38,277

Due to related parties:

	2022		2021
Government of Northwest Territories:			
Department of Education, Culture and Employment	\$ 7,000	\$	-
Department of Finance	993,416		737,309
	\$ 1,000,416	\$	737,309

Revenues from related parties:

	2022		2021
Government of Northwest Territories:			
Department of Education, Cultural and Employment	\$ 6,523,660	\$	6,736,703
Department of Environment and Natural Resources	25,556		8,000
Department of Municipal and Community Affairs	30,600		30,600
Department of Health and Social Services	4,840		1,733
Department of Finance - Interest	14,072		13,573
	\$ 6,598,728	\$	6,790,609

Expenses paid to related parties:

	2022		2021
Dehcho Divisional Education Council	\$ 300	\$	300
Hay River District Education Authority	19,058		48,933
	\$ 19,358	\$	49,233

Commission scolaire francophone Territoires du Nord-Ouest

Notes to Consolidated Financial Statements

June 30, 2022

26. Budget Data

The *Education Act* of the Northwest Territories requires that Education Bodies prepare an annual budget, as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Education Body which includes the establishment of a tax levy to support the approved budget in accordance with Section 135, Assessment and Taxation, of the *Education Act*.

The annual budget includes estimates of revenues and expenses for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Commission.

The budget figures presented are those approved by the Department of ECE on June 23, 2021.

27. Economic Dependence

The Commission receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that the Commission's operations would be significantly affected.

28. Financial Instruments

The Commission is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risks from the Commission's financial instruments is provided by type of risk below. The Commission is exposed to credit and liquidity risks from the its financial instruments. Qualitative and quantitative analysis of the significant risks from the Commission's financial instruments is provided by type of risk below.

a) Credit risk

Credit risk is the risk of financial loss to the Commission if a debtor fails to discharge an obligation when due. The Commission is exposed to this risk relating to its cash, accounts receivable, and amount due from Government of Canada. The Commission holds its cash in accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of default, the Commission's cash in accounts are insured up to \$100,000.

The Commission's maximum exposure to credit risk is represented by the financial assets balance comprised of:

	2022	2021
Cash	\$ 1,755,438	\$ 1,405,171
Accounts receivable	96,683	172,351
Due from Government of Canada	15,005	25,356
Maximum credit exposure	\$ 1,867,126	\$ 1,602,878

There is a concentration of credit risk in cash as the majority of the deposits are held in one Canadian chartered bank and the balance is in excess of the insurable limit.

Commission scolaire francophone Territoires du Nord-Ouest

Notes to Consolidated Financial Statements

June 30, 2022

28. Financial Instruments (continued)

At June 30, 2022, the following accounts receivable were past due but not impaired:

	30 Days	60 Days	90 Days	Total
Accounts receivable	\$ 6,611	\$ 1,221	\$ 22,297	\$ 30,129

There is also a concentration risk in accounts receivable as more than 20% of the total balance is from the Government of Northwest Territories. At June 30, 2022, receivables from the GNWT comprised approximately 35% (2021 - 22%) of the total balance. The amounts represent a low credit risk as the debtors are reputable governments and government organizations with a good credit score. The Commission reduces its risk exposure by following up on old account receivables for collection.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and method used to measure the risk.

b) Liquidity risk

Liquidity risk is the risk that the Commission will not be able to meet all cash outflow obligations as they come due. The Commission mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise.

The Commission's maximum exposure to liquidity risk is represented by accounts payable and accrued liabilities, and payroll liabilities for a total \$1,396,954 (2021 - \$994,801).

The financial assets including cash, accounts receivable, and amount due from Government of Canada, mature within 6 months. The financial liabilities including accounts payable and accrued liabilities, and payroll liabilities mature within 6 months.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures, and methods used to measure the risk.

29. Expenses By Object

	2022 Budget	2022 Actual	2021 Actual
Compensation	\$ 5,842,832	\$ 6,090,822	\$ 6,173,425
Supplies and materials	275,093	287,769	373,088
Services purchased/contracted	561,906	691,583	686,862
	\$ 6,679,831	\$ 7,070,174	\$ 7,233,375

Commission scolaire francophone Territoires du Nord-Ouest

Notes to Consolidated Financial Statements

June 30, 2022

30. Comparative Figures

The financial statements have been reclassified, where applicable, to conform to the presentation used in the current year.

31. ECE Other Contributions

	2022	2021
Fonds de Tiror	\$ -	\$ 25,356
Frais Orthophonie	13,000	-
French Monitor	-	79,559
COVID-19 Support	87,105	114,725
English Languages Communication & Services	20,000	20,000
Self-Regulation	5,000	5,000
Ordonnances	15,445	19,192
	\$ 140,550	\$ 263,832

32. GNWT Other Contributions

	2022	2021
Department of Environment and Natural Resources	\$ 25,556	\$ 8,000
Department of Health and Social Services	4,840	1,733
Department of Municipal and Community Affairs	30,600	30,600
	\$ 60,996	\$ 40,333

Commission scolaire francophone Territoires du Nord-Ouest

Notes to Consolidated Financial Statements

June 30, 2022

33. Contingent Assets

The Commission does not have any contingent assets.

34. Contractual Rights

The Commission has signed the following contribution agreements that will provide program funding to the Commission:

Contracting Parties	Description of Contract	Expiry Date	2023
Government of Canada	Menstrual Products Funding	March 2024	\$ 11,473

Cadre de responsabilisation en éducation

Commission scolaire francophone des TNO

Plan de fonctionnement

Année scolaire 2021-2022



Commission scolaire francophone
des Territoires du Nord-Ouest

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Plan de fonctionnement – Sommaire

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

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

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

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

La CSFTNO s'est donnée trois axes prioritaires :

1. La réussite et le bien-être de chaque élève
2. Le développement de la capacité organisationnelle
3. Un espace francophone et une communauté au service de l'élève

La réussite et le bien-être de chaque élève

Objectifs stratégiques :

- Améliorer le rendement académique de chaque élève pour lui permettre de mieux réussir son parcours scolaire.
 - o Continuer la mise en œuvre du Cadre de littératie de la prématernelle à la 6^e année, et l'étendre jusqu'en 9^e année.
 - o Procéder au développement puis à la mise en œuvre du Cadre de numératie et l'étendre jusqu'en 9^e année.
- Développer les compétences du Profil de sortie de l'élève de la prématernelle à la 12^e année.
 - o Procéder au développement puis à la mise en œuvre du *Profil de sortie de l'élève* en se concentrant sur le développement de la pensée critique et ajouter au programme des activités qui permettront à l'élève de développer sa créativité, son esprit d'innovation et son sens de l'entrepreneuriat.
- Préparer les élèves à la vie postsecondaire grâce à une approche individualisée, innovante et expérientielle.
 - o Continuer à développer notre service d'orientation et élaborer un cadre à suivre.

Le développement de la capacité organisationnelle

- Retenir et recruter un personnel engagé par l'offre d'un environnement de bienveillance et d'un accompagnement professionnel continu.
 - o Assurer le soutien et le développement du capital humain de la CSFTNO tout au long de son service dans la commission scolaire.

- Développer la capacité de l'organisation pour offrir une plus grande gamme de programmes et de cours innovants.
 - o Accroître l'offre de programmes et de cours offerts et améliorer nos pratiques pédagogiques pour mieux répondre aux besoins des élèves et améliorer leurs résultats.
- Développer la capacité de l'organisation à préconiser une culture axée sur le rendement, les données et l'imputabilité pour soutenir la réussite des élèves, l'actualisation du *Profil de sortie de l'élève* et du *Plan stratégique*.
 - o Développer le cadre de rendement de la CSFTNO et procéder à sa mise en œuvre.

Un espace francophone et une communauté au service de l'élève

- Engager nos parents et nos partenaires pour soutenir la réussite et le bien-être de nos élèves.
 - o Créer plus d'opportunités pour intégrer les parents afin qu'ils soient plus engagés dans l'école et qu'ils développent un plus grand sens d'appartenance à la francophonie ténnoise.
- Développer une stratégie pour le recrutement et la rétention des élèves en vue d'assurer la vitalité et la pérennité de nos écoles.
 - o Développer une stratégie pour la rétention des élèves au secondaire.
 - o Continuer la mise en œuvre du plan de promotion de la CSFTNO.
- Collaborer avec les organismes locaux, territoriaux et nationaux pour faire vivre des expériences authentiques francophones et nordiques à nos élèves.
 - o À l'échelle, assurer une meilleure compréhension du mandat de l'école francophone et mieux intégrer les principes de l'école citoyenne et communautaire dans nos activités et partager ces informations.
- Reconnaître, célébrer et communiquer l'unicité de notre système d'éducation francophone nordique.
 - o Faire rayonner, par le biais des médias sociaux, nos membres, programmes et activités.

Rapport annuel – Sommaire

Le rapport annuel de la Commission scolaire francophone des TNO pour l'année scolaire 2021-2022 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent rendre compte de leurs activités, de leur conformité avec les directives sur l'éducation et de la mise en œuvre d'activités et d'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 réalisés pendant cette année scolaire, ainsi que les points à améliorer.

En raison de la pandémie, l'année scolaire 2021-2022 a été la pire à ce jour. En effet, l'école a été fermée à deux reprises pendant plusieurs semaines; et il y a eu une autre fermeture de deux semaines à l'École Boréale de Hay River en raison des inondations. La propagation de la COVID, qui a perduré même après les semaines de fermeture, ainsi que le niveau de fatigue général du personnel, ont entraîné des absences beaucoup plus fréquentes en classe, tant pour les élèves que pour le personnel, ce qui a eu une incidence certaine sur l'apprentissage des élèves. Certes, l'apprentissage a eu lieu sur de nombreux fronts différents, pas nécessairement toujours en classe. Les élèves apprennent aussi dans le cadre d'activités familiales et en nature. Mais les lacunes dans l'apprentissage sont évidentes, particulièrement chez les apprenants en difficulté et chez nos jeunes élèves qui ne maîtrisent pas encore la langue française et ont des besoins en matière de francisation.

L'année scolaire a tout de même connu des moments forts. Les élèves et le personnel se sont ralliés et ont gardé une attitude positive tout au long de l'année. Les conseils de notre Administration des services de santé des TNO (ASSTNO) et du ministère de l'Éducation, de la Culture et de la Formation (MÉCF) ont été réguliers, cohérents et vraiment appréciés. Le niveau de collaboration entre les organismes scolaires a été remarquable.

Lorsque les restrictions ont commencé à être levées, un sentiment de soulagement général s'est fait sentir et, systématiquement, les activités ont été rétablies. L'anticipation était palpable. Pour des événements tels que les cérémonies de remise des diplômes et les activités de fin d'année, les étudiants et leurs familles étaient présents en grand nombre. C'était vraiment un moment de célébration et de reconnaissance des efforts de tous. L'exposition d'art qui s'est tenue le 22 juin à l'École Allain St-Cyr a été un moment fort. Plus de 250 personnes étaient présentes à l'extérieur pour célébrer les talents artistiques de nos élèves. À l'École Boréale, les soirées de remise des prix de fin d'année du secondaire et du primaire ont été très populaires. Les élèves, les parents et le personnel ont noté qu'il était merveilleux de se retrouver tous ensemble dans un même espace.

La fermeture des écoles a perturbé nos plans en lien avec notre plan stratégique 2021-2026. Nous avons réussi à continuer de développer notre cadre de littératie en ajoutant de la formation sur le modèle « de la réaction à l'intervention », tout en poursuivant nos séquences d'apprentissage de la 1^{re} à la 6^e année. Nous n'avons pas été en mesure d'ajouter les classes de 7^e à 9^e année à ces séquences, mais nous avons trouvé un nouvel outil d'évaluation des niveaux de lecture (ADEL), que nous avons étudié et mettrons en œuvre en 2022-2023. Notre travail d'élaboration du cadre pour l'enseignement des mathématiques s'est poursuivi, mais à un rythme beaucoup plus lent que prévu.

Les enseignants de la 7^e à la 9^e année se sont réunis deux fois cette année pour déterminer les objectifs d'apprentissage essentiels et élaborer des outils d'évaluation communs pour les prochains modules. Nos enseignants de la 1^{re} à la 6^e année, quant à eux, se sont réunis deux fois pour poursuivre l'élaboration d'une approche et d'un langage communs pour enseigner la résolution de problèmes. En ce qui concerne la littératie et la numératie, nous avançons prudemment, sachant que nous ferons la transition vers le programme de la Colombie-Britannique. Cela dit, la plupart du travail qui a été fait sera transférable.

Profil de sortie des élèves : Nous avons lancé notre programme pour l'année scolaire, qui a pour priorité le développement de la pensée critique, le 30 août. Les fermetures d'écoles ont grandement nui à l'élan, mais lorsque nous avons pu nous concentrer sur cette priorité, le personnel s'est mobilisé, a planifié de façon concertée et s'est réuni expressément pour partager son approche d'enseignement de ces compétences aux élèves. La période du 1^{er} novembre au 17 décembre a été la plus productive de l'année, puis l'élan a été de nouveau coupé par la fermeture des écoles en janvier. Nous avons récupéré ce que nous pouvions et célébré nos succès, et un plan est en place pour la poursuite du travail dans ce dossier pour l'année scolaire 2022-2023.

Notre effectif était complet pour l'année scolaire 2021-2022 et l'est encore pour l'année scolaire 2022-2023. Deux démissions et un départ à la retraite nous ont permis d'effectuer des changements, et nous avons embauché deux nouveaux enseignants nouvellement arrivés dans le Nord. Un nombre croissant d'enseignants s'installent à Yellowknife et à Hay River pour de plus longues périodes, ce qui nous permet d'assurer une continuité, laquelle est d'une importance cruciale puisqu'elle permet l'innovation. D'ailleurs, au cours de l'année scolaire 2022-2023, un nouveau programme d'arts et sports sera mis en place à l'École Allain St-Cyr (ÉASC), ainsi qu'une introduction à l'éducation financière pour les classes de 11^e et de 12^e année. À l'École Boréale (ÉB), des programmes d'éducation en nature et de travail du bois/construction sont en développement. Nous sommes heureux d'élargir ainsi notre offre. Il est évident que les élèves et les parents le sont également puisqu'on compte 28 élèves de plus à l'ÉASC pour l'année scolaire 2022-2023 et 4 élèves de plus à l'ÉB.

La Commission scolaire francophone des Territoires du Nord-Ouest est fière de la relation étroite qu'elle entretient avec les parents de ses élèves et la communauté francophone. Comme en témoignent les activités de fin d'année dans les deux écoles, les parents ont eu du mal à supporter le fait de ne pas être autorisés à entrer dans les écoles à cause de la COVID. Lorsque les activités ont été rétablies, leur plaisir d'être réinvités dans les écoles s'est fait sentir. Renouveler l'engagement et stabiliser l'environnement seront des aspects clés sur lesquels les deux écoles se concentreront l'année prochaine.

Pendant la pandémie, nous avons capitalisé sur le renforcement des communications entre l'école et la maison, en mettant l'accent sur la communauté. Le bouche-à-oreille est l'outil de recrutement le plus efficace et nous avons misé sur cette approche. Or l'augmentation des effectifs pour l'année scolaire 2022-2023 est venu confirmer l'excellent travail accompli par le personnel des écoles. Les élèves et les parents partagent leur satisfaction à l'égard de nos programmes et de la qualité de l'enseignement dans nos écoles avec leurs amis et leurs voisins, et le personnel fait également part à son entourage de son opinion sur son lieu de travail. C'est l'une des raisons pour lesquelles nous avons été en mesure de pourvoir nos postes d'enseignants en période de pénurie d'enseignants francophones. Nous sommes omniprésents sur les médias sociaux et soulignons régulièrement la qualité de nos élèves et de notre personnel.

Nous sommes extrêmement satisfaits de la façon dont nous avons surmonté la pandémie et les inondations à Hay River. Il n'y a pas de meilleur mot que **RÉSILIENCE** pour décrire les efforts de nos deux directeurs d'école et de leurs équipes ainsi que ceux du personnel des services centraux des organismes scolaires. Nous méritons tous des éloges et des félicitations. Toute notre attention se tourne maintenant vers une excellente année scolaire 2022-2023.

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

Gouvernance des organismes scolaires

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

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

Le CSD de la CSFTNO est formé de six membres élus, soit trois de Yellowknife et trois de Hay River. Les dernières élections ont eu lieu en octobre 2018. Les prochaines auront lieu en octobre 2021. Les membres du conseil peuvent se présenter pour un deuxième mandat. Ils sont alors réélus pour un mandat d'une durée de trois ans.

La CSFTNO a décidé de garder le mandat de trois ans à Hay River et à Yellowknife.

Le président du CSD relève du ministre de l'Éducation. Il s'assure que le CSD opère efficacement, et représente également le CSD dans ses relations avec les organisations extérieures.

Il y a six membres élus : trois membres de Yellowknife, à savoir Simon Cloutier, président, Jean de Dieu Tuyishime et Marie-Eve Martel, et trois membres de Hay River, à savoir Catherine Boulanger (en remplacement de Sarah Poitras qui a quitté en août 2020), Jessica King (en remplacement de la vice-présidente Nicole Fournier qui a quitté en juin 2020) et Michael St-Amour, notre troisième administrateur de Hay River. Les élections se tiendront en octobre 2021.

La direction générale est assumée par Yvonne Careen.

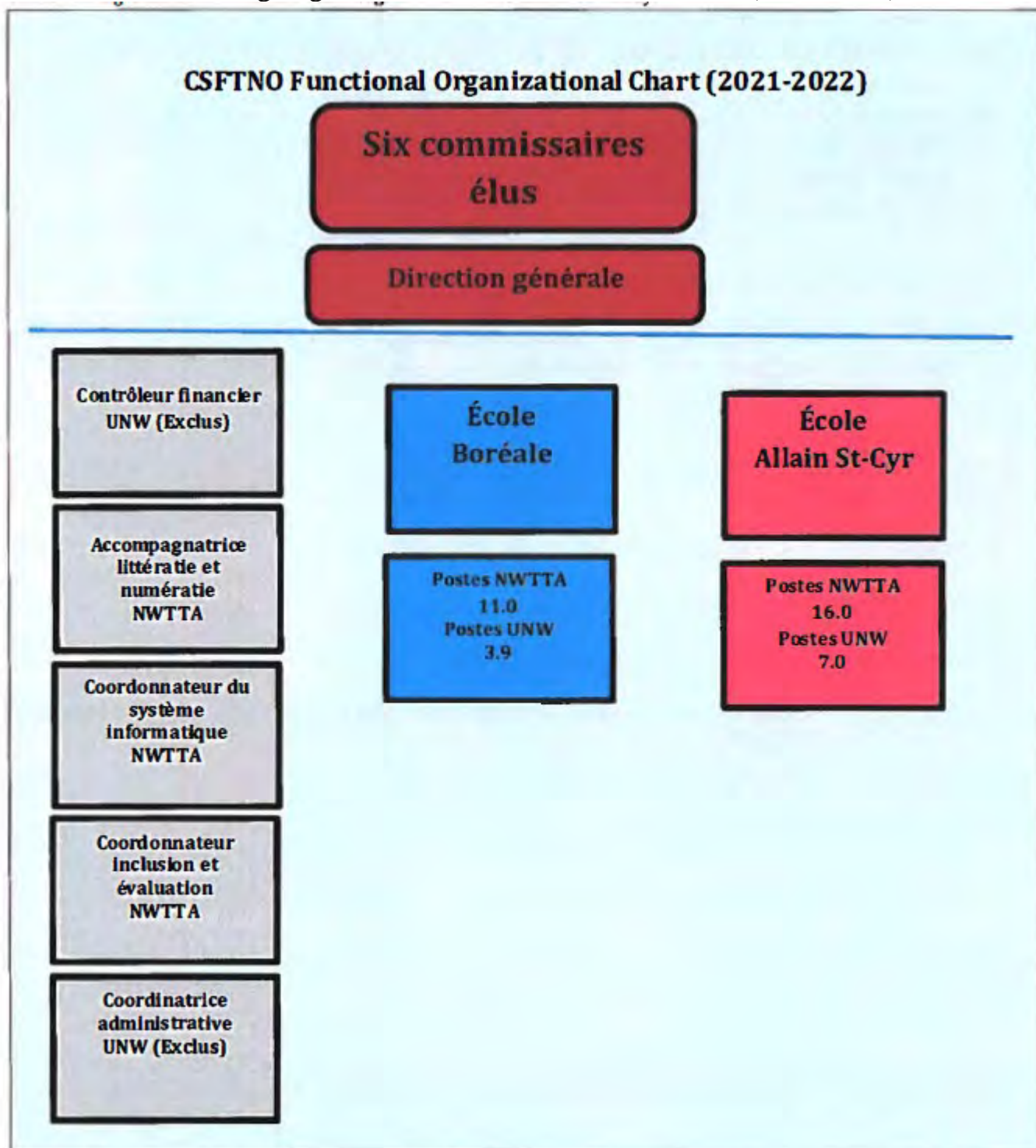
Le CSD de la CSFTNO se réunit tous les mois, sauf en juillet. Les comités, quant à eux, tiennent régulièrement des réunions tout au long de l'année scolaire. La CSFTNO organise en outre deux activités de réflexion de deux jours, une à l'automne et l'autre au printemps.

Le bureau du CSD de la CSFTNO compte quatre employés, en plus de la directrice générale, soit le contrôleur financier (Marc Akpoé); le coordonnateur des programmes d'intégration scolaire (Mathieu Gagnon); la conseillère en alphabétisation et en enseignement des mathématiques (Geneviève Charron), poste financé à 50 % par le GTNO et à 50 % par des tierces parties; et la coordonnatrice administrative (Mama Sylla Ndeye), poste non financé par le gouvernement. Pour l'année scolaire 2021-2022, nous avons ajouté un poste de coordonnateur du système informatique (Etienne Brière), poste financé à 50 % par le GTNO et à 50 % par des tierces parties.

A. Organigramme fonctionnel

Voici comment les différentes fonctions sont réparties :

Organigramme fonctionnel de la CSFTNO (2021-2022)



B. Formation sur la gouvernance

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

Thèmes prévus	Prestation <i>(direction générale, MÉCF, consultant externe, etc.)</i>	Public cible <i>(CSD/ASD)</i>	Date et lieu	La formation s'est-elle déroulée comme prévu? <i>Oui/non</i>	Si la réponse est non, pourquoi?
Politiques	Helene Bolduc	CSD	Retraite des membres du conseil d'administration – les 27 et 28 novembre 2021	Oui	
Procédures	Helene Bolduc	CSD	Retraite des membres du conseil d'administration – les 27 et 28 novembre 2021	Oui	
Modèle de gouvernance	Bernard Roy	CSD	Retraite des membres du conseil d'administration – les 27 et 28 novembre 2021	Oui	
Politiques et procédures (mise à jour)	Helene Bolduc	CSD	Retraite des membres du conseil d'administration – les 28 et 29 mai 2022	Oui	
Lobbyisme et influence	À déterminer	CSD	Retraite des membres du conseil d'administration – les 27 et 28 novembre 2021	Non	N'a pas trouvé l'animateur adéquat

C. Réunions de l'organisme scolaire

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

Date prévue	Lieu prévu	La réunion s'est-elle déroulée comme prévu? <i>Oui/Non</i>	Si la réponse est non, pourquoi?
Lundi 20 septembre	En personne et en mode virtuel Bureau du CSD	Oui	
Lundi 18 octobre	En personne et en mode virtuel Bureau du CSD	Non	Remis au 25 octobre car il y a eu des élections le 18 octobre
Lundi 22 novembre	En personne et en mode virtuel Bureau du CSD	Oui	
27 et 28 novembre	Retraite des membres du conseil d'administration ÉASC	Oui	
Lundi 6 décembre	Réunion virtuelle	Oui	
Lundi 17 janvier	En personne et en mode virtuel Bureau du CSD	Oui	
Lundi 21 février	En personne et en mode virtuel Bureau du CSD	Oui	
Lundi 21 mars	En personne et en mode virtuel Bureau du CSD	Non	Remis au 28 mars car nous ne pouvions pas atteindre le quorum
Lundi 18 avril	En personne et en mode virtuel Bureau du CSD	Non	Remis au 20 avril puisque le 18 avril était le lundi de Pâques
Lundi 16 mai	En personne et en mode virtuel Bureau du CSD	Oui	
28 et 29 mai	Retraite des membres du conseil d'administration ÉASC	Oui	
Lundi 20 juin	En personne et en mode virtuel	Non	Remis au 27 juin car il n'y aurait pas eu quorum

D. Profils des écoles

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

Nombre total d'écoles dans le district	2	Nombre total d'élèves prévu	220,5
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Nom de l'école	Collectivité	Niveaux offerts	Points saillants des programmes
École Boréale (ÉB)	Hay River	Prémat.- 12 ^e année	Français langue première Francisation (prématernelle à 2 ^e année) Anglais (3 ^e à 12 ^e année) Éducation physique (prématernelle à 10 ^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 10 ^e année)
École Allain St-Cyr (ÉASC)	Yellowknife	Prémat.- 12 ^e année	Français langue première Francisation (prématernelle à 2 ^e année) Anglais (3 ^e à 12 ^e année) Éducation physique (prématernelle à 10 ^e année) Technologie (intégrée – 1 ^{re} à 6 ^e année, cours – 7 ^e et 8 ^e année) Journalisme (10 ^e année) Entrepreneuriat (3 ^e année) Pensée critique (11 ^e année) Conditionnement physique (11 ^e année) Arts visuels (prématernelle à 8 ^e année et 11 ^e année)

E. Profils des élèves

L'encadré qui suit donne les caractéristiques générales de la population des élèves de la région : origine ethnique, culture régionale/communauté d'appartenance, programmation scolaire en matière d'intégration et de soutien aux élèves (*pourcentage des élèves des programmes d'enseignement classique ayant un plan de soutien à l'élève [PSÉ], pourcentage des élèves des programmes d'enseignement modifié ayant un PSÉ avec modifications, pourcentage des élèves ayant un plan d'enseignement individuel [PEI]*) et autres données démographiques importantes.

Veillez noter tous les changements prévus aux inscriptions d'élèves induits par la pandémie, y compris la variation du nombre d'élèves faisant l'école à domicile.

Effectif scolaire : 220,5

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

Description de la culture régionale et de la communauté : La communauté francophone est forte dans les deux municipalités de Yellowknife et Hay River. À Yellowknife, la garderie Plein soleil se trouve au rez-de-chaussée de l'ÉASC, l'Association franco-culturelle de Yellowknife est très active, tout comme Médias 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) : 3 %

Inscriptions :

98 % des élèves suivront l'école à temps plein

2 % des élèves suivront leur scolarité à la maison

F. Profils des enseignants

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

Nombre total d'employés dans l'AETNO : 30

Ancienneté moyenne : 5,9 années

Âge moyen : 41 ans

Nombre d'enseignants à leur première année : 0

Nombre moyen d'enseignants expérimentés : 13

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

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

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

Nous avons remarqué, lors de la période de recrutement, que le nombre de candidats de qualité avait diminué par rapport aux années passées. Nous recevons de moins en moins de candidatures nationales, et plus de candidatures internationales. Ces dernières sont plus difficiles à évaluer étant donné les équivalences exigées par le gouvernement canadien, le temps nécessaire pour satisfaire ces exigences, etc. Nous n'avons pas l'habitude de recruter des candidats internationaux. Il se peut que cela soit nécessaire à un moment donné.

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

2. Écoles territoriales

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

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

A. Planification stratégique par organisme scolaire

Les organismes scolaires des TNO fixent les priorités et buts régionaux en fonction des besoins des élèves et des écoles. 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 :

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

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

<p>Priorités et buts régionaux (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Alphabétisation : La CSFTNO entend maintenir ses communautés d'apprentissage professionnelles en alphabétisation. Quatre séquences d'apprentissage réparties tout au long de l'année scolaire seront organisées et coordonnées par notre conseiller pédagogique. Pendant l'année scolaire, ces quatre séquences deviendront trois, et l'écriture et la grammaire seront ajoutées. Ainsi, plus de temps sera accordé à chaque séquence d'apprentissage. Le niveau de lecture de la maternelle à la quatrième année sera consigné et compilé pour en mesurer les progrès.</p> <p>Enseignement des mathématiques : En 2020-2021, la CSFTNO a revu son programme de mathématiques de la première à la sixième année. Nous avons établi un calendrier pour l'année scolaire et les modules, y compris ceux concernant les apprentissages essentiels, seront également passés en revue. Les travaux ont commencé pour ajouter la neuvième année au programme. Notre conseiller offrira également des séances virtuelles de formation à l'intention des enseignants pour les aider à élaborer les meilleures stratégies d'enseignement des mathématiques aux niveaux primaire et secondaire dans le cadre de l'initiative pour la réussite scolaire (IRS).</p> <p>Langue et culture : Chaque école a mis sur pied un plan de langue et culture autochtones. Nos écoles se concentreront un peu sur l'élément linguistique, mais surtout sur l'élément culturel. Il est recommandé d'effectuer l'apprentissage sur le terrain et nous prévoyons profiter du milieu environnant dans le cadre de notre programme, tout en continuant à respecter les restrictions liées à la COVID-19.</p> <p>100 % des élèves auront accès à des composantes d'apprentissage des langues autochtones de même qu'à des activités culturelles et sur les terres ancestrales.</p>
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Bien-être des élèves et des éducateurs : Notre personnel actuel et nouveau, enseignants de la prématernelle à la 6^e année, a participé à des séances de la formation *Vers le Pacifique*, une méthode de résolution des conflits utilisée dans les écoles de la CSFTNO. Nos enseignants spécialisés en santé continueront à offrir la formation Quatrième R de la septième à la neuvième année et Relations saines Plus en dixième et en onzième année.

Enseignement personnalisé et inclusif : Nous profitons du fait que nous comptons peu d'élèves, surtout au secondaire. L'enseignement personnalisé a gagné en popularité, les exigences d'obtention du diplôme dictant la base des cours qu'un élève doit réussir. Lorsque nous disposons de la souplesse nécessaire, nous nous efforçons de mettre en place un programme scolaire qui répond aux besoins et aux souhaits de l'élève. Dans chacune de nos écoles, l'enseignement inclusif est assuré par la composition de groupes LGBTQ2+ animés par des enseignants bénévoles. Nous encourageons également nos élèves à participer aux activités telles que les conférences Rainbow et les programmes FOXY et SMASH.

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

Être et devenir un Téniois compétent

- 1) Prendre soin de soi au présent, et devenir la personne que vous souhaitez
- 2) Contribuer au vivre-ensemble dans ce monde interconnecté
- 3) Négocier les changements et les défis
- 4) Provoquer les idées et comprendre leur complexité
- 5) Comprendre et se faire comprendre

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

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart <i>(le cas échéant)</i>
Pourcentage des priorités et buts régionaux conformes aux cinq priorités communes	100 %	100 %	
Les élèves obtiendront des résultats correspondant à leur niveau scolaire via la Trousse d'évaluation en lecture GB+.	90 %	74 %	La fermeture des écoles a eu un effet négatif sur les résultats de l'ÉASC en janvier. En juin, environ 4 % de nos étudiants sont soit sur le point de réussir, soit arrivés trop tard cette année pour être évalués correctement.
Les élèves obtiendront des résultats correspondant à leur niveau scolaire via l'examen en commun de l'Alberta (4e, 5e, 7e et 8e années), et au test de rendement de l'Alerta (TRA) (6e et 9e année).	90 %	70 %	Les Test de rendement de l'Alberta (TRA) ont été annulés en janvier 2022, et seuls les étudiants de l'ÉASC ont passé les TRA en mai et juin 2022. Il en va de même pour les examens en commun de l'Alberta. Nous avons des données, mais nous attendons les résultats des TRA pour déterminer le taux de réussite.
Points forts de la région	Le programme de francisation a été mis en place dans les deux écoles et nous commençons à recueillir des données qui témoignent de son incidence positive.		
Éléments à améliorer pour la région	En mettant l'accent sur la communication orale et l'écriture, nous continuerons de travailler sur la mise en place d'un modèle « de la réaction à l'intervention » efficace pour les deux écoles afin de poursuivre l'amélioration des compétences en lecture. Nous examinons également un autre outil pour recueillir des données plus précises sur les compétences en lecture des élèves après le programme GB+.		
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19).	Comme les écoles ont été fermées pendant plusieurs semaines avant Noël en raison de la COVID, puis pendant quatre autres semaines après Noël (en offrant un apprentissage en ligne), toutes les évaluations de janvier ont été mises en suspens. La période d'évaluation de fin d'année sera plus informative en ce qui concerne les résultats des élèves. À l'ÉASC, tous les élèves passeront les évaluations de fin d'année, ce qui nous donnera une meilleure idée des lacunes d'apprentissage pour les élèves de la maternelle à la 12 ^e année. À l'ÉB, vu les inondations en mai, les élèves ont été exemptés des TRA et des examens menant à l'obtention d'un diplôme, ainsi que des examens en commun de l'Alberta. Par conséquent, les données seront incomplètes pour la plupart des élèves de l'ÉB.		

B. Planification des améliorations scolaires

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

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

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

<p>Points forts de la région</p>	<p>L'ÉB et l'ÉASC commencent à maîtriser la création des plans d'améliorations scolaires pour leur école, lesquels sont conformes à notre profil de sortie de l'élève et à nos objectifs stratégiques. Tout le personnel procédera maintenant au choix des priorités, puis à la collecte et à l'analyse des données en vue de déterminer les prochaines étapes.</p>
<p>Éléments à améliorer pour la région</p>	<p>Nous sommes sur la bonne voie. Sans interruption, il sera possible de maintenir le cap et de suivre le plan tel qu'il a été défini dans les plans d'améliorations scolaires.</p>
<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>La présente année a été la plus difficile de la pandémie. Les élèves ont dû faire face à deux fermetures majeures d'écoles, puis aux inondations à Hay River. Le personnel enseignant a fait de son mieux pour mettre en œuvre les objectifs des plans d'améliorations scolaires. Il y avait toutefois des lacunes dans la fluidité de l'apprentissage, qui ont été comblées dans les plans d'améliorations scolaires de 2022-2023.</p>

C. Examens annuels des écoles

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

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

Pour l'année scolaire 2021-2022, chaque région peut déterminer la meilleure façon de procéder aux examens annuels des écoles.

<p>Approche régionale pour la réalisation des examens annuels des écoles (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Cette année, la CSFTNO mettra sur pied un cadre de rendement. Des parties de ce cadre existent depuis peu, d'autres depuis quelques années déjà. Il faut maintenant assembler ces parties (rendement du conseil d'administration, des services, des écoles, des classes et des élèves) tout en veillant à la cohérence générale. Le cadre comportera également les plans d'amélioration de l'administration scolaire et des écoles, ainsi que les profils des écoles et des élèves. Il nous servira de modèle d'examen des écoles et de base pour mettre sur pied un projet pilote d'examen officiel.</p> <p>Nous piloterons diverses composantes du cadre en 2021-2022, en travaillant à la fois sur d'autres parties déjà en place (comme le plan d'améliorations scolaires). L'un de nos objectifs stratégiques est de promouvoir une culture axée sur le rendement, les données et la responsabilisation qui accompagnera les élèves dans leur réussite. Le cadre de rendement est le résultat de cette vision.</p>
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Indicateurs de rendement régionaux	Cibles régional es	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles de la région pour lesquelles l'examen annuel est effectué	100 %	0 %	Cette année, il s'agissait de garder la tête hors de l'eau. Bien que nous ayons progressé dans le développement de certains aspects du cadre de rendement du CSFTNO, nous n'avons pas terminé les examens annuels.

<p>Pourcentage d'écoles qui utilisent les programmes scolaires approuvés des TNO pour tous les niveaux et toutes les matières</p>	<p>100 %</p>	<p>100 %</p>	
<p>Points forts de la région</p>	<p>Nous attachons beaucoup d'importance au respect de la <i>Loi sur l'éducation</i> des TNO et du curriculum des TNO. Des visites régulières en classe me permettent de le confirmer.</p>		
<p>Éléments à améliorer pour la région</p>	<p>Nous devons élargir la portée et développer la séquence du processus d'examen annuel pour nos écoles et mettre ce processus en œuvre en 2022-2023.</p>		
<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>La COVID a été un facteur important qui nous a empêchés de donner la priorité au processus d'examen annuel des écoles, d'autres priorités ayant pris le dessus en raison de la grande période d'instabilité.</p>		

D. Évaluations du personnel

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

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

<p>Approche régionale pour l'évaluation du personnel (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Les évaluations du personnel sont effectuées annuellement, conformément aux directives ministérielles. Chaque année, le directeur détermine les enseignants à évaluer et, selon le nombre d'années d'expérience et les activités de chacun, on utilisera l'évaluation officielle ou le plan de développement.</p> <p>Les directeurs sont évalués selon la <i>Directive concernant l'évaluation et le perfectionnement professionnel des directeurs d'école aux Territoires du Nord-Ouest</i>.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Nombre d'enseignants et d'enseignants de soutien aux programmes (ESP) officiellement évalués pour l'année scolaire	10	3 (ÉB) 3 (ÉASC)	En raison des fermetures d'écoles liées à la COVID, nous nous sommes concentrés sur l'évaluation des enseignants de 1 ^{re} et de 2 ^e année seulement.
Nombre de directeurs d'école et de directeurs adjoints officiellement évalués pour l'année scolaire	2	1	En cours. Un directeur d'école s'apprête à quitter notre organisme scolaire. Il n'y a donc pas eu d'évaluation finale, mais une lettre de recommandation a été fournie.
Nombre de conseillers en soutien scolaire officiellement évalués pour l'année scolaire	3	3	En cours
Nombre de directeurs et de directeurs adjoints officiellement évalués pour l'année scolaire	1	0	Le processus et les documents ont été élaborés, et la première évaluation réalisée à l'aide de ce nouveau processus aura lieu en octobre 2022.

<p>Points forts de la région</p>	<p>Les directeurs d'école travaillent extrêmement fort pour évaluer le personnel, compte tenu des deux fermetures majeures d'écoles à Yellowknife et des inondations à Hay River. Je tiens à féliciter les deux directeurs d'école pour les évaluations qu'ils ont pu effectuer.</p>
<p>Éléments à améliorer pour la région</p>	<p>Le CSFTO a très hâte de mettre à l'essai le nouveau modèle d'évaluation et de perfectionnement des directeurs en cours d'élaboration par le MÉCF l'année scolaire prochaine. Développer une évaluation formelle pour les directeurs d'école.</p>
<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>La fermeture des écoles et les inondations à Hay River ont eu une incidence directe sur les évaluations des enseignants. Les directeurs d'école ont fait de leur mieux pour effectuer autant d'évaluations que possible.</p>

E. Formation régionale et interne

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

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

<p>Formation régionale et interne et pertinence relativement aux priorités régionales et communes pour l'année scolaire à venir (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Alphabétisation : Continue durant l'année, avec l'aide de notre conseillère en alphabétisation et en enseignement des mathématiques.</p> <p>Enseignement des mathématiques : Voir la proposition du projet d'IRS.</p> <p>En 2021-2022, la pensée critique sera notre priorité. Un comité directeur, regroupant deux consultants en soutien scolaire, les directeurs et des enseignants, est chargé de mener la transformation de l'expérience d'apprentissage des élèves. La majeure partie de notre formation régionale et interne sera dirigée par les membres de ce comité. L'objectif est de renforcer les capacités de notre personnel. Nous ferons 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 <i>(le cas échéant)</i>
Pourcentage de la formation régionale et interne axée sur les priorités régionales	100 %	100 %	
Pourcentage de la formation régionale et interne axée sur les priorités communes	100 %	100 %	
Nombre de jours consacrés à l'administration qui servent à la formation en cours d'emploi	0,5	0,5	
Pourcentage du temps de collaboration pour le renforcement des pratiques d'enseignement consacré aux priorités régionales	100 %	100 %	
Nombre d'écoles qui ont mis en œuvre le RPE conformément à la Directive ministérielle	2	2	

Points forts de la région	Le temps de collaboration pour le renforcement des pratiques d'enseignement (RPE) est exploité au maximum. Nos initiatives ont avancé malgré toutes les fermetures d'écoles.
Éléments à améliorer pour la région	Avec moins d'interruptions dans le calendrier scolaire de 2022-2023, nous espérons travailler au lancement, avancer énergiquement et maintenir un rythme d'apprentissage rigoureux mais agréable. La clé sera de faire un excellent usage de nos heures de JP et de collaboration pour le RPE.
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	La COVID-19 a entravé l'utilisation des heures de collaboration pour le RPE afin d'aller de l'avant, en nous poussant à nous concentrer sur l'apprentissage en ligne et les priorités entourant les fermetures d'écoles plutôt que sur les priorités stratégiques.

F. Coordonnateurs de l'alphabétisation

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

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

Alloué (\$) (AP)	Contribution de l'organisme scolaire (AP)	Total prévu (Allocation + contribution = AP)	Explication si autre que 1,0 ou 0,5 (le cas échéant)	Réel (AP)	Explication de l'écart (le cas échéant)
0,50	0,50	1,0	S.O.	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 est financée par l'organisme scolaire.

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

Rôle de la personne au poste de coordonnateur de l'alphabétisation régional et pertinence relativement aux priorités régionales et communes pour l'année scolaire à venir (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	Notre coordonnatrice régionale de l'alphabétisation a déjà commencé à travailler avec les enseignants dans les deux écoles, et son rôle est essentiel à la réussite du plan d'amélioration élaboré par nos écoles. Nous avons implanté le modèle AHE (ambition, harmonisation et exécution). Le rôle de la coordonnatrice est de transmettre cette ambition, d'amener les enseignants à la réaliser, de coordonner les activités et les séquences d'apprentissage par le biais de nos communautés d'apprentissage professionnel afin d'améliorer l'harmonisation entre les écoles et au sein de la CSFTNO et de faire en sorte que les enseignants donnent les leçons et exécutent les activités de manière à atteindre notre cible de littératie. La coordonnatrice est membre du comité directeur des profils de sortie des élèves et a grandement contribué à la préparation de la formation déjà offerte et celle prévue pour 2021-2022, dont le but premier est de développer la pensée critique et de stimuler l'innovation, la créativité et l'esprit d'entreprise.
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Indicateurs de rendement régionaux	Cibles régional es	Résultats obtenus	Explication de l'écart (le cas échéant)
Plan d'action régional en alphabétisation pour l'année scolaire (oui ou non)	Oui	Oui ■	■ ■ ■
Points forts de la région	Le programme de francisation a été mis en œuvre avec succès. L'enseignement des séquences d'apprentissage et l'utilisation des évaluations font maintenant réellement partie de notre culture scolaire. Cela est vu comme positif et utile, lorsque nous accueillons de nouveaux enseignants, pour faciliter la familiarisation avec le programme d'études. La CSFTNO a conçu de nouveaux outils pour gérer les données et les transmettre, ce qui permet de les utiliser plus facilement avec les enseignants pour améliorer l'apprentissage des élèves.		
Éléments à améliorer pour la région	Nous continuerons de travailler sur la mise en œuvre de pratiques communes pour l'enseignement de la lecture, y compris une meilleure utilisation de nos données liées aux résultats des élèves en écriture.		
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	Les fermetures d'écoles ont compliqué la gestion des communautés d'apprentissage professionnel, car de nombreuses réunions ont été reportées ou annulées en raison de la fermeture des écoles ou d'autres événements.		

G. Bien se nourrir pour mieux apprendre

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

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

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

Indicateurs de rendement régionaux	Cibles régional es	Résultats obtenus	Explication de l’écart (le cas échéant)
Pourcentage d’écoles offrant un programme d’aliments sains	100 %	100 %	
Pourcentage d’écoles suivant les programmes et lignes directrices régionaux, le cas échéant	100 %	100 %	
Points forts de la région	Nous avons toujours des repas disponibles pour les élèves. Nous veillons à ce que chaque élève commence sa journée du bon pied. Nous fournissons également des collations saines à nos élèves du secondaire. L’enseignant responsable au niveau secondaire assure un suivi étroit et offre des collations saines.		
Éléments à améliorer pour la région	Continuer à faire preuve de créativité dans ce que nous proposons comme collations et repas, et offrir aux élèves des alternatives alors que le coût des aliments augmente.		

<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Des mesures ont été prises pour répondre aux exigences des mesures sanitaires dans les classes, et elles ont été gérées par chaque enseignant pour leurs élèves.</p>
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Nom de l'école	Type de programme alimentaire offert (déjeuner, dîner, collation, etc.)	Fréquence du programme <i>Du lundi au vendredi</i>	Moyenne d'élèves servis chaque jour	Critères de participation (faible revenu, coûts, gratuit pour tous, etc.)	La prestation du programme s'est-elle déroulée comme prévu? <i>Oui/non</i>	Si la réponse est non, pourquoi?
ÉB	Collations et dîners selon les besoins	Du lundi au vendredi	62,5	Pour tous	Oui	
ÉASC	Collations et dîners selon les besoins	Du lundi au vendredi	158	Pour tous	Oui	

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

H. Initiative pour la réussite scolaire (IRS)

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

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

<p>Résumé de la proposition de projet d'IRS (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Enseignement des mathématiques (AHE – ambition, harmonisation et exécution)</p> <p>En 2020-2021, l'ambition de notre cadre pour l'enseignement des mathématiques a pris forme. Nous avons terminé l'examen des modules et des outils d'évaluation pour les élèves de la 1^{re} à la 6^e année.</p> <p>De plus, cette année, notre travail se concentre sur les activités de perfectionnement professionnel, comme l'assemblage de documents et de modèles structurés par niveau scolaire dans le but d'améliorer leur cohérence. Nous aimerions par exemple produire un modèle pour la résolution de problème qui comporterait diverses mises en situation et le langage mathématique connexe.</p> <p>Nous souhaitons mettre au point des processus qui nous permettront de tirer profit des données issues de nos outils d'évaluation pour favoriser l'enseignement guidé par les faits.</p> <p>Les stratégies pédagogiques, c'est-à-dire le « comment faire », sont une autre de nos priorités. Les enseignants généralistes ont besoin d'apprendre les pratiques exemplaires pour enseigner des concepts. Comme nous voulons stimuler la pensée critique, les situations d'apprentissage seront complexifiées.</p> <p>Nous prévoyons aussi accueillir dans le projet d'IRS les enseignants de la 7^e à la 9^e année pour ajouter des exigences, des modules et des évaluations liés à ces niveaux dans notre cadre pour l'enseignement des mathématiques. Les enseignants de la 10^e à la 12^e année participeront également au projet pour assurer le lien entre la 9^e année et leurs niveaux.</p> <p>Les activités de perfectionnement professionnel seront animées par notre consultant qui, pour sa part, pourra compter sur le soutien de notre coordonnateur de l'alphabétisation et de l'enseignement des mathématiques (conseiller).</p>
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Indicateurs de rendement de l'Initiative pour la réussite scolaire	Cibles régionales	Résultats obtenus	Explication de l'écart <i>(le cas échéant)</i>
Pourcentage du personnel enseignant de l'ensemble de la région qui participe aux activités de perfectionnement professionnel de l'IRS	70 %	70 %	
Pourcentage du personnel de soutien de l'ensemble de la région qui participe aux activités de perfectionnement professionnel de l'IRS	70 %	70 %	
Points forts	Nous avons élaboré des plans annuels complets pour enseigner les mathématiques dans nos écoles, de la 1 ^{re} à la 9 ^e année, y compris de nombreuses évaluations pour recueillir des données pertinentes. Au fil des ans, nous avons également développé de nombreux outils mis à la disposition des enseignants pour enseigner différentes compétences mathématiques de diverses manières.		
Domaines de développement	Nous devons mettre au point des outils pour évaluer les compétences en résolution de problèmes et modifier notre approche pédagogique, au besoin. Après une première année de mise en œuvre, nous évaluerons et réviserons le plan annuel pour les classes de 7 ^e à 9 ^e année.		
Autres commentaires (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	Un grand nombre de nos activités de perfectionnement professionnel ont été reportées, et certaines ont finalement été annulées en raison des fermetures pour la COVID. Par conséquent, nous n'avons pas été en mesure de mener à bien l'élaboration des évaluations pour nos élèves plus âgés, et nous avons eu moins d'occasions de discuter des données tirées de nos évaluations. Les fermetures d'écoles et les nombreux changements apportés au calendrier des JP ont rendu difficile le suivi de certaines pratiques communes mises en œuvre.		

Nom du projet d'IRS	Calendrier prévu de mise en œuvre	La mise en œuvre du projet d'IRS s'est-elle déroulée comme prévu? Oui/non	Si la réponse est non, pourquoi?
Numératie	2021 - 2024	Non	Bon nombre de nos activités de perfectionnement professionnel pour 2021-2022 ont été reportées, et certaines ont finalement été annulées en raison de la COVID et des inondations à Hay River.

I. Plans de sécurité des écoles

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

Voici le cycle actuel :

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

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

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles qui ont un plan de sécurité complet pour l'année scolaire	100 %	Oui	
Pourcentage d'écoles qui passent en revue leur plan de sécurité avec le personnel au début de l'année scolaire	100 %	Oui	
Points forts de la région	Du côté des pratiques courantes, nous avons nos propres procédures en place.		
Éléments à améliorer pour la région	Nous devons utiliser nos procédures, les consolider pour les deux écoles et renforcer nos communications sur la sécurité. Il reste certaines politiques et procédures à élaborer.		
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	Maintenir les comités sur la sécurité et la bienveillance actifs dans les deux écoles a également été un défi au cours des dernières années, alors qu'en vérité, ils auraient dû être plus actifs. Nous pouvons faire mieux.		

J. Programme de promotion des relations saines

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

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

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

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

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

Pourcentage des écoles avec des élèves de la 7 ^e à la 9 ^e année offrant le programme Quatrième R	100 %	Oui	
Pourcentage des écoles avec des élèves de la 10 ^e et 11 ^e année offrant le programme Relations saines Plus	100 %	100 %	Cette année à l'ÉASC, il n'y avait pas d'élèves de 9 ^e année.

Avez-vous rencontré des difficultés pour accéder à la formation liée à ces programmes?	Certains enseignants qui avaient déjà suivi la formation ne se sont pas vu attribuer le cours dans leur programme d'enseignement. Nous proposons également des cours comme la préparation à la vie personnelle et professionnelle (CALM) tous les deux ans, de sorte que les élèves de la 9 ^e à la 12 ^e année ne suivent ce cours qu'en alternance.
Avez-vous des recommandations à faire pour améliorer l'accès à la formation liée à ces programmes?	Différencier – des cours de recyclage pour les enseignants déjà formés plutôt qu'une première formation pour tous.
Points forts de la région	Nous avons un groupe clé d'enseignants qui sont formés.
Éléments à améliorer pour la région	Il a été très difficile de continuer d'offrir les programmes dans l'ensemble de l'école et durant toute l'année scolaire pendant la COVID. Espérons qu'avec l'arrivée d'une année normale, nous aurons plus de succès.
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	Dans une petite école où le renouvellement des enseignants et des élèves est fréquent, il est difficile de maintenir la continuité.

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart (le cas échéant)
Programmes de relations saines fondés sur des données probantes utilisés, notamment Vers le Pacifique, Quatrième R et Relations saines Plus, et les classes dans lesquelles ils sont utilisés (s'il y a lieu).	ÉB	100 %	Tous ces programmes ont été mis en œuvre à leur niveau scolaire particulier.	
	ÉASC	100 %	100 % Tous ces programmes ont été mis en œuvre à leur niveau scolaire particulier.	

K. Enseignement d'une langue seconde

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

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

Nom de l'école	Langues secondes (chipewyan, cri, anglais, français, gwich'in, inuinnaqtun, inuktitut, inuvialuktun, esclave du Nord, esclave du Sud ou th̄chq)	Type de programme de LS (base, immersion, intensif)	Niveaux (par type de programme)	Pourcentage d'élèves inscrits (par type de programme)	Fréquence du programme de LS (minutes par semaine)	Fréquence réelle du cours de LS (minutes par semaine)	Explication de l'écart (s'il y a lieu)
ÉB	Anglais	Régulier avec 10-1 20-1 30-1	3 ^e à 12 ^e année	100 %	3 ^e à 6 ^e 240 7 ^e à 9 ^e 204 10 ^e 327 11 ^e et 12 ^e 331	3 ^e à 6 ^e 240 7 ^e à 9 ^e 204 10 ^e 327 11 ^e et 12 ^e 331	
ÉASC	Anglais	Régulier avec 10-1 20-1 30-1	3 ^e à 12 ^e année	100 %	3 ^e à 6 ^e 280 7 ^e à 9 ^e 320 10 ^e à 12 ^e 350	3 ^e à 6 ^e 280 7 ^e à 9 ^e 320 10 ^e et 12 ^e 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	S.O.	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 %	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)
ÉB	1,00	1,00	S.O.	S.O.	1,0	
ÉASC	1,38	1,38	S.O.	S.O.	1,38	
Total	2,38	2,38	S.O.	S.O.	2,38	

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)
ÉB	1,22	1,00	On a décidé d'investir le 0,22 AP restant à l'ÉASC pour mieux répondre aux besoins d'un plus grand nombre d'élèves. Nous évaluerons les besoins et apporterons les correctifs nécessaires.	1,00	
ÉASC	2,56	2,78		4,00	1,00 en vertu du principe de Jordan
Total	3,78	3,78		5,00	

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 du financement alloué, prévu et réel consacré 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)
7 410 \$	12 121 \$	Le solde de 2020-2021 (4 711 \$) a été reporté en 2021-2022 en raison de la COVID-19.	9 409 \$	La différence de 2 712 \$ a été utilisée pour compenser les dépenses excédentaires dans d'autres domaines de l'intégration scolaire.

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, etc.)	Fournisseur de formation (coordonnateur régional de l'intégration scolaire, MÉCF, sous-traitant, etc.)	Date et lieu	Tenu comme prévu? Oui/non	Si la réponse est non, pourquoi?
Stratégies d'intégration scolaire pour les aides-enseignants	Aides-enseignants	Réseau d'entraide	Edmonton février 2023	Non	La COVID-19
Stratégies de développement du langage pour enseignants et aides-enseignants	ESP Enseignants	Orthophoniste (Carrie Jensen)	Tout au long de l'année, au besoin	Oui	
Favoriser le développement du langage oral					
Formation sur Tienet pour nouveaux enseignants	ESP Enseignants		Août 2021	Oui	

Formation sur Tienet pour les nouveaux enseignants et révision pour les autres Rédaction et mise en œuvre de plans de soutien		Coordonnateur régional de l'intégration scolaire, enseignant de soutien aux programmes			
Soutien à l'intégration scolaire à Hay River par le coordonnateur régional de l'intégration scolaire Visite du coordonnateur régional de l'intégration scolaire à l'École Boréale pour rencontrer et aider le personnel en ce qui a trait aux questions d'intégration scolaire	Directeurs, nouveaux enseignants et aides-enseignants	Coordonnateur régional de l'intégration scolaire	8 visites durant l'année scolaire 2021-2022	Oui	
Formation sur les nouveaux plans d'enseignement individualisé (PEI)	ESP	Coordonnateur régional de l'intégration scolaire	9 rencontres prévues (une par mois)	Oui	
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	Oui	

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

<p>Approche régionale du perfectionnement professionnel de l'intégration scolaire et concordance avec les priorités régionales et communes pour l'année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19).</p>	<p>À cause de la COVID-19, la majeure partie de la formation sera donnée par notre personnel régional, par le coordonnateur régional de l'intégration scolaire et par les ESP ou s'effectuera virtuellement. Cette année, nous accueillons une fois de plus un nouveau conseiller en soins à l'enfance et à la jeunesse. Son expertise est recherchée pour accroître le nombre et la variété des activités de perfectionnement professionnel sur les problèmes de santé mentale et le bien-être. Par souci de continuité, nous chercherons des formats différents pour continuer notre travail avec notre ergothérapeute-conseil du Yukon (autorégulation) et avec un orthophoniste pour le perfectionnement langagier. Nous déterminerons également comment poursuivre notre partenariat avec le département d'orthophonie de l'Université Laurentienne, dont les étudiants en deuxième année de maîtrise effectuent leur stage dans nos écoles.</p>
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Indicateurs de rendement régionaux	Cibles régional es	Résultats obtenus	Explication de l'écart (le cas échéant)
<p>Pourcentage d'enseignants formés, dans les deux dernières années, dans la rédaction de plans de soutien à l'élève et de plans d'enseignement individualisé conformément à la directive sur l'intégration scolaire</p>	<p>100 %</p>	<p>10 %</p>	<p>Seulement 1 PEI à l'heure actuelle à la CSFTNO. La formation est offerte au besoin. De nouveaux PEI sont utilisés.</p>
<p>Pourcentage du personnel formé, dans les deux dernières années, sur les processus de l'équipe de soutien scolaire</p>	<p>100 %</p>	<p>100 %</p>	
<p>Points forts de la région</p>	<p>Les petites équipes de la CSFTNO, le personnel expérimenté et les ESP ayant une formation spécialisée en intégration scolaire sont quelques-uns de nos points forts. Le mentorat solide fourni par les ESP et les enseignants expérimentés réunis font en sorte que le processus entourant les plans est fluide et connecté aux réalités et à l'unicité de nos élèves.</p>		
<p>Éléments à améliorer pour la région</p>	<p>Après deux années de perturbations dues au COVID, nous sommes impatients de retrouver une année normale, organisée et bien planifiée de formation sur l'intégration. Nous avons élaboré un plan pour l'année prochaine, qui prévoit une formation particulière pour les aides-enseignants sur les troubles de l'apprentissage et la régulation des émotions.</p>		
<p>Autres commentaires ou demandes pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>S.O.</p>		

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 du recours à un contractant plutôt qu'à un service fourni par le GTNO <i>(service du GTNO non disponible, etc.)</i>	École(s) profitant du service	Durée du contrat	Total (\$)
Carrie Jensen	2, 3, 4, 5 et 6 mai 2022	Aucun service en français aux TNO	ÉASC et ÉB	5 jours	10 000 \$

* 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 (\$)	Montant par école (\$)	Achats réels de technologies d'assistance	Type d'utilisateurs (nbre de classes ou d'élèves, etc.)	Total de l'allocation (excédent/déficit) (\$)
43 334 \$ ¹	27 460,00	26 287,49	ÉASC	- 3 769,58
	15 874,00	20 117,07	ÉB	
		46 404,56		

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

F. Guérison et aide psychologique

La guérison et l'aide 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, prévu et réel consacré aux activités de guérison et à l'aide psychologique dans chaque école, ainsi que l'explication des écarts potentiels.

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

G. Harmonisation du soutien aux élèves

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

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

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

Pourcentage d'enseignants qui mettent en œuvre toutes les mesures décrites dans le PSÉ ou PEI avant la première période de production de rapport	100 %	100 %	
Nombre d'élèves incapables d'intégrer le cadre d'apprentissage commun de la collectivité où ils résident	0	0	
Pourcentage d'enseignants utilisant les profils de classes (évaluations des classes) dans leur planification de cours	100 %	100 %	
Pourcentage d'écoles utilisant la conception universelle de l'apprentissage (CUA) qui tiennent compte des exigences des PSÉ et PEI	100 %	100 %	
Nombre d'élèves en situation de résidence temporaire ou confinés à domicile à qui sont offerts des programmes d'éducation	0	0	
Nombre de fois par mois où le coordonnateur régional de l'intégration scolaire communique avec l'ESP par téléphone ou vidéoconférence	2	2	
Nombre de fois par an où le coordonnateur régional de l'intégration scolaire rencontre l'ESP en personne	6	6	
Points forts de la région	Taille de l'équipe, ESP en poste depuis 3 années consécutives dans chaque école. Contacts réguliers entre les ESP et le coordonnateur régional de l'intégration scolaire. Travail d'équipe efficace et équipes étroitement liées.		
Éléments à améliorer pour la région	Continuer à créer davantage d'opportunités de perfectionnement professionnel. Les connaissances et les compétences des ESP et des coordonnateurs régionaux de l'intégration scolaire doivent être partagées plus efficacement et plus rapidement chaque année.		
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	S.O.		

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

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

<p>Points forts de la région</p>	<p>Des équipes scolaires proactives qui cherchent constamment à s'améliorer. Une ouverture au changement, et l'appropriation de nouvelles stratégies pédagogiques. Un calendrier de rencontres de collaboration a été établi au début de l'année scolaire afin de cibler les besoins des enseignants.</p>
<p>Éléments à améliorer pour la région</p>	<p>Continuer à allouer plus de temps aux ESP pour les suivis spécialisés auprès des élèves (modèle « de la réaction à l'intervention »). Ajouter du temps avec les aides-enseignants pour fixer des objectifs de travail précis avec les élèves et faire un suivi plus étroit. Continuer à proposer des formations aux aides-enseignants et aux enseignants afin que tous soient au diapason.</p>
<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>S.O.</p>

I. Équipe de soutien scolaire

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

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

<p>Approche régionale permettant de s'assurer que l'équipe de soutien scolaire en place dans chaque école intervienne de manière efficace conformément à la directive (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<ul style="list-style-type: none"> Le coordonnateur régional de l'intégration scolaire offre en août et en septembre de la formation aux ESP sur le plan 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 la question des équipes de soutien scolaire.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles qui disposent d'une équipe de soutien scolaire fonctionnelle à la fin de la première semaine de cours	100 %	100 %	
Pourcentage d'enseignants qui utilisent les services de l'équipe de soutien scolaire	100 %	100 %	
Pourcentage d'écoles qui utilisent un processus de recommandation pour informer l'équipe de soutien scolaire des besoins particuliers des élèves	100 %	100 %	
Pourcentage des écoles qui conservent une trace écrite des réunions de l'équipe de soutien scolaire	100 %	100 %	

Pourcentage des écoles qui intègre le conseiller en soins à l'enfance et à la jeunesse dans les réunions de l'équipe de soutien scolaire	100 %	100 %	
Pourcentage des réunions de l'équipe de soutien scolaire qui portent sur l'élaboration de stratégies en appui aux titulaires de classe	100 %	100 %	
Pourcentage des réunions de l'équipe de soutien scolaire qui s'articulent autour de problèmes particuliers	100 %	100 %	
Pourcentage des réunions de l'équipe de soutien scolaire qui traitent les problèmes systémiques de l'école	10 %	100 %	
Points forts de la région	Nous continuons à avoir une bonne collaboration entre les enseignants, les directeurs et les ESP. Toutes les personnes concernées sont favorables au processus. Nous voyons des personnes utiliser les stratégies suggérées à la suite des réunions. L'équipe de soutien scolaire est efficace pour résoudre des cas particuliers, des situations difficiles en classe, et est reconnue comme une manière positive de trouver des solutions à des situations parfois complexes. C'est aussi un excellent outil pour les nouveaux enseignants, le modèle étant une excellente stratégie de collaboration non intimidante pour tout le personnel.		
Éléments à améliorer pour la région	Continuer de servir d'exemple à suivre. Un leadership fort est nécessaire lors des premières réunions pour donner le ton pour l'année.		
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	S.O.		

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

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 scolaires et les autres professionnels le cas échéant; ils présentent également les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

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

Pourcentage d'élèves participant à l'élaboration de leur PSÉ, lorsque nécessaire et pertinent	100 %	100 %	
Pourcentage d'élèves participant à l'élaboration de leur PEI, lorsque nécessaire et pertinent.	100 %	100 %	
Pourcentage des écoles qui ont des plans ou des stratégies en place pour favoriser la participation des élèves à la rédaction des PSÉ et PEI.	100 %	100 %	
Points forts de la région	<p>Cette année encore, nos ESP qualifiés et motivés continuent de créer des plans personnalisés qui sont soigneusement examinés par tous les membres de l'équipe scolaire.</p> <p>Les enseignants sont également très engagés dans les plans de soutien aux élèves et ils les appliquent bien en classe. Suivi étroit par les ESP et le coordonnateur régional de l'intégration scolaire. Souci du détail, cohérence.</p>		
Éléments à améliorer pour la région	<p>Comme chaque année, nous continuerons à concentrer nos efforts sur les nouveaux enseignants qui ont besoin d'une formation supplémentaire pour bien comprendre l'objectif des plans et l'importance de les garder dynamiques et actifs tout au long de l'année.</p> <p>Il est parfois difficile pour de (nouveaux) enseignants d'adapter leurs méthodes aux plans de soutien à l'élève. La modélisation est cruciale, ainsi que la collaboration continue entre les ESP et les enseignants.</p>		
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	S.O.		

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 cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir, de même que les résultats atteints, l'explication de tout écart entre les cibles et les résultats, les points forts et les points à améliorer.

<p>Approche régionale permettant aux ESP d'organiser le plus possible leur temps en fonction des priorités établies à cet égard (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<ul style="list-style-type: none"> • Rencontre en personne au début de l'année avec tous les ESP pour discuter des attentes dans l'organisation du temps. • Transmettre la description des tâches d'un ESP présenté dans <i>Exploring Inclusive Pedagogies</i> (Schnellert, L., février 2019, p. 22). • À chaque rencontre, les coordonnateurs régionaux de l'intégration scolaire et les ESP abordent la question de l'organisation du temps et des horaires. • Les horaires sont transmis au coordonnateur régional de l'intégration scolaire via Google Drive.
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant, ex. autres tâches assignées aux ESP)
Pourcentage d'ESP qui consacrent effectivement 60 % de leur temps à des activités qui aident directement les enseignants	100 %	+-40 %	Le défi est toujours le même : il faut réserver plus de temps en présence des élèves pour travailler individuellement.
Pourcentage d'ESP qui consacrent effectivement 25 % de leur temps à des activités qui aident directement les élèves	100 %	+-10 %	S.O.
Pourcentage d'ESP qui ne consacrent pas plus de 15 % de leur temps aux tâches de planification et d'organisation	100 %	+-40 %	Beaucoup de temps doit être consacré au travail administratif en début et en fin d'année. La charge de travail est étroitement liée aux priorités du directeur de l'école et de l'organisme scolaire.

Pourcentage d'ESP affectés à moins de 1,0 ÉTP	0 %	0 %	
Points forts de la région	Nous observons beaucoup de souplesse et de collaboration. Nos ESP expérimentés ont un solide bagage professionnel.		
Éléments à améliorer pour la région	Comme mentionné, chaque année dans ce rapport, les pourcentages attribués au travail des ESP devraient être revus, car ils sont parfois non réalistes avec les besoins sur le terrain. On pourrait suggérer que dans chaque école, un enseignant soit désigné comme directeur adjoint afin de ne pas devoir recourir à l'ESP pour assumer le rôle de directeur lors de son absence.		
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	S.O.		

4. Éducation et langues autochtones

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

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

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

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

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

B. Équipes de l'éducation et des langues autochtones

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

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

Équipe de l'éducation et des langues autochtones			
École	Composition de l'équipe (directeur, ESP, etc.)	Fréquence des rencontres	Si l'équipe n'est pas formée ou n'est pas active, pourquoi? (le cas échéant)
ÉB	Tout le personnel	Tous les mois	
ÉASC	Tout le personnel	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 toutes les écoles des TNO créent un environnement accueillant qui centralisent, respectent et promeuvent les visions du monde, cultures et langues autochtones de la collectivité où se trouve l'école. Il faut, pour ce faire, créer un milieu accueillant, adapter l'éducation aux cultures autochtones et renforcer l'enseignement en langues autochtone, notamment par le recrutement d'aînés et de personnes-ressources de la collectivité et par la formation enseignante adéquate pour favoriser la mise en œuvre des principes énoncés dans la Politique sur l'éducation.

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

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)
ÉB	31 800 \$	31 800 \$	Fondé sur les inscriptions	21 671 \$	Négligeable	S.O.
ÉASC	30 600 \$	30 600 \$	Fondé sur les inscriptions	43 515 \$	Négligeable	S.O.
Non capitalisés	62 400 \$	62 400 \$		65 186 \$		

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

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

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

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

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

<p>Approche régionale visant à bâtir la relation entre l'école et la communauté, pour toutes les écoles (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>En 2020-2021, l'ÉASC, avec le soutien du personnel attiré aux langues et cultures autochtones, a conçu un plan autonome pour l'éducation et les langues autochtones. Plusieurs activités, décrites dans cette section, ont eu lieu malgré la pandémie. Nous avons érigé une tente de prospecteur derrière l'école. De plus, un aîné vient régulièrement à l'école pour partager son savoir et impliquer les élèves dans des activités culturelles. D'ailleurs, cette année, nous avons célébré une première semaine des activités autochtones. Le plan se poursuit en 2021-2022.</p> <p>À Hay River, l'ÉB a établi des relations avec la Première Nation K'atl'odeeche et avec l'Alliance Métis (les sites et les aînés sont bien plus facilement accessibles à Hay River).</p> <p>Aucun aîné en particulier n'a été embauché dans le cadre d'un programme de présence régulière. On a fait appel aux aînés ou aux personnes-ressources autochtones en fonction de leurs connaissances, compétences et disponibilités.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart <i>(le cas échéant)</i>
Pourcentage d'écoles ayant un programme de présence régulière des aînés	100 %	50 %	Aucun aîné n'a été embauché dans le cadre d'un programme de présence régulière.
Points forts de la région	Les écoles ont développé des relations avec certains aînés locaux et organisations autochtones.		
Éléments à améliorer pour la région	L'embauche de personnel autochtone et l'offre d'un programme en langue autochtone contribueraient à renforcer les liens avec ces communautés.		
Autres commentaires pour la région <i>(incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</i>			

Objectif du plan d'action pour l'éducation et les langues autochtones : bâtir la relation entre l'école et la communauté		
École	Objectif	Progrès vers l'objectif
ÉB	Développement de projets collaboratifs avec des artistes autochtones (comme John Rombough)	Il était impossible de faire venir des artistes à l'école pendant la pandémie de COVID-19.
ÉASC	Développement de projets avec des membres de la communauté (Bush Kids, Cercle sportif autochtone)	Nous avons eu des activités dans la tente de prospecteur. Les élèves ont appris à construire un igloo, ainsi qu'à découper le poisson et à le nettoyer. Toutes nos activités ont eu lieu à l'extérieur, car nous ne pouvions inviter personne à l'intérieur de l'école pour faire des activités.

Participation communautaire dans les écoles		
École	Type de participation des membres de la collectivité dans les activités et projets scolaires	Type de participation des membres de la collectivité dans les expériences sur les terres ancestrales
ÉB	Cuisiner avec les élèves	Animer notre camp de chasse et de pêche. Animer notre camp de pêche sur glace.
ÉASC	Cuisiner avec les élèves	Animer notre camp de chasse et de pêche. Animer notre camp de pêche sur glace. Faire cuire du la bannique à l'extérieur.

E. Consolider la formation des éducateurs du Nord

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

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

<p>Approche régionale pour consolider la formation des éducateurs du Nord (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Conformément à la directive, les membres du personnel de la CSFTNO assisteront à deux journées d'orientation culturelle; la première aura lieu au début de l'année scolaire et l'autre, en milieu d'année. Les écoles choisissent elles-mêmes les dates et les activités.</p> <p>Avec l'aide du personnel du Secrétariat de l'éducation et des langues autochtones, nous offrirons des ateliers et ferons des visites ponctuelles pour de la formation sur place.</p> <p>Les enseignants de la CSFTNO continueront à intégrer le programme <i>Dene Kede</i> à leurs leçons.</p> <p>La CSFTNO invite tous les nouveaux enseignants du Nord à prendre part à la Conférence pour enseignants nouvellement arrivés aux TNO en août 2021.</p>
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Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles offrant des cours de langues autochtones et du soutien à tous les membres du personnel	100 %	50 %	Approche visant à faire participer toute l'école à l'usage des langues adoptée partiellement à l'ÉASC seulement
Pourcentage des écoles qui organisent des journées d'orientation culturelle pour les enseignants	100 %,	100 %	

Type de formation de sensibilisation à la réalité des pensionnats offerte et nombre d'enseignants et d'autres membres du personnel qui y ont participé	Conférence s'adressant aux éducateurs fraîchement arrivés aux TNO : 4 participants	Conférence s'adressant aux éducateurs fraîchement arrivés aux TNO : 4 participants (2)	
	(ICAST) Bien vivre ensemble – formation du GTNO	(ICAST) Bien vivre ensemble – formation du GTNO	
Pourcentage d'écoles offrant de la formation et du soutien sur les programmes <i>Dene Kede</i> et <i>Inuuqatigiit</i> à tous les membres du personnel	100 %	100 %	
Points forts de la région	Excellente participation du personnel aux journées d'orientation culturelle et à la formation en ligne.		
Éléments à améliorer pour la région	Mise en place d'une formation en langue autochtone pour les enseignants. Des formations plus petites sont proposées avant les camps.		
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

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

École	Objetif	Progrès vers l'objectif
ÉB	Organisation d'une journée d'orientation culturelle au camp animée par des aînés.	Nous avons eu une journée d'orientation culturelle avec deux aînés en septembre (excursion en canoë sur la rivière Hay).
ÉASC	Deux jours d'orientation culturelle au début de l'année scolaire. Formation <i>Dene Kede</i> pour les nouveaux enseignants.	Nous avons débuté notre journée d'orientation culturelle par une prière et une reconnaissance du territoire, ainsi que par une danse du tambour. Le personnel a travaillé sur ICAST.

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart (le cas échéant)
Types d'activités locales lors des journées d'orientation culturelle	ÉB	Fabrication de mitaines en peau de castor, séchage du poisson, tannage de peaux, historique des communautés autochtones régionales	<p>Nous avons eu une journée d'orientation culturelle axée sur les formations <i>Dene Kede</i> et <i>Bien vivre ensemble</i></p> <p>Nous avons aussi participé à une excursion en canoë avec deux aînés Katlodeeche</p>	
	ÉASC	Ouverture avec les Dénés, prière, rassemblement, fabrication de mitaines, histoires sous la tente, etc.	<p>Ouverture avec le son des tambours dénés et rassemblement.</p> <p>La deuxième activité n'a pas eu lieu puisque l'école a été fermée pendant six semaines.</p> <p>Le personnel a continué de remplir les formulaires au titre de la ICAST [Bien vivre ensemble].</p> <p>La fabrication de mitaines n'a pas eu lieu puisque les écoles étaient fermées en janvier 2022.</p>	

F. Favoriser le bien-être des élèves

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

élèves doivent prendre soin de leur corps, de leur esprit, de leur cœur et de leur âme.

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

<p>Approche régionale pour favoriser le bien-être des élèves (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) (Nouvel objectif de 2022)</p>	<p>Dans les écoles de la CSFTNO, le profil de sortie de l'élève exige explicitement des éducateurs qu'ils traitent chaque élève avec respect et qu'ils se concentrent sur les forces de chacun en invitant les élèves à identifier leurs talents et ceux qu'ils veulent développer. Ces talents sont célébrés. Les écoles de la CSFTNO offrent un cadre qui encourage les élèves à continuer de développer leur identité à travers une variété d'activités.</p>
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Objectif du plan d'action pour l'éducation et les langues autochtones : favoriser le bien-être des élèves

École	Objectif	Progrès vers l'objectif
ÉB	Mettre en place des cercles de partage	50 % des classes ont mis en place les cercles de partage
ÉASC	Mettre en place des cercles de partage	50 % des classes ont mis en place les cercles de partage

École	Quels types de soutien ancrés dans les langues et les visions du monde autochtones votre école a-t-elle mis en place pour le bien-être des élèves?	Quel a été le rôle de la communauté autochtone dans ces mesures de soutien?
ÉB	Faire le lien entre les valeurs de l'école et les lois dénées	Lorsqu'ils se réfèrent aux valeurs de l'école, nos aînés et aînés autochtones utilisent la loi dénée pertinente pour faire le lien entre la valeur et les traits de caractère observables. On continue d'avancer sur ce point.
ÉASC	Faire le lien entre les valeurs de l'école et les lois dénées	Lorsqu'ils se réfèrent aux valeurs de l'école, nos aînés et aînés autochtones utilisent la loi dénée pertinente pour faire le lien entre la valeur et les traits de caractère observables. On continue d'avancer sur ce point.

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

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

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

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

Points forts de la région	Excellente participation du personnel à la formation.
Éléments à améliorer pour la région	Embauche d'employés autochtones et offre d'un programme d'apprentissage de langue autochtone pour favoriser de meilleures relations avec la communauté autochtone locale.
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	En raison des nombreuses fermetures dues à la COVID et aux inondations à Hay River, il a été très difficile de faire avancer ce point cette année.

Objectif du plan d'action pour l'éducation et les langues autochtones : adapter l'enseignement et les pratiques d'apprentissage aux cultures autochtones		
École	Objectif	Progrès vers l'objectif
ÉB	Chaque mois, une des six lois dénées est à l'honneur	Les lois dénées sont affichées dans l'école.
ÉASC	Chaque mois, une des six lois dénées est à l'honneur	Les lois dénées sont affichées dans l'école.

Indicateurs de rendement propres à chaque école	École	Bonne pratique
Exemple d'adaptation efficace des pratiques d'enseignement et d'apprentissage aux cultures autochtones pour chaque école	ÉB	Les enseignants de prématernelle et de maternelle prévoient mettre en œuvre le programme <i>Dene Kede</i> dans leurs plans à long terme, conjointement avec le coordinateur de l'alphabétisation. Les enseignants ont défini les compétences liées au programme <i>Dene Kede</i> , ont clarifié par niveau scolaire leur compréhension du thème en question et ont trouvé des activités et des ressources, tant internes qu'externes. Enfin, ils ont intégré ces thèmes et activités dans leurs plans à long terme.
	ÉASC	Chaque matin, un élève est en charge du message matinal qui comprend le rappel d'une loi dénée.

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

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

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

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

Éléments à améliorer pour la région	Faire venir davantage d'aînés et de membres de la communauté dans les écoles pour soutenir les activités culturelles et linguistiques.
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	

Objectif du plan d'action pour l'éducation et les langues autochtones : adapter le contenu des programmes d'enseignement aux cultures autochtones

École	Objetif	Progrès vers l'objectif
ÉB	Intégration du programme <i>Dene Kede</i> à la planification annuelle – enseignement du concept suivi d'une activité éducative connexe.	Les enseignants ont, dans leur plan annuel, une section sur le programme <i>Dene Kede</i> .
ÉASC	Intégration du programme <i>Dene Kede</i> à la planification annuelle – enseignement du concept suivi d'une activité éducative connexe.	Les enseignants du primaire en particulier appliquent le programme <i>Dene Kede</i> . L'an prochain, nous le mettrons au point pour les élèves de 7 ^e à 9 ^e année.

Indicateurs de rendement propres à chaque école	École	Bonne pratique
Donnez un exemple d'intégration des programmes <i>Dene Kede</i> ou <i>Inuuqatigiit</i> dans votre école	ÉB	Tous les élèves et le personnel participent à au moins un camp dans la nature.
	ÉASC	L'importance entre la chasse et la nourriture, et le respect de l'animal. L'observation des oiseaux et de leur rôle. La connexion entre la nature et la terre.

I. Offrir des expériences culturelles essentielles

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

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

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

<p>Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	
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<p>Objectif du plan d'action pour l'éducation et les langues autochtones : offrir des expériences culturelles essentielles</p>		
<p>École</p>	<p>Objetif</p>	<p>Progrès vers l'objectif</p>
<p>ÉB</p>	<p>Organiser des camps culturels avec des aînés pour les élèves de tous les niveaux scolaires.</p>	<p>Camp de chasse et de pêche (8^e à 10^e année) Camp de pêche sur glace (maternelle à la 12^e année) Camp de canotage (8e à 10e année)</p>
<p>ÉASC</p>	<p>Organiser des camps culturels pour les élèves de l'école primaire.</p>	<p>Nous avons organisé des camps pour l'automne, mais le 13 septembre, l'école est passée à l'enseignement en ligne. Nous avons fait des camps de pêche de la 1^{re} à la 6^e année.</p>

<p>Indicateurs de rendement propres à chaque école</p>	<p>École</p>	<p>Bonne pratique</p>
<p>Donnez un exemple de bonne pratique liée à une expérience culturelle enrichissante. Indiquez le lieu, le niveau des élèves ayant participé, la participation des aînés ou des membres de la collectivité, ainsi que l'intégration des langues autochtones de la communauté.</p>	<p>ÉB</p>	<p>Les élèves de la 8^e à la 10^e année ont reçu des crédits pour les cours de chasse et de pêche suivis pendant le camp dans la nature organisé à Paulette Bay, en octobre. Un aîné métis et un assistant ont animé le camp avec le soutien de notre animateur culturel. On n'y a cependant pas beaucoup parlé en langue autochtone.</p>
	<p>ÉASC</p>	<p>Un camp de piégeage de deux jours, organisé avec la collaboration d'un partenaire autochtone, fut un succès. La langue n'était pas vraiment au centre de l'activité, mais toute l'école a néanmoins appris le nom des animaux en langue dénée.</p>

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

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

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

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

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

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

<p>Approche régionale visant à faire participer toute l'école à l'usage des langues (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)</p>	<p>Les écoles de la CSFTNO encouragent les élèves à apprendre des mots ou des expressions dans la langue de leur communauté. À l'ÉASC, les annonces matinales sont parsemées d'expressions et de mots parlés, écrits et enregistrés pour les élèves et le personnel. À l'ÉB, on concevra un plan pour étendre l'approche des langues à toute l'école.</p>
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Indicateurs de rendement régionaux	Cibles régionaux	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage d'écoles avec des affiches en langue autochtone dans l'école	100 %	50 %	À augmenter et à améliorer dans les deux écoles
Pourcentage d'écoles ayant des initiatives en place pour promouvoir l'approche visant à faire participer toute l'école à l'usage des langues	100 %	0 %	À développer
Pourcentage d'écoles organisant des activités et événements pour faire la promotion des langues autochtones et en favoriser l'usage et la valorisation	100 %	0 %	
Points forts de la région			

Éléments à améliorer pour la région	Nous devons revoir notre plan avec l'équipe scolaire pour développer cet aspect. J'ai contacté l'équipe du SELA pour travailler sur un plan de développement, puisque cet aspect est très difficile pour notre école étant donné que nous enseignons déjà deux langues.
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	

Objectif du plan d'action pour l'éducation et les langues autochtones : faire participer toute l'école à l'apprentissage des langues

École	Objectif	Progrès vers l'objectif
ÉB	Création d'un livret illustré multilingue avec un aîné local. Apprendre 10 mots/phrases tout au long de l'année scolaire et les afficher quelque part.	Nous n'avons pas travaillé sur cet aspect cette année.
ÉASC	Se rappeler des expressions déjà apprises et apprendre 10 nouvelles expressions. Intégrer les noms des classes (animaux) dans les activités de l'école afin que chacun reconnaisse les classes par leur nom d'animal. Continuer à afficher des expressions/mots.	Nous avons écrit les noms en déné sous toutes les peaux d'animaux que nous allons installer sur les murs de l'école. Nous avons continué d'utiliser les phrases que nous avons apprises l'année dernière, mais nous n'en avons pas ajouté.

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart <i>(le cas échéant)</i>
Initiatives en place pour promouvoir l'approche visant à faire participer toute l'école à l'usage des langues	ÉB	Participation des élèves dans la création d'une histoire avec un orateur déné Utilisation d'un code QR pour la signalisation en déné zhatié	Aucun résultat	Nous n'avons pas travaillé sur cet aspect cette année.
	ÉASC	Choisir une phrase par mois et le pratiquer pendant le message du matin. Apprendre les mots fréquemment utilisés par Alice, notre aînée, et les pratiquer tous les jours (p. ex., les salutations, je m'appelle...) Écrire les mots affichés, puis aller sur Internet pour avoir la possibilité de les écouter à plusieurs reprises. Chaque classe aura un nom d'animal, et un cadre conçu à cette fin sera placé devant la porte de la classe. Continuer à apprendre les noms des animaux du Nord.	C	Nous n'avons ajouté aucune nouvelle phrase depuis l'an dernier. Nous avons trouvé tous les noms en déné des animaux qui sont représentés dans l'école. Nous avons attribué à chaque classe une affiche avec un dessin d'animal et son nom, et avons placé chaque affiche près de la porte.

L. Soutien communautaire

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

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

Collectivité	Alloué (\$)	Prévu (\$)	Explication de l'écart (le cas échéant)	Réel (\$)	Projet (s) concerné(s)	Explication de l'écart (le cas échéant)
Yellowknife	15 234 \$	15 000 \$	Négligeable	13 632 \$	Divers équipements et articles relatifs aux camps autochtones	
Hay River	13 096 \$	8 000 \$	Argent utilisé dans l'éducation autochtone	7 600 \$	Politique Expert-conseil	
Total	28 330 \$	23 000 \$		21 232 \$		

Education Accountability Framework

Dettah District

Education Authority

Annual Report

For the 2021-22 School Year



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Operating Plan - Executive Summary

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

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

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

Regional Goals and Priorities with Alignment to Departmental Goals and Priorities

- Early Childhood Education & Family Support

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

- Academic Achievement

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

- Staff Wellness and Retention

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

Indigenous Languages and Education

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

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

Inclusive Schooling

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

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

Mental Health and Healthy Relationship Focus

- ASIST /MHFA Training
- Crisis Response and Debrief Training

Annual Report - Executive Summary

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

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

The Dettah District Education Authority is pleased to report that we were able to continue with our strong Indigenous Language Programming, and that we were able to welcome Elders and Knowledge Keepers back to our school in the late Spring. This was very exciting and allowed for us to offer some exciting Key Cultural Experiences for our students.

The 2021-2022 school year also presented many unique learning experiences and challenges, many in part due to the Covid 19 Pandemic.

Student attendance was one of the major challenges experienced. Student mental health was also challenged by many factors, including illness and the impact of unpredictability due to the Pandemic.

Cadre de responsabilisation en éducation

Administration scolaire de district de Dettah

Rapport annuel

pour l'année scolaire 2021-2022



Plan de fonctionnement – Sommaire

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

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

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

Objectifs globaux

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

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

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

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

Bien-être des élèves et des enseignants

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

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

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

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

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

face au suicide (FATIS)

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

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

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

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

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

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

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

Langue et culture

Revitalisation des langues autochtones

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

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

Éducation adaptée aux cultures autochtones

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

Accroître l'affichage en wìlìideh dans l'école

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

Enseignement personnalisé et intégration scolaire

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

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

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

Jouer, apprendre et grandir...

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

Rapport annuel – Sommaire

Le rapport annuel de l'Administration scolaire de district de Dettah (ASDD) pour l'année scolaire 2021-2022 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent rendre compte de leurs activités, de leur conformité avec les directives sur l'éducation et de la mise en œuvre d'activités et d'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 réalisés pendant cette année scolaire, ainsi que les points à améliorer.

L'ASDD est enchantée de confirmer qu'elle a pu poursuivre sa riche programmation en langues autochtones et qu'on a pu aussi accueillir de nouveau les aînés et les gardiens du savoir dans notre école à la fin du printemps dernier. Nous avons ainsi pu offrir de belles expériences culturelles à nos élèves.

L'année scolaire 2021-2022, en partie à cause de la pandémie de COVID-19, a présenté des difficultés particulières, mais a aussi permis plusieurs expériences d'apprentissage uniques.

Nous avons peiné à maintenir l'assiduité des élèves. Plusieurs facteurs, notamment la maladie et l'imprévisibilité associée à la pandémie, ont ébranlé la santé mentale de ces derniers.

1. Administration and School Services

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

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

A. Governance of Education Bodies

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

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

The main objective of the DDEA is to work carefully with school team members and parents to ensure high quality educational opportunities are offered in the community from junior kindergarten to grade eight, and that students attending grades 9-12 in Yellowknife also have their educational needs met. For the second year, the DDEA supported the school team to continue to develop a small high school program for students in grade ten to twelve, targeting students who left school early, or did not earn credits. This program focused on personal and academic goals. For the program to further develop, we will continue to explore options to support the need for further mental health and addictions support services on site.

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

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

Current DDEA Members Elected in October 2018

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

Support Members for the DDEA Include

Cindi Vaselenek – 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 - Willìdeh 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, 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 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.

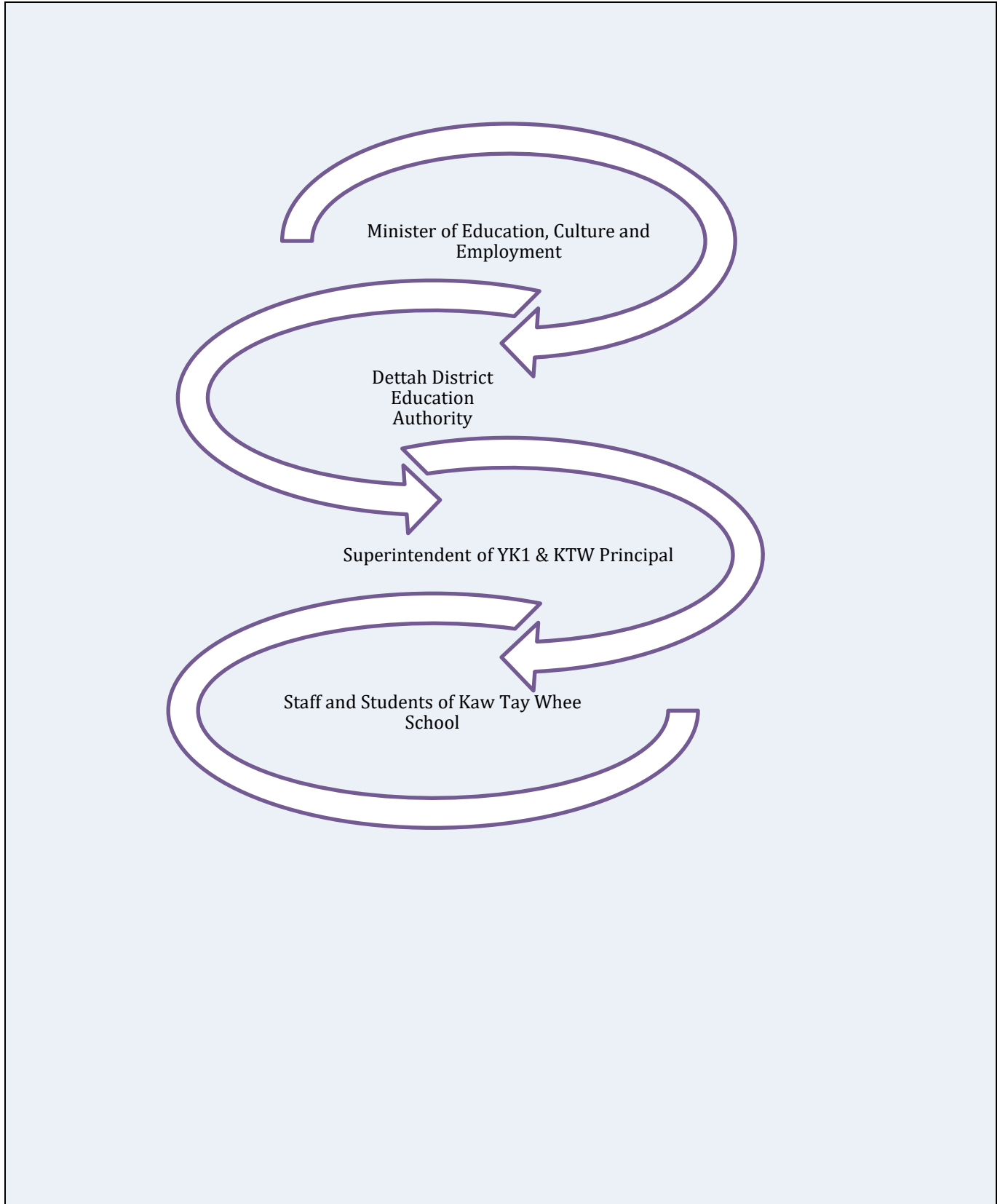
As the DEA is site-based-managed for funding, much of this day-to-day responsibility also belongs to the principal, in consultation with the DEA. The building is owned by the Government of the Northwest Territories therefore requiring frequent interactions with other levels of government, contractors, 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 DECs. Some examples of this would include The Accountability Framework/Operating Plan, the annual report, all budgets and financial reporting, the Safe Schools Plan, and is also responsible for ATIP related to the Dettah District Education Authority. This is important to note as the principal also has teaching responsibilities and is responsible for completing tasks that are undertaken by entire district offices in other parts of the territory.

B. Functional Organizational Chart

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



C. Governance Training

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

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

D. Education Body Meetings

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

Planned Date	Planned Location	Was the meeting held as planned? <i>(Yes/No)</i>	If No, why not?
The second Thursday of each month (*dates subject to change to adhere to quorum requirements, school holidays, etc.)	Kaw Tay Whee School, Dettah	Meetings were held in April, May, and June.	Covid closures and high instances of community spread postponed meetings until it was considered safer to gather

E. School Profiles

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

Total Number of Schools in District	One	Total Anticipated Student Head Count	30
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School Name	Community	Grades Offered	Programming Highlights
Kaw Tay Whee School (KTWS)	Dettah	JK - 12	The school operates three Multi aged grouped classes and one small alternative high school should COVID-19 limitations allow this. In most cases, students following Individualized Education Plans may choose to stay at Kaw Tay Whee School if their families wish. It is anticipated that the student numbers may decrease due to the COVID-19 Global Pandemic, as it has been very difficult on families to have the school be closed to them in person.

F. Student Profiles

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

Overview

Currently, 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 2021-2022 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 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 when possible.

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

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

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

While we understand that safety is and was critical, it is anticipated that the student numbers may decrease due to the COVID-19 Global Pandemic, as it has been very difficult on our families and community members to have the school be closed to them in person. The very strict restrictions had a detrimental impact on the trust that had been built with consistent school staff

over an entire decade (the majority of staff being with the school for 15 years, plus- a clear anomaly in the NWT in small community schools) between the school and the community.

The impact of the potentially related impact to student-based funding will hurt the future of the learning of our students, who have already been impacted by three years of interrupted schooling. Students currently learning in classrooms of 3 to five grades, not including various learning, social, emotional and mental health needs and levels will be impacted if funding is reduced.

G. Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention.

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

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

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

Typically, the school recruits teachers within their first or second year in the teaching profession. This presents unique challenges and rewards. Coaching and supporting a teacher to learn how to

plan for and effectively teach and manage a classroom with multiple grade levels is an extensive process.

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

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

2. Territorial Schools

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

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

A. Education Body Strategic Planning

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

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

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

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p>Vision Statement:</p> <p>“To create a safe learning environment where students can develop both academic and traditional skills as they become community leaders.”</p> <p>Mission Statement:</p> <p>“We believe in working together to create a thriving community through education, culture and pride.”</p> <p>Regional Goals and Priorities with Alignment to Departmental Goals and Priorities</p> <p style="text-align: center;">Student and Educator Wellness</p> <ul style="list-style-type: none"> • Assist families, children, and community members to feel safe sending their children to school during the COVID-19 Global Pandemic • Work to carefully communicate with families regarding the safety protocols in use and the mental health supports that are available • Ensure staff have access to EFAP, NCTS, and Starling Minds information and are reminded about access regularly throughout the year
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- Work with staff to identify and rectify (as much as possible) concerns related to COVID-19 and their own personal safety and the safety of their students
- Encourage new staff to complete ASIST /MHFA Training
- Continue to ensure family and student access to counselling services through NCTS or other service as arranged by GNWT

Student Achievement in Numeracy and Literacy and Key Competencies

- Support students to re-build stamina after being away from in-person schooling for a period of six months
- Increase student digital literacy skills so we are as prepared as possible if we must switch to distance learning
- Continue with school-wide term reading and writing assessments
- Reimagine ways to deliver dynamic guided reading programs with very strict current COVID 19 restrictions
- Continue to promote creative problem solving and visual thinking with the school-wide use of math journals

Language and Culture

- 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
- Striving to maintain 150 minutes of Wiiliideh instruction per week as in-person instruction occurs
- If distance education becomes required; ensure access to language classes, videos and experiences in online formats and provide paper materials as well
- Indigenizing Education
- Continuation of localizing the internal school building with natural and cultural elements
- Increase of Wiilideh signage throughout the building
- Grow the Indigenous literature content in the school and classroom libraries

	<ul style="list-style-type: none"> • Move forward with a permanent outdoor space (smokehouse) so that we can offer more key cultural experiences in close proximity to our school <p>Personalized and Inclusive Schooling</p> <ul style="list-style-type: none"> • <u>Whole Child and Wrap Around Support Services</u> • Continuation of the “Drugstore Cupboard” to support student and family wellness and hygiene • Continuation of a 100% cost-free educational experience; ensuring zero finance-related barriers • <u>Speech Language Development</u> • Continue work with SLP from Stanton Territorial Hospital and weekly Tele-speech sessions for eligible students • Advocacy for an increase in services as related to Occupational Therapy and other medical and rehabilitation services at the school site
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with the 5 Shared Priorities.	100%	100%	
Increase teacher ability to provide early intervention related to expressive and receptive language	JK-1, PST, RISC	100%	
Increase teacher wellness and support to work with children and families impacted by trauma	100% of school team members	100% of school team members were supported, there was no evidence of increased wellness	In our known history, education staff have never dealt with the realities of the third year of a global pandemic with related restrictions and school closures- especially when many are away from their own families. Staff wellness was acutely impacted. Putting effort forth to support and retain school team members during this time has been challenging.

Engage and employ a whole-school model of Indigenous language use	100% of school team members
Increase opportunities for teachers to plan in collaboration	100% of school team members
Additional Comments for the region,	<p>As a school team with longevity in their roles, we have been deeply impacted. The relationships that we built with love, honesty, and commitment have, in some cases been shattered.</p> <p>For safety reasons due to possible transmission, the school door was locked. Every day. Siblings and family members could not interact- in the same school, even though they shared the same house, room, or bed.</p> <p>In our known history, education staff have never dealt with the realities of the third year of a global pandemic with related restrictions and school closures- especially when many are away from their own families. Staff wellness was acutely impacted. Putting effort forth to support and retain school team members during this time has been challenging. While we are certainly lucky to have maintained 100% of our team for the 2022-2023 school year, we are concerned about retention after this school year.</p>

B. School Improvement Planning

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

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

Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year,	<p>Regional Goals and Priorities with Alignment to Departmental Goals and Priorities</p> <p>Student and Educator Wellness</p>
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- Assist families, children, and community members to feel safe sending their children to school during the COVID-19 Global Pandemic
- Work to carefully communicate with families regarding the safety protocols in use and the mental health supports that are available
- Ensure staff have access to EFAP, NTCS, and Starling Minds information and are reminded about access regularly throughout the year
- Work with staff to identify and rectify (as much as possible) concerns related to COVID-19 and their own personal safety and the safety of their students
- Encourage new staff to complete ASIST /MHFA Training and families and students to make use of NCTS services

Student Achievement in Numeracy and Literacy and Key Competencies

- Support students to re-build stamina after being away from in-person schooling for a period of six months
- Increase student digital literacy skills so we are as prepared as possible if we must switch to distance learning
- Continue with school-wide term reading and writing assessments
- Reimagine ways to deliver dynamic guided reading programs with very strict current COVID 19 restrictions
- Continue to promote creative problem solving and visual thinking with the school-wide use of math journals

Language and Culture

- Indigenous Language Revitalization
- Continuation of the development of “Frostbite Wiilhideh Word of the Day Films”

	<ul style="list-style-type: none"> • Continuation of the development of a “Whole School Approach” to learning Wiilideh • Striving to maintain 150 minutes of Wiilideh instruction per week as in-person instruction occurs • If distance education becomes required; ensure access to language classes, videos and experiences in online formats and provide paper materials as well • <u>Indigenizing Education</u> • Continuation of localizing the internal school building with natural and cultural elements • Increase of Wiilideh 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 • <u>Speech Language Development</u> • Continue work with SLP from Stanton Territorial Hospital and weekly Tele-speech sessions for those students in need
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	0%	Covid restrictions and other considerations did not support this to be possible.
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	

<p>% of schools in the region for which final School Improvement Plans have been shared with the public.</p>	<p>100%* At a DEA meeting</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Families and students continued to receive access to many services, and resources even during school closures, including Indigenous language resources included in take-home learning packets, supplies from the “drugstore cupboard”, and counselling.</p>		
<p>Areas for Development for the region</p>	<p>Once in-person learning again becomes the norm, we will continue to focus and work to strengthen these four goal areas.</p>		
<p>Additional Comments for the region</p>	<p>We hope the level of collaboration will be increased in the 2022-2023 school year as we are able.</p>		

C. Annual School Reviews

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

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

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

<p>Regional approach to the completion of Annual School Reviews</p>	<p>Due to the continued complications of COVID-19 measures and the unknown, as well as the staffing challenges faced in the last school year, we do not anticipate having the time or resources to complete a school review this year. Our focus will be elsewhere.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>% of schools in the region for which Annual Reviews are completed.</p>	<p>100%</p>	<p>0%</p>	<p>The resources to support this were not available.</p>
<p>% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>As all classes are multi-aged grouped (MAGS) this supports innovative ways to teach in cross-curricular ways.</p>		
<p>Areas for Development for the region</p>	<p>Attendance was very inconsistent due to a variety of factors. Student learning gaps will need to be re-visited and addressed.</p>		
<p>Additional Comments for the region</p>	<p>Attendance was very inconsistent due to a variety of factors. Student learning gaps will need to be re-visited and addressed.</p>		

D. Staff Evaluations

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

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

<p>Regional approach to the completion of Staff Evaluations</p>	<p>The principal is responsible for staff evaluations and adheres to the requirements set forth by the department of Education, Culture and Employment. As such, two teachers will be evaluated this year if time and circumstances permit.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
Number of teachers and PSTs formally evaluated in the school year.	1	0	The implications of COVID protocols and several extended school closures, as well as wide-spread illness did not allow time for evaluations.
Number of principals and assistant principals formally evaluated in the school year.	0	0	
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	N/A	N/A	
Number of Superintendents formally evaluated in the school year.	N/A	N/A	
Areas of Strength for the region			
Areas for Development for the region	It was ethically difficult to evaluate school team members during this time as teaching and learning conditions were so unusual due to the impacts of COVID 19.		

Additional Comments for the region	COVID-19, wide-spread illness and the last three interrupted school years has made it very difficult to find substitute teachers. Admin and support staff spent much time filling those roles, as well as supporting student behavioural needs. This had a ripple effect on administrative task completion, including evaluations.
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E. Regional Training and In-Service

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

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

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year</p>	<p>The training and in-service plan for Kaw Tay Whee School is required to be flexible and responsive to the potential to quickly switch to remote learning, staffing changes or shortages due to potential quarantine, as well as other factors.</p> <p>School team members will also engage in personal professional development and coursework related to leadership, early childhood education, inclusive schooling, teaching and learning, action research, and indigenizing education.</p> <p>At this time, our plan is as follows:</p> <table border="1" data-bbox="558 1037 1474 1791"> <thead> <tr> <th data-bbox="563 1043 1008 1077">Date</th> <th data-bbox="1013 1043 1469 1077">Topic</th> </tr> </thead> <tbody> <tr> <td data-bbox="563 1083 1008 1152">August 25</td> <td data-bbox="1013 1083 1469 1152">COVID-19 Guidelines, Safety and Protocols</td> </tr> <tr> <td data-bbox="563 1159 1008 1266">August 26</td> <td data-bbox="1013 1159 1469 1266">Wiliideh Language OLC, Dene Kede, Residential School Learning</td> </tr> <tr> <td data-bbox="563 1272 1008 1341">August 27</td> <td data-bbox="1013 1272 1469 1341">Differentiated Instruction and Culturally Responsive Pedagogy</td> </tr> <tr> <td data-bbox="563 1348 1008 1417">October 22</td> <td data-bbox="1013 1348 1469 1417">Assessment Strategies and Universal Design for Learning</td> </tr> <tr> <td data-bbox="563 1423 1008 1493">January 21</td> <td data-bbox="1013 1423 1469 1493">Mental Health Support Strategies</td> </tr> <tr> <td data-bbox="563 1499 1008 1686">February 24</td> <td data-bbox="1013 1499 1469 1686"> Inclusive Schooling <ul style="list-style-type: none"> • Competency-Based IEP Writing • Assistive Technology </td> </tr> <tr> <td data-bbox="563 1692 1008 1761">April 1</td> <td data-bbox="1013 1692 1469 1761">Indigenous Language and Culture OTL Experience</td> </tr> <tr> <td data-bbox="563 1768 1008 1791">June 23</td> <td data-bbox="1013 1768 1469 1791">Class Review Preparation</td> </tr> </tbody> </table>	Date	Topic	August 25	COVID-19 Guidelines, Safety and Protocols	August 26	Wiliideh Language OLC, Dene Kede, Residential School Learning	August 27	Differentiated Instruction and Culturally Responsive Pedagogy	October 22	Assessment Strategies and Universal Design for Learning	January 21	Mental Health Support Strategies	February 24	Inclusive Schooling <ul style="list-style-type: none"> • Competency-Based IEP Writing • Assistive Technology 	April 1	Indigenous Language and Culture OTL Experience	June 23	Class Review Preparation
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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%	100%	
% of Regional training and in-service focused on shared priorities			
Number of administration days dedicated to training and in-service.	100%	100%	
% of collaborative STIP time dedicated to regional priorities	100%	100%	
Number of schools which implemented STIP as per the Ministerial Directive			
Areas of Strength for the region	We were able to be flexible to meet the needs of learners and families as the school year evolved.		
Areas for Development for the region	We will continue to focus on instruction and assessment as we move toward the next school year.		

F. Literacy Coordinators

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

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

Allocated <i>(PY)</i>	Education Body Contributed <i>(PY)</i>	Total Budgeted <i>(Allocated + Contributed = PY)</i>	Explanation if not 1.0 or 0.5 <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for Difference <i>(if applicable)</i>
0.25	.25	0.50		0	Not hired

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

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

Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year,	If successfully recruited, the .50 Literacy Coordinator would undertake responsibility for working with teachers to continue to build strategies and practices related to the teaching and learning of reading and writing. A specialized skillset related to working with teachers to best support students with speech concerns as related to learning how to read would be required.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes	No	Attendance, illness, and remote schooling did not support the level of achievement that we had anticipated.
Areas of Strength for the region	We are working toward a literacy approach more aligned with the Science of Reading.		
Areas for Development for the region	We will continue to build our collective learning and skillset related to effective literacy instruction.		
Additional Comments for the region			

G. Healthy Food for Learning

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

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

Regional Targets	
Relevance of the Healthy Foods for Learning program to regional priorities	<p>Our daily breakfast and hot lunch program are supported by teachers on their own time; including shopping for items, and often preparing food at home.</p> <p>Ensuring universal cost-free reliable access to fresh, nutritious, and balanced food is critical to student wellness and learning.</p> <p>Covid 19 has impacted some components of our program resulting in less student involvement with preparation as well as our ability to eat food together as a school community, but rather in classrooms instead and this has impacted some of the offerings as all classrooms are carpeted.</p>

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, <i>if applicable</i> .	100%	100%	
Areas of Strength for the region	We have a cost-free universal food program for breakfast, lunch, and snacks.		
Areas for Development for the region	We are excited to re-introduce whole-school meal programs again, which is very exciting, as it will help us rebuild community as an entire school.		
Additional Comments for the region,			

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Frequency of program <i>(Monday - Friday)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
KTWS	Breakfast, Lunch, Weekend food packs (as needed) Emergency food fund for families/community members who take children in	Every school day during the school year; with food available during on-site SIP, STIP, and PD days, with stops in at the school throughout various school breaks	100%	Universal, cost-free access	Yes	

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

H. Student Success Initiative

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

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

SSI Project Proposal Summary,	The Dettah District Education Authority has allocated their Student Success Initiative funding for a period of three years toward the school's on-going cross-curricular film program. This program is inclusive, based on a variety of skills across each curricular grade-level, and encompasses support for the revitalization of the Wilhidh language.
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of teaching staff from across the region who participate in SSI PD activities.	N/A	N/A	
% of support staff from across the region who participate in SSI PD activities.	N/A	N/A	
Areas of Strength	As a school team, we have continued to plan this program so that it will be ready to implement as soon as all restrictions are lifted. Students and the school team are keen and full of ideas to move this work forward. It has become a point of hope and optimism for our school community.		
Areas for Development			
Additional Comments,			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? <i>(Yes/No)</i>	If No, why not?
KTWS Cross Curricular Film Project	Ongoing	Yes	

I. Safe School Plans

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

The current cycle is:

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	The school team is aware of plans and procedures.		
Areas for Development for the region	We seek to be trained in VTRA and in Crisis Response Training soon.		
Additional Comments for the region,			

J. Healthy Relationship Programming

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

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

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

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

Regional approach to integration of evidence-based healthy relationship programming ,	We use Second-Step, WITS and LEADS, and the Mind Up Curriculum. We supplement these programs with teachings from the Dene Laws. We typically offer supplemental workshop-style sessions in collaboration with our public health nurse, though this has not been possible since the beginning of the COVID-19 pandemic.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	100%	100%	
% of schools with grade 4-6 students offering LEADS.	100%	100%	
% of schools with grade 7-9 students offering the Fourth R.	Unsure- depends on training availability	N/A	
% of schools with grade 10-11 students offering HRPP.	Unsure- depends on training availability	N/A	
Were there any difficulties accessing training for the above programs?	No		

Are there any recommendations for making training for the above programs more accessible?	No
Areas of Strength for the region	Retention of school team members has made it easier to be consistent with programming.
Areas for Development for the region	We are continuing to develop our skills and toolboxes to support gender diversity and sexuality.
Additional Comments for the region	

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

K. Second Language Education

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

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

School Name	Language of SL (<i>Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̄chǫ</i>)	Type of SL program (<i>core, immersion, intensive</i>)	Grades of SL program (<i>per program type</i>)	% of students enrolled (<i>per program type</i>)	Frequency of SL Program (<i>min/week</i>)	Actual Frequency of SL Program (<i>min/week</i>)	Explanation for difference (<i>if applicable</i>)
KTWS	Wìlìdeh	core	Jk-9	100%	120 + hours Wìlìdeh special project time blocks (about 60min/month)	150 minutes per week plus special project time blocks	N/A

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

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for programs, processes, and personnel that meet expectations and standards identified in the *Guidelines for Inclusive Schooling* (2016), to effectively support classroom teachers and improve student success. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

A. Regional Inclusive Schooling Coordinators

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

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

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	0.50	N/A	.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	See above	

B. Program Support Teachers

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

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

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
KTWS	1.00	1.0	N/A	N/A	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.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
KTWS	0.81	1.0	To create a full-time position	.80	Able to hire a person for .80 FTE

D. Inclusive Schooling - Staff Development

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

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

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$7,752	\$7,752		7,752	

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

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Mental Health First Aid Training	100% of school staff		As available	No	Covid closures and impact
ASIST Training	100% of school staff		As available	No	Covid closures and impact
Differentiation Strategies	100% of school staff		As available	Yes	
Competency Based IEP Development			As available	Yes	
Universal Design for Learning	100% of school staff		As available	No	Covid closures and impact

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

Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year	this time, our plan is as follows:	
	Date	Topic
	August 27	Differentiated Instruction and Culturally Responsive Pedagogy
	October 22	Assessment Strategies and Universal Design for Learning
	January 21	Mental Health Support Strategies
	February 24	Inclusive Schooling <ul style="list-style-type: none"> • Competency-Based IEP Writing • Assistive Technology
	June 23	Class Review Preparation

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?	100	80	Covid closures and impact made it difficult to train new staff
% of staff trained, in the past two years, in the SBST process?	100	100	
Areas of Strength for the region	School team members are familiar with the directive and receive high levels of support from the PST and RISC		

Areas for Development for the region	We require further mental health supports in our school.
Additional Comments/Requests for Support for the region	The impact of Covid- 19 pandemic has been far reaching and connected to academic achievement, mental health and social emotional learning.

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

Name of Contractor	Type of Service <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	Reason for using a contractor rather than a GNWT-provided service <i>(GNWT service unavailable, etc.)</i>	School(s) impacted by Service	Length of Contract	Total (\$)
To be determined	Occupational Therapy	Unavailable via Stanton	Kaw Tay Whee School	N/A	N/A
To be determined	Educational Psychologist	Service required	Kaw Tay Whee School	N/A	N/A

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

E. Assistive Technology

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

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

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student/ etc.)	Total Over / Under Allocation (\$)
\$15,528	15,528	15,528	100%	0

F. Healing and Counselling

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
KTWS	\$13,382	\$13,382	Please see the ECE NTCS budget afforded to KTW for this expense. The contract expenses are not shared with us.			Due to the interruptions from the pandemic, this funding was allocated to inclusive schooling needs

G. Alignment of Student Supports

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

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

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs,	BST Meetings RISC/PST Planning Meetings Collaboration with other RISCs Class Reviews Teacher Supervision and Evaluation
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100	*	*Some delays due to school closures and need for in-person evaluation to make ethical, evidence-based decisions
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100* if parental involvement is possible		*Some delays due to school closures and need for in-person evaluation to make ethical, evidence-based decisions
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	100* if parental involvement is possible	100* if parental involvement was possible	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100	100 (as they were completed)	
Number of students not able to participate in the Common Learning Environment in their home community.	0	0	
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100	100	

% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100	100	
Number of students in temporary residency situations or homebound for whom education programs are provided.	N/A	N/A	
Number of times per month that the RISC meets with PSTs via video/phone conference?	0	0	
Number of times per year that the RISC meet with the PSTs in person	Daily	Daily	
Areas of Strength for the region	The staff team has worked to build strong connections with students and families to promote and sustain and student-centred, inclusive, equitable learning environment.		
Areas for Development for the region	During the past three years of interrupted schooling, illness, and Covid restrictions, the staff team will continue to work to re-build relationships and trust. Meeting in-person with families will assist with this.		
Additional Comments for the region,	During the past three years of interrupted schooling, illness, and Covid restrictions, the staff team will continue to work to re-build relationships and trust. Meeting in-person with families will assist with this.		

H. Flexible Instructional Strategies

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

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

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies,	Teachers will spend STIP time and SBST time throughout the school year working to collaborate to build their skillset in the area of flexible instructional strategies.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	100	100	
% of support assistants who receive support through adequate scheduled time with PST.	100	100	
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100	100	
% of schools that have a fair process for equitable access to extra-curricular activities?	100	N/A	Extra-curricular activities were not possible this year due to restrictions.
Areas of Strength for the region	As a small school team collaboration is a strong part of our organizational culture.		
Areas for Development for the region	We look forward to implementing extra-curricular activities with free, universal access.		
Additional Comments for the region,			

I. School-based Support Team

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

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

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive,	<p>The School-based Support Team will meet several times on an as-needed basis each term, and will include attendance from the PST, classroom teacher, RISC/Principal.</p> <p>Many additional meetings are informal brainstorming sessions as makes sense in a very small school environment.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have an established an operational SBST by the end of the first month of school.	100	100	
% of teachers accessing the SBST	100	100	
% of schools that are using referral forms to notify SBST about specific student needs.	100	0	Due to the size of our school, referral forms are not used. Verbal referrals are used instead.
% of schools that keep written records of SBST meetings.	100	100	
% of schools that include CYCCs in SBST meetings.	N/A	N/A	
% of SBST meetings that focus on developing strategies to support classroom teachers.	Varied, depending on need	Varied, depending on need	

% of SBST meetings that focus on solving specific problems.	Varied, depending on need	Varied, depending on need	
% of SBST meetings that address systemic issues in the school.	Varied, depending on need	Varied, depending on need	
Areas of Strength for the region	The school team daily de-brief supports natural collaboration, celebration, and problem-solving.		
Areas for Development for the region	Additional time during the week, including preparation time for teachers to be released to meet with the PST and Admin.		
Additional Comments for the region,			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	KTWS	3 meetings each term + as needed	As possible.	Student support needs (when staff were scheduled to meet) and staff illness impacted the regularity of these meetings.

J. Review of SSPs and IEPs

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

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

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required,</p>	<p>IEPs and SSPs are reviewed and updated (as needed) once each term; or more frequently as needed.</p> <p>COVID-19 restrictions have made true family collaboration very challenging. These meetings are the most effective when completed in-person.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
<p>% of teachers who are developing SSPs for which they are responsible.</p>	<p>100 (in collaboration with PST/RISC) and as parents and or <i>guardians</i> are able and available and it is possible.</p>	<p>100%</p>	
<p>% of teachers who are developing IEPs for which they are responsible</p>	<p>100 (in collaboration with PST/RISC) and as parents and or <i>guardians</i> are able and available and it is possible.</p>	<p>100%</p>	

% of parents participating in developing SSPs for those students requiring them (<i>more than signing</i>).	As possible	As possible	
% of parents participating in developing IEPs for those students requiring them (<i>more than signing</i>).	As possible	N/A	
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	As possible	100%- pending restrictions	
% of students participating in developing their own SSPs, when required and appropriate.	As possible	As relevant and possible	
% of students participating in developing their own IEP, when required and appropriate.	As possible	N/A	
% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	As possible	As possible	
Areas of Strength for the region			
Areas for Development for the region	We continue to strive to learn how to best support student programing after three years of interrupted schooling.		
Additional Comments for the region	We continue to strive to learn how to best support student programing after three years of interrupted schooling. Including how to support student learning, mental health, social emotional learning, and behaviour needs.		

K. PST Activities

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

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

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets	<p>The directive is used as a guide; the team strives to ensure that our school follows the 60:25:15 ration required from ECE.</p> <p>We are anticipating that the impact of COVID-19 will require flexibility in that our PST may potentially spend more time working directly supporting students and directly supporting teachers than mandated.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	100	
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	100	
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%	100	
% of PSTs allocated as less than a 1.0 FTE	0	100	
Areas of Strength for the region	The PST is an experienced MAG teacher, and this helps in their ability to support classroom teachers with their own MAGS.		
Areas for Development for the region	The school team is working to establish additional behaviour and mental health supports for our students in need.		
Additional Comments for the region			

4. Indigenous Languages and Education

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

A. Regional Indigenous Language and Education Coordinators

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

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

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
0.50	0.50		.50	

B. Indigenous Language and Education Teams

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

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

Indigenous Language and Education Team			
School	ILE Team Composition <i>(Principal, PST, etc.)</i>	Meeting Frequency	Explanation if ILE Team was not in place or active <i>(if applicable)</i>
KTWS	Entire school team	At every staff meeting	

C. Indigenous Language Instructors

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
KTWS	0.75	0.75		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	Completed as planned.
Plans to recruit and retain language teachers, if any?	Ensure that Indigenous students who graduate from high school are recognized and are encouraged to explore all career options available to them, including those related to careers in Indigenous language instruction.	
Challenges and/or barriers faced in the region?		N/A
What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?	Not Applicable	

D. Indigenous Education

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) & Source (If applicable)
KTWS	\$25,500	25,500		25,500		

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

School	Elder in Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
KTWS	This will be re-examined after we better understand COVID-19 restrictions will impact the school during the next school year	N			Covid-19 restrictions

E. Building the School-Community Relationship

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

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

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>The COVID-19 safety rules relating to extremely limiting school access and interactions with parents, guardians and community members will have a direct impact on how we try to re-build relationships and trust this year. The school staff will spend morning drop off and afternoon pick up times on the playground and follow physical distancing requirements to meet parents, guardians and community members in person daily during the month of September.</p> <p>If restrictions are lifted, we hope to engage in person with our community again, including hosting some of our events that have become traditions.</p> <p>The staff of Kaw Tay Whee School is committed to being creative to ensure that we can keep and further build relationships and trust with our families and community. The importance of this is a core value of our team, now more than ever before.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Elders hired for regular school programming,	100 *dependent on COVID-19 restrictions and guidelines	100% After restrictions were eased in April, we were able to hire Elders.	
Areas of Strength for the region	We have strong relationships with some Elders in the community.		
Areas for Development for the region	This area is in growth for us as we return to school with fewer restrictions.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal
KTWS	All school team members will meet families outside at drop off and pick up during the entire month of September	Met

Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences
KTWS		After restrictions were somewhat relaxed in April, we hosted Elders for KTW Camp Week, which included members of the community.

F. Strengthening Training for Northern Educators

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

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

Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.	The training and in-service plan for Kaw Tay Whee School is required to be flexible and responsive to the potential to quickly switch to remote learning, staffing changes or shortages due to potential quarantine, as well as other factors. At this time our plan is as follows:	
	Date	Topic
	August 26	Wiihìdeh Language OLC, Dene Kede, Residential School Learning
	August 27	Differentiated Instruction and Culturally Responsive Pedagogy
	April 1	Indigenous Language and Culture OTL Experience
	June 23	Class Review Preparation

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools holding local Teacher Cultural Orientation Days.	100%	100%	

Type of Residential School Awareness Training provided and # of teachers/staff participating.	Professional reading and interaction with survivors from the community, with a view to more formal, in-person learning when the OCPHO restrictions are relaxed	100%	
% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%	100%	
Areas of Strength for the region	We have been working to build stronger connections with some Elders who are language speakers and Residential School Survivors. We have plans for more regular interactions for the 2022-2023 school year.		
Areas for Development for the region	We seek to offer more key cultural experiences for school staff.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	Goal	Explanation on status of goal
KTWS	Regardless of COVID-19 restrictions, ensure that all school team members have opportunities to learn about YKDFN history and continue to work together to ensure that the Dene Kede is the cornerstone of our planning, teaching and learning.	In progress.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Type of activities local Cultural Orientation Days.	KTWS	The school team will engage with the land of our community in a way that meets the current COVID-19 restrictions at that time.	As a school team, our ILE led us through some local history and we co-constructed goals to further indigenize learning, and language across the curriculum.	

G. Fostering Student Wellbeing

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

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

<p>Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)</p>	<p>Students are encouraged to learn and practice their language in all settings and to seek traditional knowledge from their families and wider community. Students are offered opportunities to write, produce and publish films in their language, therefore promoting a positive Indigenous identity in the world. Our outdoor education program encourages students to engage with the land during all seasons, regardless of COVID-19 restrictions.</p>
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ILE Action Plan Goal for Fostering Student Wellbeing		
School	Goal	Explanation on status of goal
KTWS	Continue planning and development of our outdoor learning space culture camp area so that we can increase key cultural experience opportunities for students	At this time, we have been unable to secure permanent space as planned, due to land use restrictions.

School	What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
KTWS	Our school provides a holistic learning environment and engages in monthly Dene Law teachings and learning is rooted in Dene Kede	The DDEA supports this work. Covid restrictions made community, in-person involvement challenging.

H. Indigenizing Teaching and Learning Practices

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

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

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<ul style="list-style-type: none"> • Ensure school team members have access to opportunities to learn and practice Wìlìideh in all aspects of the school and school day • Ensure school team members understand and use culturally responsive, non-colonial pedagogical practices • Provide school team members with access to professional reading to learn more about topics related to Indigenizing education, reconciliation, and culturally responsive pedagogy • Provide school team members with time to brainstorm and collaborate to promote and actively engage in Indigenizing educational practices (<i>ie: holistic, relational, spiral and experiential</i>) • When safe to do so, ensure that school team members have time and access to engage with Community members to learn more about their views on culturally responsive practices and the Dene ways
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
<p>100% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)</p>	<p>Increase school team member knowledge of and use of the Wìlìideh language</p> <p>Increase team understanding of how to better support the language teacher with planning and</p>	<p>All targets continue to be in progress and will continue during the 2022-2023 school year.</p>	

	<p>implementation of units and learning experiences</p> <p>Support new team members in their learning about our community and language</p> <p>Review the TRC Calls to Action</p> <p>Create more classroom and school signage related to Wìllìdeh and YKDFN history</p>		
Areas of Strength for the region	The school team used the IL handbook to guide our planning for the indigenization of the school throughout the year, with a particular emphasis on ensuring all mornings in all classrooms use our language with fidelity. Classroom teachers work with the current language being introduced by the ILI to learn and use it in the classroom as well.		
Areas for Development for the region	School team members will continue to work to grow the meaningful use the language in all areas of teaching and learning, through their own learning and use of the language.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal
KTWS	<p>Support new team members in their learning about our community and language</p> <p>Review the TRC Calls to Action</p>	Goal continues to be in progress.

School Specific Performance Indicators	School	Wise Practice
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<p>Example of the most effective Indigenizing teaching and learning practices implemented in each school.</p>	<p>KTWS</p>	<p>The monthly school calendar is in the language of the community.</p> <p>Morning meetings and check-ins in each homeroom classroom are held in the language.</p>
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I. Indigenizing Content for Curricula & Programming

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

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

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<ul style="list-style-type: none"> • Continue to ensure school team member familiarization with and meaningful use of Dene Kede and inclusion and implementation on year plans, integration through unit plans and in assessments • Provide school team members with opportunities to learn about the history of the YKDFN and ensure inclusion of teaching about the YKDFN as an integrated part of the learning • Ensure teacher access to opportunities to learn and practice Wiiliideh and monitor for and celebrate use of the language outside of the “core model” language program and recognize students for doing the same • Provide school team members with access to professional reading to learn more about topics related to Indigenizing education, reconciliation, and culturally responsive pedagogy; and ensure that classroom libraries for students include many books with Indigenous content • Ensure that Wiiliideh and student work connected to Dene Kede is published around the school • Ensure that school team members understand the importance of culturally responsive displays around the school including: Elder’s wall,
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	<p>Wiilhideh word wall, and Dene Kede monthly theme boards</p> <ul style="list-style-type: none"> • Continue to build films in the Wiilhideh language and to publish them widely • Continue to build sturdy resources to share with families so that the language has supported practice in the home
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%	100%	
Areas of Strength for the region	The school team plans collaboratively and uses school-wide monthly and seasonal themes from Dene Kede.		
Areas for Development for the region	We are continuing to transform the indoor school space to be more reflective of YKDFN culture, history and language.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
KTWS	Continue to create resources in the Wiilhideh language that can be used in each classroom	Met and in continued progress.

School Specific Performance Indicators	School	Wise Practice
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<p>Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.</p>	<p>KTWS</p>	<p>Monthly school-wide themes from Dene Kede, serving as the cornerstone of planning, teaching, and learning.</p>
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J. Offering Key Cultural Experiences

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

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

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic</p>	<p>Key cultural experiences are typically offered seasonally; and usually include a two-week Birch tapping harvest line and a week-long Spring Day Camp. Additionally, students participate in a variety of Indigenous arts and technology-related experiences. Key cultural experiences are based on several availability factors.</p> <p>At this time, due to the many restrictions required from the OCHPO due to COVID 19, it is not yet clear what we will be able to offer our students during the 2021-2022 school year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%	50%	Due to Covid restrictions, we were able to offer key cultural experiences in class bubbles, and then in the Spring with Elders and Knowledge Keepers.
Areas of Strength for the region	The planning and implementation of seasonal key cultural activities.		
Areas for Development for the region	A more diverse and more frequent offering of key cultural experiences as Covid restrictions lift.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Key Cultural Experience

School	Goal	Explanation on status of goal
KTWS	We continue to look forward to realizing our dream of a permanent outdoor learning space, including a smokehouse so that we can offer more frequent and fluid key cultural experiences to our students in an environment that is welcoming to our wider community.	This goal has not been met as permission has not been granted for the use of the space.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
Highlight one promising practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	KTWS	Spring Bird Watching is an ongoing, popular and exciting experience out and about in our community for all ages at our school and students work to identify the birds, bugs, and plants in Wiilideh	As planned	

School Specific Performance Indicators	School	Wise Practice
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	KTWS	KTW Camp Week occurred in June 2022. Students set up a Tipi, and engaged in fixing fish, ducks, geese, and ptarmigan with Elders while using and practicing their language. This was a school-wide week-long event.

K. Strengthening Core and Immersion Indigenous Language Instruction

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

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

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

Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.	The school team works collaboratively to support the instruction of the Indigenous language in our school, including pedagogical practices, assessment and curricular alignment. We are committed continue to work in a holistic manner to grow our program.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
# of new ILIs in the region	N/A	N/A	
Areas of Strength for the region	The school team continues to implement and improve the meaningful use of Indigenous language in all areas of the school to support strengthening the skills that students learn during their core language instruction, including making resources included in each classroom.		
Areas for Development for the region	We will continue to work diligently in this area.		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	Goal	Explanation on status of goal
KTWS	Continue to focus on increasing opportunities for students to read and write in Wìlìdeh	In progress

L. Engaging Community in Indigenous Language Programs

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

<p>Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)</p>	<p>Unfortunately, very strict COVID-19 restrictions have continued to make it difficult to engage with Community members, unless via distance.</p> <p>The school chose to create language resources to share with families to support learning the language at home using books, themed word cards, and animal-related yoga cards, all in the language. We hope to continue to build these resources for use both at home and at school.</p>
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ILE Action Plan Goal for Engaging Community in Indigenous Language Programs		
School	Goal	Explanation on status of goal
KTWS	If restrictions are lifted, we hope to engage in more frequent key cultural experiences where we can practice using the language with the wider community.	After restrictions were relaxed in April, we were able to offer experiences as hoped for above. We are so thankful.

M. Employing a Whole School Approach to Language Use

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

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

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.</p>	<p>Employing a whole school approach at KTW allows students and staff to celebrate the Wiilìdeh language not only in the language classroom, but in the halls, school office and other classrooms.</p> <p>Through the whole school approach, steps are taken to move away from the former Eurocentric values and approaches that once dominated schools in relegating language and culture into only one classroom.</p> <p>At KTW, Wiilìdeh is incorporated into all aspects of the curriculum through signage, announcements, assemblies, community gatherings, and during on the land experiences (prior to COVID-19).</p> <p>The school houses, a Wiilìdeh word wall, Wiilìdeh phrases posted around the school and in the classroom, the Wiilìdeh word tree, mystery word of the week, creation of Frostbite word of the day films, button program.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%	100%	

% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	Publishing materials in the language for students and families to use at home.		
Areas for Development for the region	We are striving to find more ways to incorporate stronger use of the language using the Whole School Approach as we feel that this is critical.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
KTWS	Increase the amount of Wìlìideh spoken during recess, Physical Education classes and outdoor education experiences	In progress.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	KTWS	<ul style="list-style-type: none"> School Wìlìideh word wall, Wìlìideh phrases posted around the school and in the classroom, the Wìlìideh word tree, mystery word of the week, Creation of Frostbite word of the day films and other films 	All targets have been met.	

		<p>entirely in Wiiłideh</p> <ul style="list-style-type: none"> • Button program • Teachers speaking to children, youth, and to each other in Wiiłideh • Greeting families and answering the phone using Wiiłideh greetings and phrases 		
--	--	---	--	--

N. Community Support

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

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

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Dettah	\$11,791	\$11,791	Please see detailed audit.	Please see detailed audit.	As per covid restrictions and limitations, this funding helped with providing a variety of supplies for students and families related to learning, language and culture	

Appendix B: Operating Plan - Operating Budget

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

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

	2021-2022 Budget	2020-2021 Approved Budget	2020-2021 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	1,820,700	1,846,000	1,727,000
SSI (Schedule 8)			
Northern Distance Learning (Schedule 8)			
Minority Language (Schedule 8)			
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions	1,200		63,200
Sub-Total ECE	1,821,900	1,846,000	1,790,200
GNWT Other Contributions	700	15,600	700
Total GNWT	1,822,600	1,861,600	1,790,900
Federal Government Jordan's Principle (Schedule 8)			
Federal Government Other			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	2,000	4,000	2,500
Donations	0	30,000	1,600
Other	13,800	6,000	20,800
Total Generated Funds	15,800	40,000	24,900
TOTAL REVENUES	1,838,400	1,901,600	1,815,800
<u>EXPENSES</u>			
Administration (see Schedule 2)	136,000	170,000	135,000
School Programs (see Schedule 2)	1,363,500	1,468,800	819,000
Operations and maintenance (see Schedule 2)	0	0	
Inclusive Schooling (see Schedules 2&3)	361,100	358,600	363,000
Indigenous Languages and Education (see Schedules 2 & 4)	186,900	212,000	258,000
Student/Staff Accomodations (see Schedule 2)	0	0	
Debt Service			
Other			
Sub-Total Expenses Before Amortization	2,047,500	2,209,400	1,575,000
Amortization (see Schedule 6)			
TOTAL EXPENSES	2,047,500	2,209,400	1,575,000
ANNUAL OPERATING SURPLUS (DEFICIT)	-209,100	-307,800	240,800
ACCUMULATED SURPLUS (DEFICIT) OPEN *	778,800	464,100	538,000
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	569,700	156,300	778,800

c *Accumulated Operating Surplus exclusive of investment in TCAs, and LED Reserve. CSFTNO excludes liability to GNWT.

Reconciliation of Total Closing Accumulated Surplus:

Closing Operating Surplus from above	569,700	156,300	778,800
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	0	0	0
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Total Closing Accumulated Surplus	569,700	156,300	778,800

Approvals

Operating Plan



Education Body Chair

7 July 2021

Date

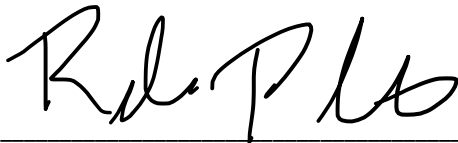


Principal

7 July 2021

Date

Annual Report



Education Body Chair

September 30, 2022

Date



Principal

September 30, 2022

Date



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October 11, 2022

Our File No. C19050-001

PRIVATE AND CONFIDENTIAL

Richard Borkowski
Director, Finance and Capital Planning
Department of Education, Culture and Employment
Government of the Northwest Territories
P.O. Box 1320
Yellowknife, NT
X1A 2L9

Dear Mr. Borkowski:

**Re: Dettah District Education Authority
Financial Statements and Related Items for the Year Ended June 30, 2022**

Please find enclosed one copy of the financial statements of the Dettah District Education Authority for the year end June 30, 2022.

We trust this enclosure to be satisfactory. Should you have any question regarding the same, please do not hesitate to contact this office.

Yours very truly,

Crowe MacKay LLP

Fred Deschenes

Per: Frederick Deschenes Accounting P.C.
Engagement Incorporated Partner

Encl.

Dettah District Education Authority

Financial Statements

June 30, 2022

Dettah District Education Authority

Financial Statements

June 30, 2022

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Management Discussion and Analysis

Introduction

Dettah District Education Administration:

Jameel Aziz – Superintendent of Yellowknife Education District #1

Lea Lamoureux – Principal of Kaw Tay Whee School

Sally Ann Drygeese - Administration/Language

Neil Penney - Program Support Teacher

Current DDEA Members:

Rebecca Plotner – Chairperson

Charlene Liske – Vice Chairperson

Beatrice Sangris – Member

James Sanderson – Member

Marie Hardisty – Member

Jessica DeLeary – Member

Mary Liske – Member

Acknowledgements:

The Dettah District Education Authority acknowledges the preparation of the Annual Management Discussion and Analysis as a go-forward responsibility of school management/administration and the Board Members to promote transparency and accountability.

Vision Statement:

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

Mission Statement:

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

Core Strategies:

- Develop, build, and maintain strong and respectful working relationships between the Dettah District Education Authority and Kaw Tay Whee School management/administration, staff and other stakeholders to best serve students and families
- Provide daily instruction in the Williideh language and frequent opportunities for students to learn traditional ways of the community
- Recruit, train, and retain high quality, and highly qualified teaching and support staff to best serve current and future students; ensuring opportunities to engage in the local language and cultural practices and learning

- Support school staff team to provide a whole-child educational experience and to provide a “wrap-around” services model to better support families in the community
- Actively engage in ensuring that students from the community from junior kindergarten to grade twelve attend and engage in educational opportunities; and work with extended families to promote the importance of school attendance and graduation providing students and families with guidance and support to navigate larger school settings and systems as needed
- Offer opportunities for pre-school aged children (0-5) to be involved in the wider life of the school to ease the transition when it is time for these children to register for school
- Support school management in their advocacy for services to be offered in the community school so as to ease challenges with system navigability; including but not limited to health services
- Plan for the future of a healthy thriving school and the possible provision of needed early intervention by networking and supporting new families and new parents
- Carefully ensure maximum fiscal responsibility to best meet the specific needs of students in and out of school
- Support school staff team in their quest to provide ample opportunities for students to have a wide variety of learning experiences so as to broaden their general knowledge base, and have a positive impact on personal health, well-being, confidence, and strong personal cultural identity.
- Support school staff team in their quest to improve access to mental health services in the school setting, and to build their own knowledge and skillset in this area.

Active Committees:

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 is also automatically added to each committee.

As 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.

School Staff Equivalents:

The school is split into three classrooms to accommodate this number of grade levels and student’s needs. The Multi-Age-Grouped classrooms were grouped as junior kindergarten and kindergarten, grades one to three, grades three to five, and grades six to eight plus. The computer lab space was set up as the high school area.

The school employed 4.0 full time teachers, 1.0 language teacher/EA, 1.0 PST, and 1.0 teaching principal, who also encompassed the role of Regional Inclusive Schooling Coordinator (RISC) and Regional Indigenous Languages in Education (RILE).

When considering school population and staffing, it is important to note that the teaching principal/RISC/RILE position includes a variety of responsibilities, not normally required in this role, due to the unique position of the Dettah District Education Authority. The Dettah District Education Authority contracts superintendency services from Yellowknife Education District Number One.

- The DDEA is site-based-managed for funding, and is also independently audited. The day-to-day responsibilities and management of these tasks is part of the principal's job; as are any responsibilities that are designated to him/her by the DEA Chair
- The principal therefore is responsible to ensure that documentation is ready for the annual financial audited statements
- The principal is responsible for working with contractors, the GNWT, and many other bodies directly, as opposed to being filtered through school-board level coordinators
- The principal is also responsible for all pieces of the complete Operating Plan (Accountability Framework), Annual Report, and the Inclusive Schooling Compliance Tool
- The principal also acts as the ATIP coordinator for the DDEA and fulfills other roles and completes other responsibilities as required

Operating Environment

Strengths and Opportunities:

- Consistently positive working relationship between Dettah District Education Authority and Kaw Tay Whee School Staff; maximizing the potential for a positive learning environment for students and support for families
- An increase in the amount and quality of instruction in the local Wiiliideh language, by a caring and qualified individual from the community
- An increase in grades offered over the past several years, to now encompass junior kindergarten to the alternative high school program; therefore maximizing potential for students to access high quality learning in the home community, and ensuring that there are no barriers with transportation if a student is late. This year, the school has continued to offer grade nine to students following IEPs, should they wish to remain in the community
- Over the past twelve years, the school and school staff have received many accolades and awards; including the Prime Minister's Award for Teaching Excellence Certificate of Achievement, and a Canada's Outstanding Principal award; attesting to the change in student achievement, and attendance; most recently the school has been lauded for its multi-award-winning film program
- The Dettah District Education Authority and school management have carefully managed funds to ensure that a reasonable operating surplus is available for the future, should enrollment change due to families moving out of the community, or for a low birth year; both of which can cause a major impact on school enrollment

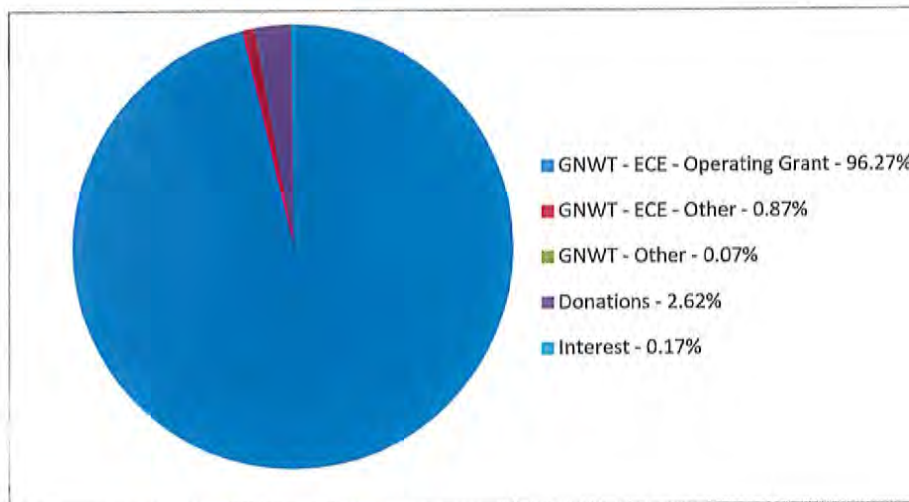
Challenges and Threats:

- This year the DEA continued to face financial challenges as many positions or services have either been cut in the funding, or do not receive any funding; examples include a cut to the custodian

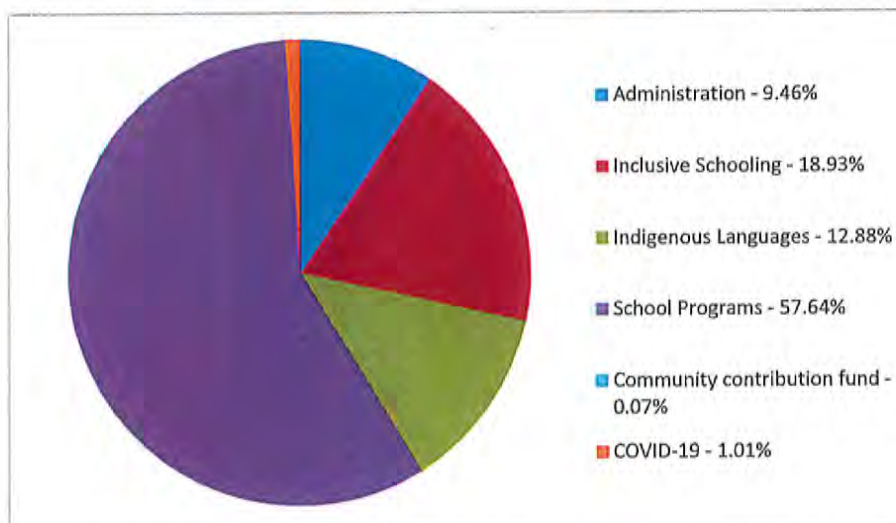
position, bus funding that does not provide for the actual cost amount, the fee for superintendency services, as well as fees for any book-keeping or the annual audit.

- As in years past; due to large families moving away from Dettah, or a low birth year in the community, school enrollment can be volatile and unpredictable from year to year; thus providing a challenge for the number of grades offered in one room, and in providing assistance for those students requiring one-on-one support. In order to minimize threat, as school funding changes, the DDEA has ensured a small surplus to attempt to maintain the integrity of school programming and staff allocations to best meet the needs of our students

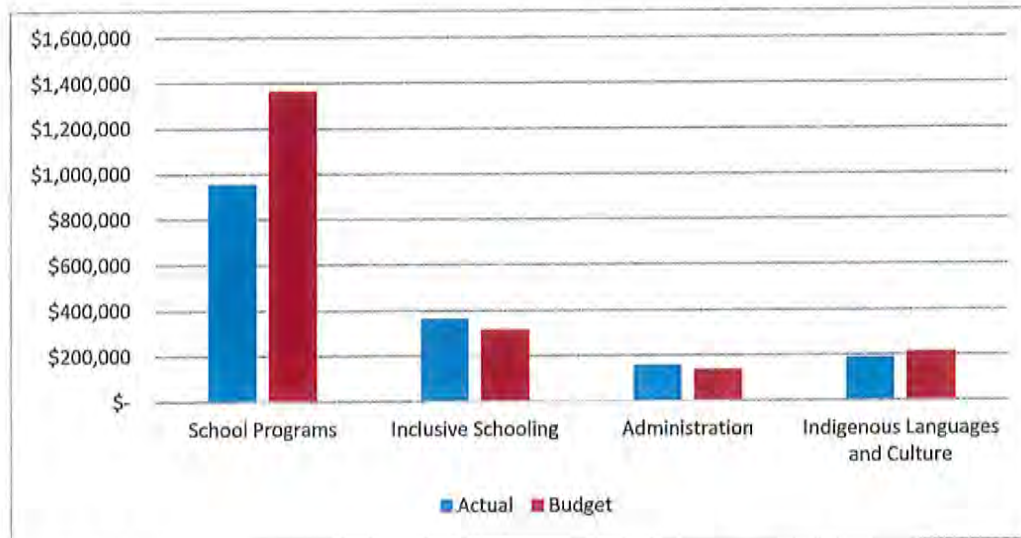
Operating Revenue for the DDEA in 2021-2022



Expenses by program for the DDEA in 2021-2022



Operating expenses actual compared to budget for DDEA in 2021-2022



Financial Condition

The Authority's financial assets increased from \$917,538 to \$1,253,115. This year the net financial assets (financial assets less liabilities) were \$1,083,482 compared to \$811,617 in the prior year, indicating a stronger financial position.

The Authority had an operating surplus of \$274,398 for the year compared to an operating surplus of \$273,631 in the prior year. The surplus for the year was consistent with the prior years figures. The accumulated surplus at year end is \$1,083,478.

The Yellowknife Education District #1 Payable have increased from \$4,872 to \$53,439. This is due to the Authority not having paid the salaries accrued for August 2022 as of year-end. As noted in the previous year, the August 2021 salaries accrued were paid as of June 30, 2021. This increase is due to the timing of payments at year end.

Dettah DEA received 97% (2021 – 99%) of its funding from the GNWT. The core funding increased from \$1,727,135 to \$1,858,398 in the current year. Other revenues in the current year mainly consists of donations from the Food First Foundation and the Breakfast Club of Canada, and Arctic Canadian Diamond Company, totaling \$50,489.

Summary and Outlook

Achievements and Successes:

- Students in need of speech support has continued to grow; yet students received on-on-one support on a daily basis to improve their skills
- School staff remained consistent; with over 50% of employees being employed at the school for five years or longer
- Attendance of community members and family members at school events continued to increase

Top Priority Challenges for the Coming Year:

- The COVID-19 Global Pandemic remains having an unpredictable impact on enrolment
- In order to minimize the impact on school programming, and experiences, school management will continue to work with outside stakeholders and partners to provide opportunities for students without impacting current allocations

Management's Responsibility for Financial Reporting

To the Minister of Education, Culture and Employment
Government of Northwest Territories

Management's Responsibility for Financial Reporting with respect to the school year ended June 30, 2022

The Management Discussion and Analysis, Financial Statements, Schedules and Notes herein submitted have been prepared and approved by management. They provide full disclosure and accurately reflect the financial and non-financial condition of Dettah District Education Authority (the "Education Authority") in all material respects and in accordance with Canadian Public Sector Accounting Standards ("CPSAS") as well as the Financial Administration Manual ("FAM") and the Financial Administration Manual for Education Authorities ("FAMEA") of the Government of the Northwest Territories.

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of the Dettah District Education Authority have been conducted within the statutory powers of the Education Authority. The operations and administration of the Education Authority as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the *Education Act*, *Financial Administration Act*, CPSAS, FAM, FAMEA, *Human Resources Manual*, Ministerial Directives and the policies of the Education Authority Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

Management hereby asserts that auditors have been provided with all relevant records and documentation as well as unrestricted access to the same. Management is not aware of any undisclosed irregularities involving management or employees with either current or potential impact on financial results, fraud or suspected fraud, disbursements made for purposes not consistent with an appropriation, irregular commitments including those in the form of guarantees, violations or possible violations of laws or regulations, claims or litigation, known or suspected environmental site contaminations or of any other undisclosed environmental or safety hazards within its jurisdiction.

The auditors annually provide an independent, objective audit for the purpose of expressing an opinion on the financial statements in accordance with Canadian generally accepted auditing standards. The auditors also consider whether the transactions that have come to their notice in the course of this audit are, in all significant respects, in accordance with specified legislation and directives from the Department of Education, Culture, and Employment ("ECE") of the Government of the Northwest Territories.

Approved and confirmed on behalf of the Dettah District Education Authority


Principal
Dettah District Education Authority

October 11, 2022

Independent Auditors' Report

To the Minister of Education, Culture and Employment
Government of Northwest Territories

Report on the Audit of the Financial Statements

Qualified Opinion

We have audited the accompanying financial statements of Dettah District Education Authority (the "Education Authority") which comprise the statement of financial position as at June 30, 2022, the statements of operations, changes in net financial assets, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, except for the possible effect of the matters described in the *Basis of Qualified Opinion* paragraph, the financial statements present fairly, in all material respects, the financial position of Dettah District Education Authority as at June 30, 2022, and its financial performance and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Qualified Opinion

During the year, the Authority generated a significant amount of revenue from donations and fundraising activities, the completeness of which is not susceptible to satisfactory audit verification. Accordingly, verification of these revenues was limited to the amounts recorded in the records of the Education Authority. Therefore, we were not able to determine whether any adjustments might be necessary to donations, operating surplus, cash flows from operations, financial assets and accumulated surplus for the year ended June 30, 2022. Our audit opinion on the financial statements for the year ended June 30, 2021 was not modified accordingly because of the possible effects of this limitation in scope.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Education Authority in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

Management is responsible for the other information. The other information comprises the Management Discussion and Analysis, but does not include the financial statements and our auditors' report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independent Auditors' Report (continued)

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Education Authority's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Education Authority or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Education Authority's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Education Authority's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Education Authority's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Education Authority to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.



Independent Auditors' Report (continued)

Report on Compliance with Specified Authorities

In conjunction with the audit of the financial statements, we have audited transactions of the Education Authority coming to our notice for compliance with specified authorities. The specified authorities against which compliance was audited are the Government of the Northwest Territories - Department of Education, Culture and Employment.

In our opinion, the transactions of the Education Authority that came to our notice during the audit of the financial statements have complied, in all material respects, with the specified authorities referred to above.

Management is responsible for the Education Authority's compliance with the specified authorities named above, and for such internal control as management determines is necessary to enable the entity to comply with the specified authorities.

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the financial statements are in compliance with the specified authorities referred to above.

Crowe MacKay LLP

**Yellowknife, Northwest Territories
October 11, 2022**

Chartered Professional Accountants

Dettah District Education Authority

Statement of Financial Position

As at June 30, 2022 2021

Financial Assets

Cash and cash equivalents (Note 5)	\$ 1,253,115	\$ 917,424
Accounts receivable (Note 9)	-	114
	1,253,115	917,538

Liabilities

Accounts payable and accrued liabilities (Note 11)	59,370	35,591
Payroll liabilities (Note 11)	545	847
Deferred revenue (Note 12)	10,910	27,713
Contributions repayable (Note 13)	3,176	2,000
Leave and termination benefits (Note 18)	43,192	34,893
Due to Yellowknife Education District No. 1 (Note 25)	52,439	4,872
	169,632	105,916

Net financial assets **1,083,483** **811,622**

Non-financial Assets

Prepaid expenses (Note 21) 2,999 462

Accumulated Surplus **\$ 1,086,482** **\$ 812,084**

Contractual obligations and contingencies (Note 23 and 24)

Approved on behalf of the Education Authority



for K. Mahon
Chairperson



Principal

Dettah District Education Authority

Statement of Operations

For the year ended June 30,	2022	2022	2021
	Budget	Actual	Actual
Revenues			
Government of the NWT			
ECE regular contributions	\$ 1,820,700	\$ 1,858,398	\$ 1,727,135
ECE other contributions (Note 31)	1,200	16,827	36,548
Total GNWT ECE	1,821,900	1,875,225	1,763,683
Other GNWT contributions (Note 32)	700	1,260	-
Total GNWT	1,822,600	1,876,485	1,763,683
Education body generated funds			
Donations	-	50,489	22,163
Investment Income	2,000	3,344	2,535
Other	15,800	-	-
	17,800	55,093	24,698
Total Revenues	1,840,400	1,930,318	1,788,381
Expenses (Schedule 1)			
School programs	1,363,500	954,493	775,316
Inclusive schooling	361,100	313,465	353,136
Administration	136,000	156,709	108,860
Indigenous languages and culture	186,900	213,266	239,650
Community contribution fund	-	1,184	2,864
COVID-19	-	16,803	33,570
President's Choice Children's Charity	-	-	1,354
	2,047,500	1,655,920	1,514,750
Operating surplus (deficit) before other items	(207,100)	274,398	273,631
Other Items			
Grant in-kind - Assets provided at no cost (Note 22)	-	42,111	42,111
Rent expense - Assets provided at no cost (Note 22)	-	(42,111)	(42,111)
Operating surplus (deficit)	(207,100)	274,398	273,631
Opening accumulated surplus	812,084	812,084	538,453
Closing accumulated surplus	\$ 604,984	\$1,086,482	\$ 812,084

Dettah District Education Authority**Statement of Changes in Net Financial Assets**

For the year ended June 30,	2022	2021
Operating surplus	\$ 274,398	\$ 273,631
Change in prepaid expenses	(2,537)	(462)
Increase in net financial assets	271,861	273,169
Net financial assets, beginning of year	812,084	538,453
Net financial assets, end of year	\$ 1,083,945	\$ 811,622

Dettah District Education Authority**Statement of Cash Flows**

For the year ended June 30,	2022	2021
Cash provided by:		
Operating transactions		
Operating surplus	\$ 274,398	\$ 273,631
Changes in non-cash assets and liabilities		
Decrease in accounts receivable	114	1,426
Increase (decrease) in accounts payable and accrued liabilities	23,778	(18,338)
Increase (decrease) in payroll liabilities	(301)	54
Decrease in due to Yellowknife District Education No. 1	47,567	4,872
Increase (decrease) in contribution repayable	1,176	(52,400)
Increase (decrease) in deferred revenue	(16,803)	27,713
Increase in leave and termination benefits	8,299	2,187
Increase in prepaid expenses	(2,537)	(462)
	61,293	(34,948)
Increase in cash and cash equivalents	335,691	238,681
Cash and cash equivalents, at beginning of year	917,424	678,743
Cash and cash equivalents, at end of year	\$ 1,253,115	\$ 917,424

Dettah District Education Authority

Notes to Financial Statements

June 30, 2022

1. Nature of Operations

The Dettah District Education Authority (the "Education Authority") was established under the *Education Act* of the Government of the Northwest Territories ("GNWT") by order of the Minister dated February 12, 2004. Its purpose is to administer and maintain the standards of educational programs in Dettah as defined under the Act. A full range of instructional programs ranging from kindergarten through grade 12 is offered by the Authority.

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

Section 81 of the *Education Act* outlines the powers of a Board of Education which for the Authority includes all aspects of operation and management. The Education Authority is the lowest (and sole) level of government exercising oversight responsibility.

The Education Authority is a public body performing a function of government in Canada. Paragraph 149(1)(c) of the *Income Tax Act* provides that a public body performing the function of government in Canada is exempt from taxation.

2. COVID-19

On March 11, 2020, the World Health Organization categorized COVID-19 as a pandemic. The potential economic effects within the Education Authority's environment and in the global markets due to the possible disruption in supply chains, and measures being introduced at various levels of government to curtail the spread of the virus (such as travel restrictions, closures of non-essential municipal and private operations, imposition of quarantines and social distancing) having had a material impact on the Education Authority's operations.

To mitigate the risk of the virus spreading in the community, the school was required to close for a period of time during the year. This has led to temporary suspension in the delivery of some services outlined per funding agreements. To address the challenges posted by the pandemic, the Education Authority received \$56K additional funding from the Department of Education, Culture and Employment during 2021-2021, the purpose of which was to provide COVID-19 related cost offsets for the reopening of the school in the fiscal year. The unused portion will continue to be used in the subsequent periods to fund COVID-19 related expenses.

Dettah District Education Authority

Notes to Financial Statements

June 30, 2022

3. Significant Accounting Policies

(a) Basis of Accounting

These financial statements have been prepared in accordance with Canadian public sector accounting standards.

The financial statements have, in management's opinion, been properly prepared with reasonable limits of materiality. The basis of accounting refers to the timing of when revenue and expense items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized for all funds. Under the basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

(b) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques.

(c) Financial Instruments

Financial assets originated or acquired or financial liabilities issued or assumed in an arm's length transaction are initially measured at their fair value. In the case of a financial asset or financial liability not subsequently measured at its fair value, the initial value is adjusted for financing fees and transactions costs that are directly attributable to its origination, acquisition, issuance or assumption. Such fees and costs in respect of financial assets and liabilities subsequently measured at fair value are expensed.

Financial assets measured at amortized cost include cash and cash equivalents, and accounts receivable.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities, payroll liabilities, contributions repayable, and amounts due to Yellowknife Education District No. 1.

At the end of each reporting period, management assesses whether there are any indications that financial assets measured at cost or amortized cost may be impaired. If there is an indication of impairment, management determines whether a significant adverse change has occurred in the expected timing or the amount of future cash flows from the asset, in which case the asset's carrying amount is reduced to the highest expected value that is recoverable by either holding the asset, selling the asset or by exercising the right to any collateral. The carrying amount of the asset is reduced directly or through the use of an allowance account and the amount of the reduction is recognized as an impairment loss in operations. Previously recognized impairment losses may be reversed to the extent of any improvement. The amount of the reversal, to a maximum of the related accumulated impairment charges recorded in respect of the particular asset is recognized in operations.

(d) Non-Financial Assets

Prepaid expenses and other non-financial assets are accounted for as assets by the Education Authority because they can be used to provide government services in future periods. These assets do not normally provide resources to discharge the liabilities of the Education Authority.

Dettah District Education Authority

Notes to Financial Statements

June 30, 2022

3. Significant Accounting Policies (continued)

(e) Tangible Capital Assets

All buildings and works, furniture, equipment and vehicles are the property of the Government of the Northwest Territories. The Minister grants to the Education Authority the full occupancy and use of such facilities and equipment where requested for the administration and delivery of education system programs. Capital assets with a value in excess of \$50,000 are recorded at cost and amortized in accordance with the Financial Administration Manual guidelines by the Government of the Northwest Territories. Capital assets with a value of less than \$50,000 are recorded as a current expenses.

(f) Revenue Recognition

Government Transfers:

Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met, except to the extent that transfer stipulations give rise to an obligation that meets the definition of a liability. Transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Transfer revenue is recognized in the statement of operations as the stipulation liabilities are settled.

Operating transfers are recognized as revenue in the period in which the events giving rise to the transaction occur, providing the transfers are authorized, any eligibility criteria have been met, and reasonable estimates of the amounts can be determined.

Capital transfers or transfers of tangible capital assets are initially recognized as deferred revenue and subsequently recognized as revenue when the related tangible capital asset are recognized as acquired or built.

GNWT - Regular Contributions:

The regular contributions from the GNWT is determined by a funding formula, based on student enrolment and price and volume fluctuation, and is received in monthly installments. The Education Authority retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT.

Other contributions

The Education Authority follows the deferral method of accounting for contributions from funding arrangements. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are deferred and recognized as revenue in the year in which the related expenses are incurred.

Dettah District Education Authority

Notes to Financial Statements

June 30, 2022

3. Significant Accounting Policies (continued)

(f) Revenue recognition (continued)

Deferred revenue

Deferred revenue consists of funds received in advance of providing the services or acquiring the goods. These amounts are taken into revenue when the eligible expenses are incurred.

Investment income

Investment income is recognized when received or receivable, if the amount can be reasonably estimated.

Donations

Donations are recognized in the period they are received.

Special Purpose

School activity funds which are fully controlled by the Education Authority with respect to when and how the funds available can be disbursed are included. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising, contributions or fees paid related to a specific planned benefit. Examples might include planned student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

(g) Budget Data

The *Education Act* of the Northwest Territories requires that Education Authorities prepare an annual budget, as outlined in Section 128 and 129.

The priorities and funding allocations are determined by the Board of Trustees of each Education Authority and the budget is legally adopted by a motion of the Board in accordance with Section 135 (3) of the *Education Act*.

Budget approved budgets are submitted to the Minister of Education, Culture and Employment for final approval as directed by Sections 117(2) k, l and m of the *Education Act*.

This annual budget includes estimates of revenues and expenses for the operating fund surplus. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Authority.

The budget may be amended within a given fiscal year in accordance with Education Authority policy, regulations and approved budget procedures. The budget data presented in the financial statements reflects the Minister approved budget for the school year.

Dettah District Education Authority

Notes to Financial Statements

June 30, 2022

3. Significant Accounting Policies (continued)

(h) Measurement Uncertainty

The preparation of financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenue and expenses during the period. Actual results could differ from these estimates.

(i) Inventories including Materials and Supplies

Inventories of books, materials, supplies and other expendables purchased by the Education Authority are treated as expenses during the year of acquisition and are not recorded on the statement of financial position.

(j) Post-employment Benefits, Compensated Absences and Termination Benefits

Under the terms and conditions of employment, education board employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment. Eligibility is based on a variety of factors including place of hire, date employment commenced, and reason for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. The expected cost of providing these benefits is recognized as employees render service. Termination benefits are also recorded when employees are identified for lay-off. Compensated absences include sick, special, parental and maternity leave. Accumulating non-vesting sick and special leave are recognized in the period the employee provides service, whereas parental and maternity leave are event driven and are recognized when the leave commences. An actuarial valuation of the cost of these benefits (except maternal and parental leave) has been prepared using data provided by management and assumption based on management's best estimates.

(k) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed. Transfers include entitlements and grants and are recorded as expenses when the transfer is authorized and eligibility criteria have been met by the recipient.

Dettah District Education Authority

Notes to Financial Statements

June 30, 2022

3. Significant Accounting Policies (continued)

(I) Segment Disclosures

The Schedule of Operating Fund - Detail of Expenditures has been prepared in accordance with PS Handbook Section PS 2700 – Segment Disclosures. The segments selected are to enable users to better understand the government reporting entity and the major revenue and expenditure activities of the Board. For each reported segment, revenue and expenditures represent amounts directly attributable to each segment. Segments include:

School Programs: pertains to the provision of instructional services that falls under the basic public education mandate.

Inclusive Schooling: pertains to access to quality education for all students by effectively meeting their diverse needs.

Administration: pertains to the provision of board governance and central office administration, operation and maintenance.

Indigenous Languages and Culture: pertains to indigenous language resource development, support for language teachers and instructors, and enhance community engagement.

Community Contribution Fund: pertains to purchases of hygiene items and food cards for families in need.

President's Choice Children's Charity: pertains to the provision of food program.

COVID-19 Expenses: pertains to expenses incurred during the year to address issues caused by the COVID-19 pandemic.

4. Future Accounting Changes

Revenue, Proposed Section PS 3400

For fiscal periods beginning on or after July 1, 2022, Education Bodies will be required to adopt PS 3400 Revenue. This standard provides guidance on how to account for and report on revenues. Specifically, it differentiates between revenues arising from transactions that include performance obligations and transactions that do not have performance obligations. The impact of these standards on the financial statements is currently being assessed.

5. Cash and Cash Equivalents

	2022	2021
Cash and cash equivalents	\$ 1,253,115	\$ 917,424

Dettah District Education Authority

Notes to Financial Statements

June 30, 2022

6. Special Purpose Funds

The Education Authority does not have special purpose funds.

7. Restricted Assets

The Education Authority does not have restricted assets.

8. Portfolio Investments

The Education Authority does not have any portfolio investments.

9. Accounts Receivable

The Education Authority has accounts receivable from the following customer:

	2022	2021
GNWT Education, Culture and Employment	\$ -	\$ 114

10. Inventory

The Education Authority does not have inventory.

11. Accounts Payable and Payroll Liabilities

	2022	2021
Trade payable	\$ 59,370	\$ 35,591
Payroll liabilities	545	847
	\$ 59,915	\$ 36,438

12. Deferred Revenue

	2022	2021
Government of Northwest Territories		
Department of Education, Culture and Employment - COVID-19 funding	\$ 10,910	\$ 27,713

Dettah District Education Authority

Notes to Financial Statements

June 30, 2022

13. Contributions Repayable

	2022	2021
Government of the Northwest Territories		
Department of Education, Culture and Employment - Self-regulation	\$ 1,176	\$ 2,000
Health and Wellness support	2,000	-
	\$ 3,176	\$ 2,000

14. Due From and To the Government of Canada

The Education Authority does not have amounts due from or to the Government of Canada.

15. Capital Lease Obligations

The Education Authority does not have capital lease obligations.

16. Pensions

The Education Authority makes contributions to the Northern Employee Benefits ("NEBS") Pension Plan, which is a multi-employer plan, on behalf of some members of its staff. The plan is a defined benefit plan which specifies the amount of the retirement benefit to be received by the employees based on the length of service and rates of pay.

The amount contributed to the NEBS pension was \$4,965,0439. The contributions are calculated at a rate of 8% of earning and allowances employee and employer contribution for a total of 16%. The maximum pensionable earnings is \$193,715 for January 2022, and \$183,838 for January 2021. The maximum monthly contributions is \$3,420 for January 2022, and \$3,246 for January 2021.

NEBS is an employer owned program and as such the Education Authority will be liable for its portion of any shortfall. The Plan serves 3,655 Employee Members and 118 Employer Members (total active, disabled and on leave 2,046).

As of January 1, 2021, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be \$65,950,000 - funded ratio 124% (2021 - \$45,100,000 and 118%) on a going concern valuation basis. .

As of April 2004, the OSFI has exempted NEBS from compliance with the Pension Benefits Standards Act (PBSA). On April 2015, the Legislative Assembly passed The Northern Employee Benefits Act (Bill 12) which was enacted October 1, 2015.

17. Long-Term Debt

The Education Authority does not have long-term debt.

Deftah District Education Authority

Notes to Financial Statements

June 30, 2022

18. Post-Employment Benefits and Compensated Absences and Termination Benefits

In addition to the pension benefits, the Education Authority provides severance (resignation and retirement), removal and compensated absence (sick, special, maternity and parental leave) benefits to its employees. The benefit plans are not pre-funded and thus have no assets, resulting in a plan deficit equal to the accrued benefit obligation.

Severance benefits are paid to the Education Authority's employees based on the type of termination (e.g. resignation versus retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being employee category and length of service. The benefits under these two categories were valued using the projected unit credit methodology.

Compensated absence benefits for all staff are accrued as employee render service and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to employee or dependent illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under compensated absence benefits were actuarially valued using the expected utilization methodology.

Valuation results

The actuarial valuation was completed as at March 31, 2022. The effective date of the next actuarial valuation is March 31, 2023. The liabilities are actuarially determined as the present value of the accrued benefits at March 31, 2022 and the results extrapolated to June 30, 2022. The values presented below are for all of the benefits under the compensated absences and termination benefits for the Education Authority.

	Severance and Removal	Compensated Absences	2022
Changes in Obligations			
Accrued benefit obligation, beginning of year	\$ 14,603	\$ 5,450	\$ 20,052
Current period benefit cost	1,942	580	2,522
Interest accrued	513	189	702
Benefits payments	-	(612)	(612)
Plan amendments	7,747	-	7,747
Actuarial (gain)/loss	(7,970)	(3,736)	(11,705)
Accrued benefit obligations end of year	(16,835)	(1,871)	(18,706)
Unamortized net actuarial (gain)/loss	(17,952)	(6,534)	(24,486)
Accrued benefit liability	(34,787)	(8,405)	(43,192)
Benefit expenses			
Current service costs	1,942	580	2,522
Interest costs	513	189	702
Plan amendments	7,747	-	7,747
Amortization of actuarial gains	(1,709)	(349)	(2,060)
	\$ 8,493	\$ 420	\$ 8,911

Dettah District Education Authority

Notes to Financial Statements

June 30, 2022

18. Post-Employment Benefits and Compensated Absences and Termination Benefits (continued)

The discount rate used to determine the accrued benefit obligation was an average of 4.10% (2021 - 3.30%). The expected payments during the next five fiscal years are:

	Severance and removal	Compensated absences	Total
2023	\$ 1,621	\$ -	\$ 1,621
2024	1,866	-	1,866
2025	1,808	-	1,808
2026	1,816	-	1,816
2027	1,759	-	1,759
2028- 2032	8,888	6	8,894
Total	\$ 17,758	\$ 6	\$ 17,764

19. Trust Assets Under Administration

The Education Authority does not have trust assets under administration.

20. Tangible Capital Assets

The Education Authority does not have tangible capital assets.

21. Prepaid Expenses

The Education Authority has prepaid expenses and deposits of \$2,999 (2021 - \$462).

22. GNWT Assets Provided At No Cost

	Cost	Accumulated Amortization	2022 Net Book Value	2021 Net Book Value
Kaw Tay Whee	\$ 895,327	\$ 653,194	\$ 242,133	\$ 284,244

Rent expense of \$42,111 (2021 - \$42,111) was offset by a grant in-kind.

23. Contractual Obligations

The Education Authority does not have any contractual obligations.

Dettah District Education Authority

Notes to Financial Statements

June 30, 2022

24. Contingencies

The Education Authority does not have any contingencies.

25. Related Parties

The Education Authority is related in terms of common ownership to all GNWT created departments, agencies and corporations. The Education Authority enters into transactions with these entities in the normal course of business. These transactions have been valued in these financial statements at the exchange amount which is the amount of consideration established and agreed to by the related parties. The Education Authority is provided with various administrative services by the GNWT, the value of which is not reflected in these financial statements. The administrative costs include legal services by the Department of Justice, insurance coverage, payroll services and internal audit services by the Department of Finance, and utilities and maintenance by Public Works and Services. Transactions with related parties and balances at year-end not disclosed elsewhere in the financial statements are summarized in this note.

Accounts Receivable

	2022	2021
GNWT - Department of Education, Cultural and Employment	\$ -	\$ 114

Due to Related Party

Yellowknife Education District No. 1	\$ 52,439	\$ 4,872
--------------------------------------	-----------	----------

	2022	2021
Revenues from related parties		
Government of the Northwest Territories		
Department of Education, Cultural and Employment	\$ 1,875,225	\$ 1,763,683
Department of Health and Social Services	1,260	-
Department of Finance	3,344	2,535
Total revenues from related parties	\$ 1,876,485	\$ 1,766,218

Dettah District Education Authority

Notes to Financial Statements

June 30, 2022

25. Related Parties (continued)

	2022	2021
Expenses Paid to Related Parties		
Ndilo District Education Authority - Transfer costs	\$ 35,051	\$ -
Yellowknife Catholic Schools - Transfer costs	103,130	189,710
Yellowknife Education District No. 1 - Superintendent fees and custodian salaries	48,645	46,345
Yellowknife Education District No. 1 - Transfer costs	192,782	-
Total expenses to related parties	\$ 379,608	\$ 236,055

26. Budget Data

The annual budget includes estimates of revenue and expenses for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Authority.

The budget figures presented are those approved by the Minister of Education, Culture and Employment on June 17, 2021.

27. Economic Dependence

The Education Authority receives its funding primarily from the GNWT. If the funding arrangements were to change, management is of the opinion that the Education Authority's operations would be significantly affected.

28. Financial Instruments

The Education Authority is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risks from the Education Authority's financial instruments is provided by type of risk below. The Education Authority is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risks from the Education Authority's financial instruments is provided by type of risk below.

a) Credit risk

Credit risk is the risk of financial loss to the Education Authority if a debtor fails to make payments of interest and principal when due. The Education Authority is exposed to this risk relating to its cash and cash equivalents, and accounts receivable. The Education Authority holds its cash and cash equivalents in accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of default, the Education Authority's cash in accounts are insured up to \$100,000.

The Education Authority's maximum exposure to credit risk is represented by the financial assets balance for a total of \$1,253,115 (2021 - \$917,538).

Dettah District Education Authority

Notes to Financial Statements

June 30, 2022

28. Financial Instruments (continued)

b) Liquidity risk

Liquidity risk is the risk that the Education Authority will not be able to meet all cash outflow obligations as they come due. The Education Authority mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise.

The Education Authority's maximum exposure to liquidity risk is represented by accounts payable and accrued liabilities, payroll liabilities, contributions repayable and amounts due to Yellowknife Education District No. 1 for a total \$158,722 (2021 - \$78,203). The Education Authority has a credit facility with a limit of up to \$50,000.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk

The table below shows when various financial assets and liabilities mature.

	Up to 6 months
Financial assets	
Cash and cash equivalents	\$ 1,253,115
Total financial assets	\$ 1,253,115
Total financial assets - prior year	\$ 917,538
Financial liabilities	
	Up to 6 months
Due to Yellowknife Education District No. 1	52,439
Contribution repayable	3,176
Accounts payable and accrued liabilities	59,370
Payroll liabilities	545
Total financial liabilities	\$ 115,530
Total financial liabilities - prior year	\$ 78,203
Net total	\$ 1,137,585
Net total - prior year	\$ 839,335

Deftah District Education Authority

Notes to Financial Statements

June 30, 2022

29. Expenses By Object

	2022 Budget	2022 Actual	2021 Actual
Compensation	\$ 1,091,500	\$ 922,763	\$ 889,575
Materials and freight	813,000	180,351	228,874
Services purchased or contracted	143,000	552,806	396,301
	\$ 2,047,500	\$ 1,655,920	\$ 1,514,750

30. Subsequent Events

There are no material subsequent events that have taken place between June 30, 2022 and the audit report date.

31. ECE Other Contributions

	2022	2021
Government of the Northwest Territories - Department of Education, Culture and Employment		
Health and Wellness Support	\$ 24	\$ 2,978
COVID-19	16,803	33,570
	\$ 16,827	\$ 36,548

32. GNWT Other Contributions

	2022	2021
Government of the Northwest Territories Department of Health and Social Services - Drop the pop	\$ 1,260	\$ -

33. Contingent Assets

The Education Authority does not have any contingent assets.

34. Contractual Rights

The Education Authority does not have any contractual rights.

Dettah District Education Authority

Schedule 1 - Details of Expenses

For the year ended June 30,	School Programs	Community Contribution	Administration	Indigenous Language and Culture (schedule 2)	Inclusive Schooling (schedule 3)	COVID-19	Total 2022	Budget 2022	Total 2021
Salaries									
Teachers	\$ 235,096	\$ -	\$ 25,093	\$ -	\$ 260,053	-	\$ 520,242	\$ 510,300	\$ 466,703
Instructional assistant	3,312	-	-	-	-	-	3,312	494,000	-
YK1 superintendent	-	-	27,500	-	-	-	27,500	-	27,500
Non-instructional staff	42,290	-	-	155,546	-	-	197,836	67,200	230,258
Board/Trustee honoraria	-	-	9,690	-	-	-	9,690	20,000	19,040
School secretary	-	-	31,158	-	-	-	31,158	-	12,917
Total salaries	280,698	-	93,441	155,546	260,053	-	789,738	1,091,500	756,418
Employee benefits									
Employee benefits and allowances	52,926	-	9,116	23,721	38,963	-	124,726	-	130,970
Leave and termination benefits	5,261	-	492	736	1,810	-	8,299	-	2,187
Total employee benefits	58,187	-	9,608	24,457	40,773	-	133,025	-	133,157
Services Purchased or Contracted									
Advertising and promotion	21,320	-	205	2,133	-	-	23,658	-	28,016
Contracted services	337,608	-	30,635	-	-	-	368,243	-	219,581
Maintenance and upgrades	1,770	-	-	231	-	-	2,001	-	2,640
Other	33,837	-	22,820	-	-	2,926	59,583	-	54,491
Professional and technical services	33,388	-	-	-	-	-	33,388	63,000	28,144
Student transportation (busing)	65,933	-	-	-	-	-	65,933	80,000	63,429
Total services purchased or contracted	493,856	-	53,660	2,364	-	2,926	552,806	143,000	396,301
Materials and Freight									
Freight	725	-	-	-	-	-	725	-	445
Materials	121,027	1,184	-	30,899	12,639	13,877	179,626	813,000	228,429
Total materials and freight	121,752	1,184	-	30,899	12,639	13,877	180,351	813,000	228,874
Total expenses	\$ 954,493	\$ 1,184	\$ 156,709	\$ 213,266	\$ 313,465	\$ 16,803	\$ 1,655,920	\$ 2,047,500	\$ 1,514,750

Deftah District Education Authority

**Schedule 2
Details of Indigenous Language and Culture Program Expenses**

For the year ended June 30, 2022

	Student Instruction
<hr/>	
Salaries	
Non-instructional staff	\$ 155,546
<hr/>	
Employee Benefits	
Employee benefits and allowances	23,721
Leave and termination benefits	736
	<hr/> 24,457
<hr/>	
Services Purchased or Contracted	
Advertising and promotion	2,133
Contracted services	231
	<hr/> 2,364
<hr/>	
Materials and Freight	
Materials	30,899
	<hr/>
Total	\$ 213,266

Dettah District Education Authority

**Schedule 3
Details of Inclusive Schooling Expenses**

For the year ended June 30, 2022

General Inclusive Schooling

Salaries

Program support teachers \$ 260,053

Employee Benefits

Employee benefits and allowances 38,963

Leave and termination benefits 1,810

40,773

Materials and Freight

Materials 12,639

Total \$ 313,465

Dettah District Education Authority

**Schedule 4
Student Success Initiative**

For the year ended June 30, 2022

	2022
Revenue - Government of the NWT Education, Culture and Employment	\$ 15,000
Expense - Materials	6,419
Surplus	\$ 8,581

Education Accountability Framework

Dehcho Divisional Educational Council

Annual Report

For the 2021-22 School Year



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Operating Plan - Executive Summary

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

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

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

Over the past two years, the DDEC embraced a comprehensive vision of Education that focused on Literacy, writing, Indigenous education, and inclusive schooling. We also added a new dimension, mental wellness, because a lot of our students are facing difficult family and/or social issues that make it challenging to attend school regularly or to fully participate in activities. Some initiatives like our district-wide music and sports program were initiated and implemented with great success. Others, like the new Literacy program were stalled, to some extent, due to the Covid 19 pandemic. For example, we were able to buy hundreds of thousands of dollars of resources and send them to school, and we managed to train the teachers but we could not organize big training sessions for all the staff. Online participation does not allow us to go from table to table to probe the level of understanding. That said, school year 2021 -2022 will strengthen the same areas that were highlighted last year.

Mental Wellness: We will be able to make huge strides forward considering the DDEC will have added a new position, a mental wellness coordinator, for school opening in September. This is an itinerant position. The person will travel to all the Dehcho communities on a regular basis, to develop a relationship of trust with our students and to organize activities such as dance and/or drama (pending covid restrictions being lifted). The idea being to gradually engage the students in discussions on the topics of conflict resolutions, and healthy relationships outside the confines of a counsellor's office.

Meanwhile, our Anti-bullying campaign will continue and we are planning for more community and staff training/informative sessions. Another initiative that was in the works is moving forward, but with a different twist. The DDEC is still focusing on initiating a greenhouse project with different objectives: a) Introduce the world of horticulture to our student; b) provide a place for students with complex needs who need a flexible work environment.

For school year 2021-2022, the DDEC will be partnering with the Dehcho First Nations (DFN) who will be the agency purchasing the greenhouses. We will work together to see the construction of the greenhouse(s) in the course of the school year. It is a big, commercial size one. We will also work with DFN's executive director for the planning of these courses and activities.

Literacy: For the school year 2021-22, the Assistant Superintendent has applied for a sizable Jordan Principle grant that will allow for a continuation of the role of District Literacy Coordinator as well as the addition of two District Literacy Support workers. We will continue our work in Fountas & Pinnell balanced literacy for grades one to six. This support will include demonstrating lessons, observing teachers perform elements of Guided Reading and other lessons in literacy while providing feedback and coaching, diagnostic assessments of individuals with specific challenges, providing teachers with effective lessons frameworks tailored to address the needs of struggling readers, review pertinent and current research with teachers, provide additional professional learning for teachers,

Support Assistants, and principals with respect to reading comprehension, the writing process, shared writing, guided reading, writing assessments; provide bi-monthly Professional Learning Communities to train staff on Levelled Literacy Intervention (LLI), review school data with principals with respect to school goals and review/address specific needs, continue to guide staff with the organization of levelled literacy materials and direct them to access online resources from Fountas & Pinnell, and order resources that reflect life in the north.

Indigenous Education: School year 2021-2022 will be one where the focus will be to stabilize our program. Our RILE is retiring and finding a strong replacement is quite a challenge. We haven't hired someone yet, as we are writing this report.

We expect that it will take a few months for the person to familiarize himself/herself with the communities, the teachers and the programming. School year 2021-2022 will not be different in that we still need to monitor the delivery of the Our Language curriculum and find ways to support and strengthen our language teachers' practice. We will also need to anticipate what is coming within the next 2 to 3 years and prepare for it. We are expecting to lose a few of our language teachers to retirement and it will be very problematic to find substitute teachers who are native speakers. We will have to work closely with ECE and be open to all options, including the possibility of having itinerant language teachers.

Inclusive schooling: In the 2021-2022 school year collaboration with Program Support Teachers will be an expectation for all schools. This collaboration will allow for increased student support, training in areas of need, as well as in-depth planning for support assistants. Program Support Teachers will be increasing their coaching role with teachers as well. We expect that teachers will use flexible teaching strategies. Furthermore, we expect that 100 % of our schools will regularly review all IEPs and SSPs to ensure the recommendations are being implemented and for better supervision of the students' progress. The Dehcho Divisional Education Council has a new Regional Inclusive Schooling Coordinator (RISC), and the 2021-2022 school year will be one of transition. Transition planning in the 2020-2021 school year provided the incumbent with the training and tools to continue to all strive towards being more inclusive in Dehcho schools.

Annual Report - Executive Summary

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

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

Mental Wellness: We were able to hire a mental wellness coordinator, and the person has already had a huge and positive impact on our district. He has worked on the implementation of the Social Emotional Curriculum (SEE Learning) in partnership with the Emory university. This is one of our key strategies to address issues of bullying in the district. The curriculum puts a big emphasis on developing compassion, awareness and engagement. More important yet, the mental wellness coordinator worked diligently with our Regional Indigenous Language Coordinator to make sure that we align these values with the traditional knowledge and wisdom that can be found in the Dene laws. Furthermore, district-wide training is offered in August 2022 to our staff.

As for our Anti-bullying campaign, we were able to offer community workshops in Fort Simpson and Fort Providence with Mr. Jim Jordan ([Jim Jordan@reportbullying.com](mailto:JimJordan@reportbullying.com)). We also scheduled a session for Fort Liard but it was cancelled because of poor weather. The DDEC has also financed horticulture programs in 4 of our communities. We believe that offering opportunities to garden will help some students discover new areas of interest and provide an outlet when a student requires time.

Literacy: This is still one of our main objectives, as we are intent to bring Dehcho students to level. In school year 2021-2022, we continued the implementation of the Fountas and Pinnell balanced literacy program (Grade one to six) and we provided support and training at the school level. We hired district Literacy support workers We have also done best efforts to find literature that is culturally relevant to our students. We believe that Literacy will greatly improve from the moment our students can relate to the stories.

Indigenous Education: Our previous RILE retired in school year 2021-2022 but her replacement has been able to step in and strengthen our Indigenous language and culture program. Amongst other things, she worked on digitalizing our resources, and they are now online, easily accessible to our different communities. She connected with our schools and provided the same level of support as her predecessor with the delivery of the Our Language curriculum.

Inclusive schooling: We were able to provide support even if the year was still somewhat affected by the pandemic. Understandably, the previous two years have had an impact on our ability to provide in-person training and/or gather large groups of people for workshops. We usually offer these opportunities at the beginning of the school year, but we were still dealing with the aftermath of the pandemic. As a result, the support was offered on an 'as needed' or 'individual' basis, or during STIP days.

Cadre de responsabilisation en éducation

Conseil scolaire de division du Dehcho

Rapport annuel

pour l'année scolaire 2021-2022



Plan de fonctionnement – Sommaire

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

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

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

Le Conseil scolaire de division du Dehcho maintient ses objectifs pour quatre grands axes : littératie, écriture, éducation autochtone et intégration scolaire. Ce faisant, la notion de bien-être mental revêt une importance nouvelle. Cet ajout résulte de la conviction que nos méthodes d'enseignement doivent intégrer une approche globale de l'enfant. Beaucoup de nos élèves sont soumis à des réalités complexes et à des situations personnelles, familiales ou sociales difficiles. Il leur est difficile de prendre en main leur éducation, car ils ont parfois faim ou sont en détresse à leur arrivée à l'école. Les crises familiales pourraient expliquer, dans une certaine mesure, les problèmes de fréquentation scolaire auxquels nous sommes confrontés. Nous pensons qu'il est essentiel de leur donner de l'espoir. Nos écoles doivent être des havres de paix, où les élèves se sentent valorisés et aimés. Ils devraient tous se sentir bienvenus et avoir confiance en la sincérité de notre engagement.

Les relations de confiance sont la première étape de la reconstruction de l'estime de soi et de la confiance des élèves. C'est une condition préalable à l'investissement de nos enfants dans leur propre éducation.

Bien-être mental : Pour la première fois depuis sa création, le Conseil scolaire de division du Dehcho (CSDD) adoptera des initiatives fortes qui structureront une perspective globale d'éducation de l'enfant. Au cours de l'année scolaire 2020-2021, le CSDD proposera des programmes de sports, de musique et de chorale à l'échelle du district. Nous lancerons également une ambitieuse campagne de lutte contre le harcèlement, formerons notre personnel, organiserons des ateliers communautaires, tout en consultant les détenteurs du savoir et les Aînés afin d'intégrer les méthodes traditionnelles de résolution de conflits. Parallèlement, nous déploierons un programme d'apprentissage socioaffectif pour enseigner les valeurs d'empathie et d'attention. Le CSDD recherche des partenariats avec la Première Nation Dehcho, Industrie, Tourisme et Investissement, les conseils de bande locaux et divers autres partenaires pour lancer un projet de serre dans nos communautés. L'objectif est d'offrir à nos élèves ayant des besoins complexes la possibilité de participer à un programme spécial en horticulture, tout en s'attaquant aux enjeux de sécurité alimentaire. Nous élaborerons des cours d'études professionnelles et technologiques (ÉPT) axés sur l'agriculture et tenterons de créer un partenariat avec le Collège Aurora pour mettre au point des cours destinés à l'ensemble de la communauté. Cette initiative s'inscrit dans une perspective élargie de la communauté, où tous les membres se réunissent pour l'éducation de nos jeunes. La loi dénommée « Partagez ce que vous avez » en sera le moteur. Le CSDD consulte actuellement tous ses partenaires : le grand chef, les chefs, le conseil de bande, les administrations scolaires de district (ASD) et autres partenaires ayant une vision commune. Nous espérons rallier les communautés à notre cause : nos écoles et nos enfants.

Plan de fonctionnement

Littératie : Nous avons récemment obtenu des fonds en vertu du principe de Jordan et avons investi dans le programme d'intervention (Fountas et Pinnel). La plupart des enseignants ont été formés au cours de l'année scolaire 2019-2020, les ressources se trouvent dans les écoles. Un conseiller en alphabétisation sera engagé en 2020-2021 pour offrir du soutien à l'échelle du district. Nous avons pour objectif que 46 % de nos élèves de la 1^{re} à la 9^e année obtiennent des résultats correspondant à leur niveau.

Écriture : Nous voulons que 68 % des élèves de la 1^{re} à la 9^e année obtiennent des résultats correspondant à leur niveau.

Éducation autochtone : Nous continuerons à surveiller la mise en œuvre du programme *Nos langues* et proposerons un atelier sur le *Dene Kede* à l'ensemble de notre personnel. Cette ressource est unique et précieuse, nous nous devons de la revisiter. Nous espérons également introduire de nouvelles pratiques qui valoriseront le caractère ludique de l'apprentissage de la langue locale, le déné zhatié. Ces pratiques peuvent être acquises en dehors des classes.

Pour y parvenir, des chorales seront organisées - nous espérons voir nos élèves apprendre à chanter en déné zhatié. Nous sommes conscients qu'il y a un protocole à suivre et des autorisations à obtenir. Nous veillerons à ce que cette initiative soit approuvée avant d'aller de l'avant. Nous renforcerons également les lois dénées chaque fois que le programme d'apprentissage socioaffectif sera enseigné. Par exemple, la compétence appelée « conscience de soi » consiste en la capacité à comprendre, à éprouver de l'empathie et de la compassion pour les personnes de cultures et de milieux différents. Elle comprend également la connaissance des normes sociales relatives au comportement et la reconnaissance des ressources et du soutien de la famille, de l'école et de la communauté. On peut facilement y voir les liens avec les lois dénées « **Aimez-vous de tout cœur les uns les autres** »; « **S'entraider mutuellement** »; « **Partagez ce que vous avez** » et « **Soyez polis et ne vous disputez avec personne** ». Notre plus grand défi réside dans le recrutement d'enseignants de langues dénées ainsi que dans la présence d'Aînés et de détenteurs du savoir traditionnel autochtone pour parler les langues dénées pendant les activités scolaires.

Intégration scolaire Nous voulons faire en sorte que toutes nos écoles bénéficient régulièrement des conseils et de l'aide des enseignants responsables du programme de soutien et que toutes nos écoles sans exception offrent des activités de programme appropriées et appliquent des stratégies pédagogiques flexibles, axées sur les besoins des élèves. Les écoles tiendront des réunions régulières de l'équipe de soutien scolaire pour établir la meilleure façon de soutenir les élèves.

On s'attend à ce que les enseignants responsables du programme de soutien (ERPS) et les enseignants se réunissent toutes les semaines, chaque année et qu'ils mettent à l'essai le modèle d'enseignement centré sur l'élève au cours de ces occasions de co-enseignement.

Nos ERPS continueront à enrichir leur boîte à outils de stratégies d'intervention. De plus, des pratiques d'inclusion plus solides seront instaurées dans les écoles secondaires du Dehcho.

Rapport annuel – Sommaire

Le rapport annuel du Conseil scolaire de division du Dehcho (CSDD) pour l'année scolaire 2021-2022 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent rendre compte de leurs activités, de leur conformité avec les directives sur l'éducation et de la mise en œuvre d'activités et d'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 réalisés pendant cette année scolaire, ainsi que les points à améliorer.

Bien-être psychologique : Nous avons pu embaucher un coordonnateur au bien-être psychologique et il a déjà grandement et positivement changé les choses dans notre district. Il a collaboré avec l'Université Emory pour mettre en œuvre le programme d'apprentissage socioaffectif, une de nos stratégies pour combattre l'intimidation dans le district. Ce curriculum insiste fortement sur le développement de la compassion, sur la sensibilisation et sur l'engagement. Encore plus important, le coordonnateur au bien-être psychologique a travaillé avec empressement avec notre coordonnatrice régionale aux langues autochtones pour garantir que nous harmonisons ces valeurs avec la sagesse et le savoir traditionnels des lois dénées. De plus, nous avons offert de la formation au personnel de tout le district en août 2022.

Dans le cadre de notre campagne anti-intimidation, nous avons pu offrir des ateliers communautaires animés par M. Jim Jordan (JimJordan@reportbullying.com) à Fort Simpson et à Fort Providence. La séance prévue à Fort Liard a été annulée à cause des intempéries.

Le CSDD a aussi financé des programmes d'horticulture dans quatre de nos collectivités. Nous croyons que l'offre d'occasions de jardinage aidera certains élèves à se découvrir de nouveaux intérêts et leur permettra de se recentrer quand ils font un temps d'arrêt.

Alphabétisation : Augmenter l'alphabétisme des élèves du Dehcho jusqu'au niveau moyen des régions comparables demeure un de nos principaux objectifs. Pendant l'année scolaire 2021-2022, nous avons continué de mettre en œuvre le programme d'alphabétisation équilibrée de Fountas et Pinnell auprès des élèves de la première à la sixième année et nous avons soutenu et formé le personnel des écoles concernées. Nous avons embauché des aides à l'alphabétisation dans le district, tout en recensant la littérature adaptée à la culture de nos élèves. Nous croyons que l'alphabétisme s'améliore grandement à partir du moment où les lecteurs se reconnaissent dans les histoires qu'ils lisent.

Éducation autochtone : Notre précédente coordonnatrice régionale de l'éducation et des langues autochtones a pris sa retraite pendant l'année scolaire 2021-2022, mais sa remplaçante a pu prendre la relève et renforcer notre programme de langues et de cultures autochtones. Elle a entre autres numérisé nos ressources et les a mises en ligne afin qu'elles soient facilement accessibles pour nos différentes collectivités. Elle a noué des liens avec nos écoles et les a soutenues avec la même énergie que sa prédécesseure dans l'exécution du programme Nos langues.

Intégration scolaire : Nous avons pu soutenir nos élèves dans ce domaine, malgré l'influence, encore, de la pandémie. Pendant les deux années précédentes, on le comprend, la pandémie a diminué notre capacité à fournir de la formation en personne et à rassembler de grands groupes pour donner des ateliers. Nous

offrons généralement ces occasions en début d'année scolaire, mais nous devons encore composer avec les effets de la pandémie. En conséquence, le soutien a plutôt été donné selon les besoins ou à une personne à la fois, ou encore pendant les journées de renforcement des pratiques d'enseignement (RPE).

On a examiné les plans d'enseignement individuel (PEI) et les plans de soutien à l'élève (PSE), mais pas comme on s'y attendrait dans une année scolaire normale, toujours à cause de la pandémie et de l'absentéisme des élèves.

1. Administration and School Services

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

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

Governance of Education Bodies

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

The Dehcho Divisional Education Council, (DDEC) (formerly known as the Dehcho Divisional Board of Education) was established by regulation on *July 4, 1996*. The Dehcho Division encompasses an area which includes the communities of Fort Liard (Echo Dene School), Fort Providence (Deh Gah Elementary and Secondary School), Fort Simpson (Liidlii Kue Elementary and Liidlii Kue Regional High School), Jean Marie River (Louie Norwegian School), Kakisa Lake (Kakisa Lake School), Nahanni Butte (Charles Yohin School), Sambaa K'e (formerly Trout Lake) (Charles Tetcho School), and Wrigley (Chief Julian Yendo School).

The Education Body's purpose is to administer and manage the educational affairs of the Division in accordance with the Education Act and the Financial Administration Act of the Northwest Territories and the regulations of the Order establishing the Education Division. As such the DDEC prepares audited financial statements for the year ending June 30.

The DDEC is made up of seven trustees and a chairperson. Each District Education Authority (DEA) in the Dehcho region appoints one member to represent their community. The term for trustees is three years. Trustees may be reappointed for consecutive terms. From among those eight trustees, one is elected as Chairperson each year. The DDEC meets quarterly through the year. Terms for the most of the current trustees end October 2020 and 2021.

Dehcho Divisional Education Council

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

The Chairperson for the DDEC reports to the Minister of Education. The DDEC employs a Superintendent, Philippe Brulot who fulfills the role of the Deputy Head for the Public Service

The last DEA elections were held:

- Fort Liard DEA in December 2019 for a two-year term. Term ends in December 2021. The next elections will be in December of 2021
- Fort Providence DEA in December 2019 for a two-year term. Term ends in 2021. The next elections will be in December of 2021
- Fort Simpson DEA in October 2018 for a three-year term. Term ends in 2021. The next elections will be in October 2021
- Jean-Marie DEA in August 2019 for a three-year term. Term ends in 2022. The next elections will be in August 2022.
- Kakisa DEA in June 2019 for a three-year term. Terms ends in 2022. The next elections will be in June 2022.
- Nahanni Bute DEA in December 2019 for a three-year term. Next elections will be in December 2022
- Sambaa K'e DEA in December of 2019 for a two-year term. Next elections will be in December 2021
- Wrigley DEA in December 2019 for a two- year term. The next elections will be in December 2021.

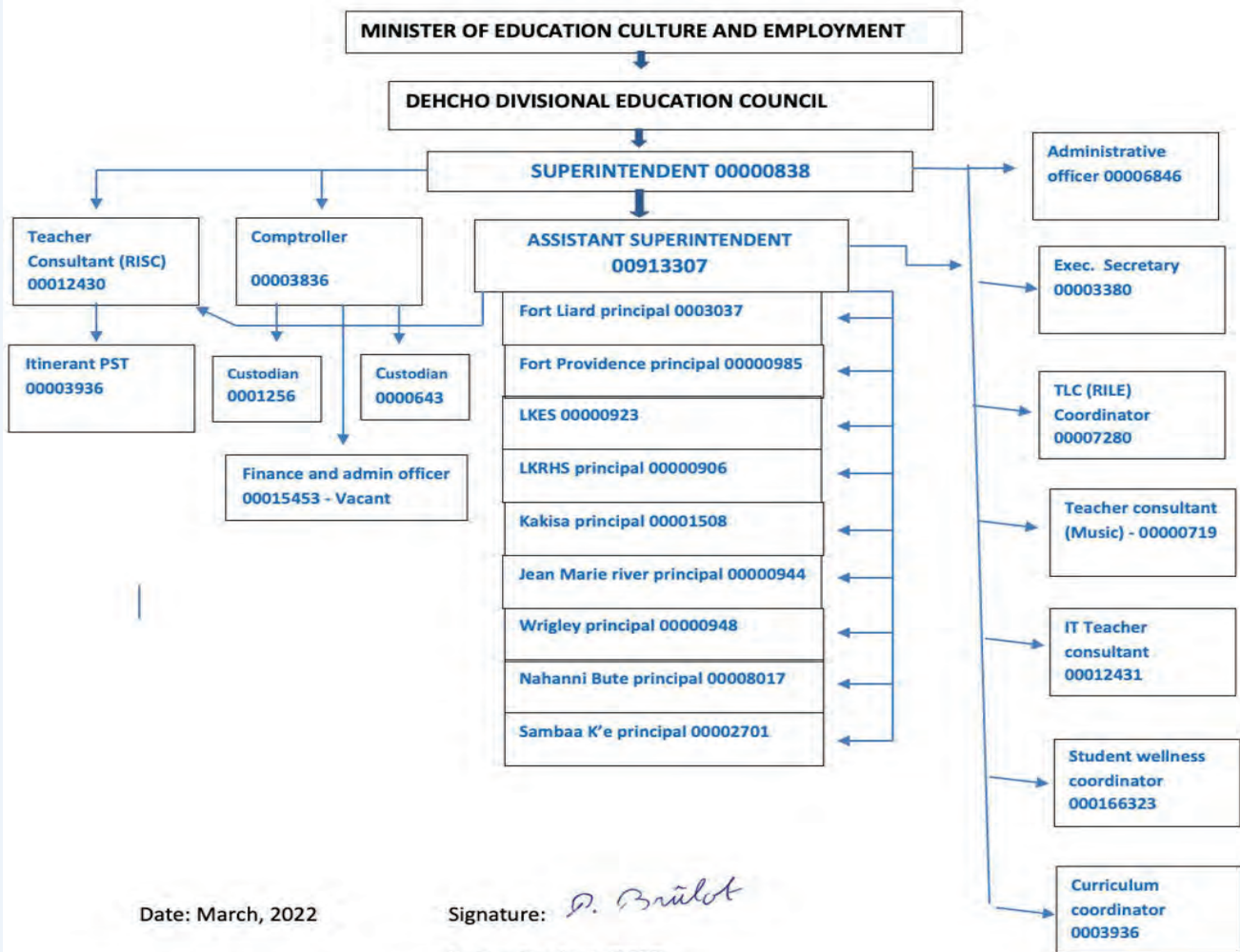
Functional Organizational Chart

The following table details the functional organization of the Education Body



Dehcho Divisional Education Council

ORGANIZATIONAL CHART



A. Governance Training

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

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
Trustee Orientation Roles and Responsibilities	ECE	DEA/ DEC	To be announced (Pending on Covid 19- possibly video or telephone sessions)	No	Training did not take place because of schedule planning conflicts.
Trustee Orientation Roles and Responsibilities	ECE	Fort Simpson, Sambaa K'e, & Wrigley DEAs	DEA training will occur in January of 2022 since elections occur two months prior	No	Was planned for April 21, 2022 but postponed until September 2022 due to logistical complications

B. Education Body Meetings

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

Planned Date	Planned Location	Was the meeting held as planned? <i>(Yes/No)</i>	If No, why not?
September 10 & 11 2021	Yellowknife	Yes	
December 4 & 5, 2021	Fort Simpson	Yes	
March 2022- To be announced	Fort Providence	Yes	
June 2022 - To be announced	Fort Simpson	Yes	This meeting was moved from Fort Simpson to Yellowknife at DEC's request

C. School Profiles

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

Total Number of Schools in District	9	Total Anticipated Student Head Count	463
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School Name	Community	Grades Offered	Programming Highlights
Echo Dene School (EDS)	Fort Liard	JK-12	Northern Distance Learning/music/sports/carpentry
Deh Gáh Elementary & Secondary School (DGESS)	Fort Providence	JK-12	Part-time Immersion Programming JK-3 Northern Distance Learning
Łíídlı́ Kúé Elementary School (LKES)	Fort Simpson	JK-6	Split and Single Grade Classes/ Judo/Music
Łíídlı́ Kúé Regional High School (LKRHS)	Fort Simpson	7-12	Northern Distance Learning/Regional school/music/sports programs
Louie Norwegian School (LNS)	Jean Marie River	JK-9	Multi-Grade Classes/Trapping project/music/sports
Kakisa Lake School (KLS)	Kakisa Lake	JK-9	Multi-Grade Classes/After school programs/music/sports
Charles Yohin School (CYS)	Nahanni Butte	JK-10	Multi-Grade Classes/Literacy/Outdoor/music/sports
Charles Tetcho School (CTS)	Sambaa K'e	JK-9	Multi-Grade Classes/Music/Judo/Outdoor
Chief Julian Yendo School (CJYS)	Wrigley	JK-9	Multi-Grade Classes/Cultural program/Nutrition/Athletics

D. Student Profiles

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

Table 2: Student enrolment (FTE) by school and by grade as of September 30, 2020																
		Grades														FTE Totals
		JK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Fort Liard	EDS	7	6	8.0	6	5	6	4	12	8	7	5.5	19.5	11	4.5	109.50
Fort Providence	Deh Gáh	1	5	6	4	6	8	10	7	4	5	13	8	6	16.25	99.25
Fort Simpson	LKES	3.5	9	15	15	7	10	13	14	0	0	0	0	0	0	86.50
Fort Simpson	LKRHS	0	0	0	0	0	0	0	0	18	10.5	7	11.5	11	12.5	70.50
Wrigley	CJY	0.5	1	2	1	2	4	1	1	2	2	1	3	3	2	25.50
Jean Marie River	LNS	1	0	0	1	2	0	1	0	2	2	0	0	0	2	11.00
Kakisa Lake	Kakisa Lake	0	0	0	0	1	1	1	1	0	1	0	1	0	2	8.00
Nahanni Butte	CYS	0	0	1	0	1	1	1	1	0	0	1	0	0	2	8.00
Sambaa K'e	CTS	1.5	0	1	1	3	3	0	0	1	3	3	3	2	1	22.50
DEC Total		14.5	21	33	28	27	33	31	36	35	30.5	30.5	46	33	42.25	440.75
<u>Ethnic Backgrounds</u>																

Ethnicity	% of Student Population
Dene	89.42
Inuit	1.94
Metis	2.16
Non-Aboriginal + Southern Aboriginal	6.26 + 0.22 = 6.48

STUDENT PROGRAMMING JK-9

	Regular Program	Regular program with Accommodations for difficulty	Regular Programming with accommodations for Enrichment	Modified Education Plan (Working below Age/Grade level)	Modified Education Plan (Working Above Age/Grade Level)
Number of students - Math	24%	10%	.01%	23%	
Number of students – ELA	20%	11%	.01%	38%	

High School Programming

	Regular Program	Regular program with Accommodations for difficulty	Regular Programming with accommodations for Enrichment
Number of students	9%	22%	0

Individual Education Plan

	K-9	10-12
# of students	1	2

E. Teacher Profiles

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

The current teacher population for the Dehcho Divisional Education Council is 46 PYs. Due to the uncertainty of enrolment and to maximize efficiency, the plan is to try to maintain the same number of teachers for the 2021- 2022 school year. The average length of employment within the region for current staff is 7.9 years. In the past school year (2020-2021) the Council hired fourteen (14) new teachers once again into the region's schools. Of those fourteen new teachers, three (3) were first year teachers in the profession. Staffing is currently under way for the 2021-22 school year. Of the total teaching staff in the region, there are currently eleven (11) teachers who are originally from the region or the Northwest Territories. The effects of the COVID-19 pandemic had originally resulted in less anticipated turnover due to uncertainty over hiring and school openings across the country and NWT. However, as the pandemic continued into the second year, there are indication that there will be more turnover coming.

Teacher recruitment and retention continues to be an area of concern for the Dehcho Divisional Education Council. The high rate of staff turnover has a substantial impact on relocation costs and that impacts the overall budget. Furthermore, our students need stability and continuity, but the high rate of teacher turnover makes it difficult to build a relationship. This is an ongoing area of concern.

Some of the issues that currently impact recruitment and retention are outlined below.

- Lack of available or suitable housing in some small communities
- The lack of adequate connectivity makes the job more demanding as daily tasks may require a lot more time to be completed.
- Hiring teachers who may be older and/or retired and do not intend to stay for a long period of time
- Isolation in some of our communities may be difficult for some teachers to manage for long periods of time, especially as Covid restrictions continue
- Other provinces are currently hiring and thus the quality and quantity of applications for positions with the DDEC has declined significantly
- Hiring and retaining specialty positions such as PSTs can be a challenge. Once PSTs are trained they tend to prefer roles in larger centers in the NWT.

The student population has not shown signs of growth and in some cases continues to decline resulting in more multi-graded classrooms that can be a challenge for many teachers.

2. Territorial Schools

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

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

A. Education Body Strategic Planning

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

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

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

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p>Priorities: Mental Wellness, Literacy, Writing, Indigenous Education, and Inclusive Schooling</p> <p>The priorities set in school year 20/21 will continue in the upcoming school year 21/22 in part due to COVID-19. We are adding a new dimension related to Information Technology (IT). We have recently hired a teaching IT specialist. This person will build capacity in the areas of G Suite, moodle, and other teaching software packages.</p> <p>The DDEC implemented an ambitious district-wide Literacy program for grades 1 to 6 (Fountas & Pinnell) followed by a reading apprenticeship program extending from grades 7 to 12. We trained our staff in school year 2019-2020. Unfortunately, we could not fully implement the programs in our schools, as we received the resources in November, and the pandemic struck just when our teachers were getting familiar with the resource.</p> <p>Our targets are still valid, but with a slight delay:</p> <ul style="list-style-type: none"> - DDEC wants to set the Literacy target for 2021-22 at 50% reading at grade level (K to Gr 3) and to bring all those same grades students to 65% grade level in reading by the end of school year 2022/2023. There will be benchmark progress reports every year. - Measurable performance targets in reading will be set for each grade from grade 4 to grade 12 after students are assessed. - The target is to reach 46% of Grades 4 to 9 students reading at level in 2021-22 - The target is to reach 68% of Grades 1 to 9 students writing at level in 2021-22. - Promotion and support of Cultural programming - Every school in the Dehcho will benefit from our Choir and be given an opportunity to learn songs in Dene Zhatie (Assuming protocol has been respected and approval granted). Choir is on hold due to COVID-19 restrictions. - The Dene Laws will be taught at all grade levels through the implementation of the Social Emotional Learning curriculum. - Elders and knowledge keepers will be encouraged to share traditional and historical information across subject areas keeping in line with COVID-19 restrictions. Some STIP time will be scheduled for facilitate collaboration with Indigenous Language teachers to ensure that key cultural experiences are integrated in the school environment. <p>Our focus for Inclusive Schooling in school year 2021-2022 is multi-faceted:</p> <ul style="list-style-type: none"> - DDEC wants to keep accurate records of all our school-based team meetings. - DDEC wants to ensure that all IEP meetings are attended by principals. - DDEC wants to use the Erase-bullying campaign as a tool to bridge the gap between students and make school a more inclusive place. - DDEC will implement an Anti-Bullying campaign based on the ERASE bullying program and anchored in Dene laws to nurture empathy among students. We will build capacity with all staff to develop a deeper understanding of the interconnectedness of the bully, the target, and would by-standers.
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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%	100%	
Areas of Strength for the region	We have a clear vision and mission. Our action plans are clarified, communicated, and monitored. We now have strong team in key roles (RILE, RISC, Health and Wellness) at the board office level as well as strong leadership in the schools (Principals, PSTs, etc.)		
Areas for Development for the region	We need to focus on retaining our employees because talent and experience are hard to find. We have had a high turnover rate in central office: - We lost our Assistant superintendent (Health issues), RILE (Retirement) and, RISC (Moved to Alberta) in school year 2021-2022. At the school level we had to replace 4 out of 9 principals, which creates a dynamic requiring constant training of new incumbents.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

B. School Improvement Planning

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

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

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Reading (Fountas & Pinnell benchmarks) Writing (Dehcho School Wide Writes) Mental Wellness (various school strategies for building connectedness and targeted interventions from counselors and mental wellness coordinator) RILE- alignment with ILE goals Inclusive- alignment with Regional Inclusive Schooling goals. All School Improvement Plans align with district goals.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	
Areas of Strength for the region	Clear guidelines, strong central office/school communications. clear expectations.		
Areas for Development for the region	Involving more parents and outside agencies.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

C. Annual School Reviews

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

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

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

Regional approach to the completion of Annual School Reviews, including any specific information related to the COVID-19 pandemic.	All 9 schools in the DDEC submit a School Improvement plan in October based on district and territorial goals. Targets and strategies are generated through teacher input and the input of other community stakeholders.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which Annual Reviews are completed.	100%	100%	
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region	Very specialized and experienced people in key areas (Literacy, Indigenous Education, Inclusive Schooling, Mental Wellness).		
Areas for Development for the region	Anti-bullying/Self-regulation and also a comprehensive review of the Math curriculum.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

D. Staff Evaluations

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

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

Regional approach to the completion of Staff Evaluations, including any specific information related to the COVID-19 pandemic.	Dehcho Staff are evaluated as per the specific mandates and responsibilities of the position they hold and with regards to their capacity to implement, assess and supervise the goals and directives as mandated by ECE and DDEC. The Superintendent and Assistant Superintendent assess the principals who, in turn, are responsible for teacher and support staff evaluations.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	33	7	New administrators having to learn too many things.
Number of principals and assistant principals formally evaluated in the school year.	9	0	The Supervisor of Schools (Assistant superintendent) was absent all year and consequently did not evaluate anyone. As for the superintendent, he had to assume an accrued workload and had to deal with Covid and complex H.R. issues.
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	3	0	For the same reasons that are listed above.
Number of Superintendents formally evaluated in the school year.	1	1	
Areas of Strength for the region	We have clear evaluation guidelines and processes.		
Areas for Development for the region	Staff retention		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

E. Regional Training and In-Service

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

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

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Regional Training and In-Service will target Literacy, Indigenous Education and Inclusive Schooling. We will add Mental wellness and Information technology as well Schools will use their STIP collaborative time to organize into Professional Learning Communities with a focus on Literacy, Inclusive Schooling, Indigenous language and culture, Mental Wellness and IT. Another critical dimension of training will be training in various aspects of Human Resources (e.g., hiring practices, conducting meaningful, interviews, etc.). We will offer a variety of workshops at our annual orientation in the aforementioned areas and will continue the training throughout the school year, in these same areas.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on shared priorities	100%	100%	
Number of administration days dedicated to training and in-service.	100%	100%	
% of collaborative STIP time dedicated to regional priorities	100%	100%	
Number of schools which implemented STIP as per the Ministerial Directive	100%	100%	
Areas of Strength for the region	Clear understanding of these shared priorities.		
Areas for Development for the region	Staff retention. We constantly need to train and update new employees. Investigate the possibility of having a district-wide calendar with common STIP and PD days to better co-ordinate training opportunities.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

F. Literacy Coordinators

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

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

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

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

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

<p>Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>The DDEC is determined to improve its literacy performance. Covid 19 has not facilitated the implementation of our programming however this is not stopping our drive forward. In school year 2021-2022, the DDEC requested the equivalent of 2.4 FTE from the Jordan Principle funding, to continue our Literacy campaign. We now have the resources and teachers have been trained, but we need to monitor what is going on the classroom and ensure that our resources are well used. The 2.4 FTE is broken down as such: 2 itinerant Literacy teachers that will travel throughout the Dehcho communities and a 0.4 Literacy coordinator whose responsibility will be to support the planning and report to the central office.</p> <p>Academic achievement is not where it should be. A significant number of students are not reading at age/grade level. The DDEC is embracing an ambitious vision to bring students to age/grade level in Literacy. The literacy</p>
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	<p>program will center around Balanced literacy in grades K-6 and Reading Apprenticeship in grades 7-12. Students in grades K-6 will be assessed using Fountas & Pinnell benchmark assessments. The Leveled Literacy Intervention (LLI) will provide additional support designed to rapidly bring students to grade level. Students in grades 7-12 will be assessed using the Jerry Johns Basic Reading Inventory.</p> <p>Instructional reading support will be provided accordingly. In addition, a 0.4 literacy coordinator will be hired to support literacy programming for grades JK-12 and one High School teacher will be granted 0.2 release time to assist district literacy initiatives. Principals and central office members will work to ensure that programs will be implemented with fidelity.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes	100%	
Areas of Strength for the region	Strong vision and action plan for Literacy. Resources have been purchased and are at the schools, and training has been made available for all the staff. Accurate assessments done for reading and writing in spring and fall allows for the proper monitoring and reporting of student progress.		
Areas for Development for the region	Find funding to ensure that our school and classroom libraries contain books that are both culturally relevant and engaging to our students in order to instill a love of reading in them.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

G. Healthy Food for Learning

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

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

Regional Targets	
<p>Relevance of the Healthy Foods for Learning program to regional priorities, including any specific information related to the COVID-19 pandemic.</p>	<p>The DDEC has many remote communities where the cost of food is prohibitive, and consequently hunger is a sad reality. This is also the case in our three regional centers. This highlights the importance of food programs in supporting an adequate level of fruit and vegetables intake.</p> <p>HFLP ties to DDEC's goal to: <i>Support the wellness and healthy lifestyle of students, all educational staff, and trustees.</i></p> <p>Furthermore, the Healthy Food for Learning (HFL) programs tie to the territorial goal of: <i>Increase learner outcomes by meeting the needs of all parts of the student- social, emotional, spiritual, intellectual, and physical.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Promote student engagement in choosing healthier beverages • Promote research skills on various topics around nutrition and food.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	100%	100%	
Areas of Strength for the region	We have enough money to provide quality snacks and breakfast programs. Our school staff understands the necessity to have these programs in place.		

Areas for Development for the region	Our remote schools would benefit from having easier access (and more choice) to fresh fruits and vegetables. We hope to better coordinate our travels so we can regularly bring these items to the regions. We are partnering with communities to initiate horticulture programs to address food security.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

School Name	Type of food program (s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Frequency of program <i>(Monday - Friday)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
CJYS Wrigley	Breakfast, (a.m., p.m. snacks)	Monday to Friday	18	Open to everyone	Yes	
CYS NahanniButte	Snack program	Twice/day Monday to Friday	10	Open to everyone	Yes	
CTS Sambaa K'e	Snack program	Monday to Friday	15-18	Open to everyone	Yes	
EDS Fort Liard	Snack program	Twice/day Monday to Friday	80	Open to everyone	Yes	
LKES Fort Simpson	Band run breakfast, snacks	Monday to Friday	15-20	Open to everyone	Yes	
LKRHS Fort Simpson	Snack program	Monday to Friday	60-100	Open to everyone	Yes	
LNS Jean Mariee	Snack program	Monday to Friday	7	Open to everyone	Yes	
KLS Kakisa	breakfast, snacks	Twice/day Monday to Friday	5	Open to everyone	Yes	
Deh Gah Fort Providence	Youth Center offers hot breakfasts and lunch	Monday to Friday	65	Open to everyone	Yes	
TOTAL			fluctuates		100%	

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

Student Success Initiative

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

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

<p>SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.</p>	<p>The Fountas & Pinnell Leveled Literacy Intervention (LLI) is an ambitious program that aims to assess where the students are at and bring them to reading levels. In school year 2020-2021 the DDEC invested more than \$ 800 000 to acquire the resources, hire a literacy coordinator, select school leads and train all the staff. We are now confident that we can go to the next level. We will also add an additional \$325 000 that was recently secured.</p> <p>As mentioned, 2 literacy teachers and 0.4 of a Literacy Coordinator will be allocated to help us progress our literacy plans. We expect to see the results of the past two years in the benchmark assessments of spring 2022. Considering that a lot was put on hold this past year due to COVID-19.</p>
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region who participate in SSI PD activities.	100%	100%	
% of support staff from across the region who participate in SSI PD activities.	100%	100%	
Areas of Strength	Strong and very clear vision and action plan. to drive our Literacy program.		
Areas for Development	We want to hire Literacy consultants to provide more school level support, for struggling readers. This will strengthen our LLI (Level Literacy Intervention) initiative and lead to improved student performance.		
Additional Comments, including any specific information related to the COVID-19 pandemic.			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? <i>(Yes/No)</i>	If No, why not?
Literacy Initiative- Fountas & Pinnell JK-6, Reading Apprenticeship 7-12	2021/22	Yes	

H. Safe School Plans

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

The current cycle is:

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	Our vision for Safe schools goes beyond the guidelines and processes at the school level. We developed a comprehensive vision for mental wellness. A mental wellness coordinator was hired to promote this initiative		
Areas for Development for the region	Involve parents more in the development of the plans. We are developing a comprehensive mental wellness action plan that encompasses See Learning (Social Emotional and Ethical Learning) with the Olweus Anti-bullying Program school and community training sessions		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

I. Healthy Relationship Programming

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

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

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

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

Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.	The Dehcho Divisional Education Council is committed to improving student wellness. In school year 2021 -2022, the itinerant mental wellness coordinator will work with the central office for the successful implementation of our Social emotional Learning program (SEL) and Healthy relationship programming.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	100%	100%	
% of schools with grade 4-6 students offering LEADS.	100%	100%	
% of schools with grade 7-9 students offering the Fourth R.	100%	100%	
% of schools with grade 10-11 students offering HRPP.	100%	100%	
Were there any difficulties accessing training for the above programs?	<p>Connectivity. Internet reliability has always been a challenge. Sometimes a training session is planned, but there is no connection.</p> <p>High staff turnover means that we need to keep training staff every year.</p>		

Are there any recommendations for making training for the above programs more accessible?	A partnership with the NWT TTA with the possibility to offer the training in the bi-yearly teacher conference would provide an opportunity to train all the staff at the same time. At the Board level, the ability to have a common calendar would allow us to better plan these trainings, for example on STIP days.
Areas of Strength for the region	As mentioned, we have a comprehensive vision to address bullying, and our mental wellness initiative implies that we closely monitor the implementation of these programs (LEADS, WITS, HRPP). They are an intrinsic part of our action plan.
Areas for Development for the region	Better partnerships with local agencies such as the RCMP.
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	Echo Dene	Implement WITS, Leads, 4 th R, and HRPP	Yes	
	Chief Julian Yendo	Implement WITS, Leads, 4 th R	Yes	
	Charles Yohin	Implement WITS, Leads, 4 th R, and HRPP	Yes	
	LKES	Implement WITS, Leads,	Yes	
	LKRHS	Implement WITS, Leads, 4 th R, and HRPP	Yes	
	LNS	Implement WITS, Leads, 4 th R	Yes	
	Charles Tetcho	Implement WITS, Leads, 4 th R,	Yes	
	Deh Gah	Implement WITS, Leads, 4 th R, and HRPP	Yes	
	Kakisa	Implement WITS, Leads, 4 th R	Yes	

J. Second Language Education

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

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

School Name	Language of SL <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̄chǫ)</i>	Type of SL program <i>(core, immersion, intensive)</i>	Grade s of SL program <i>(per program type)</i>	% of students enrolled <i>(per program type)</i>	Frequency of SL Program <i>(min/week)</i>	Actual Frequency of SL Program <i>(min/week)</i>	Explanati on for difference <i>(if applicable)</i>
Liidlil Kue Regional Secondary School	French	Core	Grade 10-12	TBD at time of registration	Every other day	Yes	
Echo Dene	French	Core	Grade 10-12	TBD at time of registration	Daily	Yes	
DGESS	South Slavey	Core	Grade K-12	TBD	Daily 40 min		
LKES	South Slavey	Core	Grade K-6	TBD	Daily 40 min	Yes, only until Nov. 8, 2021	Language Teacher was lost due to illness as of Nov. 8, 2021
LNS	South Slavey	Core	Grade K-9	TBD	Daily 40 min		
KL	N/A						
CYS	N/A						
CTS	South Slavey	Core	Grade K-9	TBD	Daily 40 Min		
CJYS	South Slavey	Core	Grade K-9	TBD	Daily 40 Min		
LKRHS	South Slavey	Core	Grade 7-12	TBD	Daily 40 MIn		
Echo Dene	South Slavey	Core	Grade K-12	TBD	Daily 40 Min		

Northern Distance Learning

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

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

School Name	Allocated (\$)	Education Body Contribution (\$)	Total Budgeted (\$)	Actual (\$)	Explanation for Difference (if applicable)
EDS	\$ 55,000	\$ 6,000	\$ 61,000	57,429	
DGESS	\$ 0	\$ 0	\$ 0	0	No program
LKRHS	\$ 59,000	\$ 10,000	\$ 69,000	0	No program
TOTAL	\$114,000	\$ 16,000	\$130,000	57,429	

School	Number of ISPs in place	Number of years at the school per ISP	Source of each ISP (CUSO volunteer, local hire, etc.)	Successes and challenges related to ISPs
EDS	2	1	Local hire	One of the hires quit and was replaced. Housing and low wages will always create difficulties
DGESS	0	N/A	N/A	N/A
LKRHS	0	N/A	N/A	Could not find one locally nor through CUSO

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

<p>Regional approach to Northern Distance Learning, including any specific information related to the COVID-19 pandemic.</p>	<p>We have two end points in two of our high schools and will continue to offer expanded course offerings as they are made available by NDL.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
<p>% of eligible high schools offering NDL programming. <i>(NDL schools / Eligible high schools x 100)</i></p>	100%	66%	Program was not offered at DGESS
<p>% of NDL courses completed with credits acquired within the school year, based on total # of enrolment. <i>(# of courses passed / # of course enrolments x 100)</i></p>	100%	96	44/46 = 96%
<p>% of NDL students passing diploma exams <i>(for NDL courses)</i> written within the school year. <i>(# of exams passed / # of exams written x 100)</i></p>	100%	25%	2 Diploma exams were passed out of the 8 written. Student anxiety on a one day exam could cause this
<p>% of diploma exam marks <i>(for NDL courses)</i> with a <15% difference from the school awarded mark. <i>(# of exams with <15% difference / # of exams written x 100)</i></p>	100%	25%	Student anxiety on a one day exam could cause this
<p>Areas of Strength or promising practices for the region, including examples of positive impacts that NDL may have had on students.</p>	Having a good, well-qualified ISP to provide additional supports for the students improved both enrollment and success in the one school that was able to find an ISP.		
<p>Areas for Development for the region</p>	To increase our students' basic knowledge and independence so that they will be more able to find success through the NDL courses		
<p>Additional Comments for the region including any specific information related to the COVID-19 pandemic.</p>	Having good, effective ISPs is needed to improve the NDL students' experience, but the wages are too low to attract these quality candidates.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Number of students participating in at least one NDL course, per school, per year.	Liidlii Kue Regional Secondary School	6	1	NDL requires that a student be somewhat autonomous, and self-motivated, on top of being strong academically. That has always been a challenge. Our students find it difficult to work independently and prefer to be in a classroom with a teacher.
	Deh Gah	0	0	N/A
	Echo Dene	7	8	One student joined NDL to fulfill his 30 level requirements to graduate
Number of NDL courses offered by school. <i>(8 available per year for schools with one end point / 16 available per year for schools with two end points)</i>	Liidlii Kue Regional Secondary School	16	16	
	Deh Gah	0	0	
	Echo Dene	16	16	
Number of NDL endpoints actively in use, per school, per year. <i>(one endpoint or two endpoints)</i>	Liidlii Kue Regional Secondary School	2	1	Only one student enrolled in NDL courses.
	Deh Gah	1	1	
	Echo Dene	2	2	

School Specific Reporting	School	School level Reporting
Top one or two challenges experienced with the implementation of NDL	LKRHS	Hiring qualified ISPs on a shoestring budget. Affordable housing
	DGESS	Getting a qualified ISP who can truly help the students is very difficult with the budget given

at each participating school.	EDS	Students find it hard to be self-motivated.
Top one or two supports that would help schools better implement NDJ next year at each participating school.	LKRHS	Students need qualified ISP. Volunteers do not always have the level needed to support the students. Affordable and quality housing for ISPs
	DGESS	More funding to pay for more qualified ISP
	EDS	Students need qualified ISP. Volunteers do not always have the level needed to support the students.

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for programs, processes, and personnel that meet expectations and standards identified in the *Guidelines for Inclusive Schooling* (2016), to effectively support classroom teachers and improve student success. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

A. Regional Inclusive Schooling Coordinators

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

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

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1	1		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)
EDS	1.0	1.0			1.0	
DGESS	1.0	1.0			1.0	
LKES	1.0	1.0			1.0	
LKRHS	1.0	1.0			1.0	
LNS	.5	.5	Itinerant PST		.5	
KLS	.5	.5	Itinerant PST		.5	
CYS	.5	.5	Itinerant PST		.5	
CTS	.5	.5			.5	
CJYS	.5	.5			.5	
TOTAL	6.5	6.5			6.5	

C. Support Assistants

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

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

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
EDS	1.51	3.8	3 PYs funded through Jordan Principal	3.5	Vacant part of year
DGESS	1.64	5.6	4 PYs funded through Jordan Principal	5.6	
LKES	1.33	5.6	4 PYs funded through Jordan Principal	5.6	
LKRHS	1.33	2.6	1 PY funded through Jordan Principal	2.4	Vacant part of year
LNS	.08	1.8	1 PY funded through Jordan Principal	.5	Vacant part of year
KLS	.06	.8	Extra support due to only 1Teacher/Princ	.8	
CYS	.11	2.8	2 PYs funded through Jordan Principal	1.4	Vacant part of year
CTS	.31	.5		.5	
CJYS	.3	1.0	Full time incumbent in position	1.0	
TOTAL	6.67	24.5	Note: 15 add'l SA applied for under Jord Principal	21.3	Some vacancies early due to staffing issues

D. Magnet Facilities

Magnet Facilities provide services to students with very challenging needs. This Dehcho Divisional Education Council currently does not have any facility is deemed a ‘magnet facilities’ and has been identified as requiring additional supports.

The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

Positions	Allocated (PY)	Budgeted (PY)	Explanation for variance (if applicable)	Actual (PY)	Explanation for variance (if applicable)
Teachers	0	0	N/A	0	
Support Assistants	0	0	N/A	0	
TOTAL	0	0		0	

The following table details the total amount of allocated, budgeted and actual funding spent on O&M for Magnet Facilities, and the explanation for any variance between each.

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
0	0	No Magnet Facility	0	

E. Inclusive Schooling - Staff Development

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

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

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
67,653	\$ 85,000	Priority in Staff Development	36,251	Costs were less than planned, some not completed

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

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
In person	(Max- 15) PSTs, educators, principals	Mental Health First Aid	TBA: Dependent upon available trainers from Health	No	Unable to offer in-person training due to Covid-19 and will be revisited in the 2022-23 school year.
In person	PSTs, RISC, Educators, Support Staff	Orientation Inclusive Schooling Overview for Dehcho Schools	August 23 rd , 2021 Orientation: Fort Simpson	YES	
In person	PST's/Principals	Implementing the Inclusive Schooling Directive in schools (topics will vary)	a. September 2021 b. January 2022 c. May 2022	YES	
Conference	PST, RISC,	Best practices		YES	

WEBCAST	Some School Staff,	in Autism	January 2021		
In person	PSTs, Administrators, key community agencies	VTRA Violent Threat Risk Assessment	To be determined	No	School closures due to Covid-19
TBD	PSTs, teachers, support assistants	Downs Syndrome Best Practices Training	October 2021	Yes	
In person	PSTs and Principals	Review of SBST processes with expectation to review with school staffs	TBD	Yes	
In person	PSTs and principals, classroom teachers	Universal Design for Learning Training and Review	TBD	No	Scheduling issues due to staffing and Covid -19 school closures

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

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>The Specific focus for PSTs this year is in the area of Co-teaching. We will be looking at building classroom teacher capacity through co-planning, co-instructing and modelling of best practices.</p> <p>High School Inclusion continues to be an area of need throughout the Dehcho. High School students are performing significantly below level in reading and writing and completing high school courses is challenging. A Professional Learning Community consisting of interested high school teachers, PSTs and Administrators will examine and use data to experiment with best practices for High School Inclusion Support will be established and run during the 2021-2022 school year. This Inclusion support will include looking at explicit strategies around how to accommodate for students in the senior high and effectively use a student support plan in a senior high classroom.</p> <p>Assistive Technology is an area requiring professional development. However, due to connectivity issues in many of our schools this has been difficult. Next year the DDEC will attempt to train 25% of staff in assistive technology (in areas that have more stable internet access) with hopes to increase this training when connectivity improves in all communities</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?	100%	100%	
% of staff trained, in the past two years, in the SBST process?	100%	100%	
Areas of Strength for the region	<p>Staff have a better understanding of the how to use tienet to create SSPs. A lot of schools are collaborating with external agencies to better support students in SBST meetings.</p>		

Areas for Development for the region	Need to work on effective SSP writing at the high school level. Staff require support in overall understanding of different purposes for SBST meetings to better utilize meetings. Opportunities to support small schools in how to effectively collaborate to implement SBST meetings.
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.	

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

Name of Contractor	Type of Service <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	Reason for using a contractor rather than a GNWT-provided service <i>(GNWT service unavailable, etc.)</i>	School(s) impacted by Service	Length of Contract	Total (\$)
Dean Educational and Psychological Services	2	GNWT services unavailable	Charles Tetcho School	2 days	2200.00
Continuum North Comprehensive	8	GNWT Services unavailable	Liidli Kue & Louie Norwegian	10 days	20,057.36

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

F. Assistive Technology

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

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

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student/ etc.)	Total Over / Under Allocation (\$)
62,239				Under \$40,991
	21,248	Computer equipment for disabilities	10	

G. Healing and Counselling

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
ALL SCHOOLS	127,038	130,000	Regional Wellness Coordinator, travel and O&M	Wellness Coordinator and materials and activities and travel	\$138,886	Overspend due to travel and extra activities
TOTAL	\$127,038	\$ 130,000				

H. Alignment of Student Supports

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

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

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<p>Excellence in student performance is one of the strategic goals of the Dehcho Divisional Education Council. In order to meet the needs of all students in a common learning environment and ensure excellence, SSPs and IEPs become critical elements in the Inclusive School Plan. The process for the development of SSPs and IEPs in the Dehcho has been firmly established over the last three years. An area of focus this year will be in improving the quality and implementation of the SSPs and IEPs in JK-12 classrooms. PSTs will improve their instructional strategy toolbox. Principals will be expected to monitor classroom instruction and ensure that these plans are in place, reflected in year, unit and daily plans, and are identifiable in lesson observations.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
Number of students not able to participate in the Common Learning Environment in their home community.	3-5	2	

% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%	100%	
% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100%	100%	
Number of students in temporary residency situations or homebound for whom education programs are provided.	2-3	6	
Number of times per month that the RISC meets with PSTs via video/phone conference?	1 per month	1 per month	
Number of times per year that the RISC meet with the PSTs in person	5 times	1	Unable to meet in person for most of the year due to Covid-19 precautions
Areas of Strength for the region	Teachers are utilizing class profiles to develop programming. Teachers are utilizing UDL strategies to build on student learning capacity.		
Areas for Development for the region	Professional development support to build capacity to further build on UDL and inclusive education as well as to help schools better utilize the school-based support team meetings.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Covid-19 mandates impacted collaborative efforts to travel and come together to engage in professional development.		

I. Flexible Instructional Strategies

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

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

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.</p>	<p>Flexible instructional strategies support student achievement and promote student wellness. School staffs require time for in-depth learning and practice in order to become effective in such practices. In the Dehcho all teachers are allocated weekly or biweekly collaboration time with the PST where these strategies can be explored. The principals promote flexibility in scheduling so that the PST can work directly in classrooms with teachers in co-teaching or coaching cycles. Schools also have STIP time where additional collaboration is planned and support assistants are included.</p> <p>Each school will be required to identify 2-3 flexible instructional strategies that teachers will focus on for the school year. These will be implemented with fidelity including, professional development during STIP, modelling by PSTs, as well as support from the RISC when requested.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	100%	100%	
% of support assistants who receive support through adequate scheduled time with PST.	100%	100%	
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%	100%	
% of schools that have a fair process for equitable access to extra-curricular activities?	100%	100%	
Areas of Strength for the region	<p>Consistent meetings are taking place and collaboration is occurring in all schools. The region is looking to extend opportunities to access extra-curricular activities to appeal to all students</p>		

	and provide these opportunities to small communities as well.
Areas for Development for the region	Opportunities for PSTs, support assistants and other staff to access professional development and meaningful training opportunities through the TBST (Territorial Based Support Team), and other agencies will further build capacity to support our students.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

J. School-based Support Team

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

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

<p>Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.</p>	<p>It is a regional expectation that all schools will schedule a minimum of one SBST meeting per week. This time slot is prioritized above all other school activities. Program Support Teachers submit a SBST checklist (signed by the principal) to the Regional Inclusive Schooling Consultant (RISC) by the end of September, indicating that the SBST is in place and the processes have been reviewed with staff. Monthly PST reports, submitted to the RISC indicate the number of SBSTs held as well as the focus of these team meetings. The RISC will follow-up with the Principals and PSTs to support SBST development where necessary throughout the school year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have an established an operational SBST by the end of the first month of school.	100%	100%	
% of teachers accessing the SBST	100%	100%	
% of schools that are using referral forms to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	

% of schools that include CYCCs in SBST meetings.	50%	50%	
% of SBST meetings that focus on developing strategies to support classroom teachers.	35%	35%	
% of SBST meetings that focus on solving specific problems.	60%	60%	
% of SBST meetings that address systemic issues in the school.	5%	5%	
Areas of Strength for the region	Meetings are occurring regularly, and teachers are understanding the purpose and value of these meetings. External agencies are utilized in some schools to provide more effective support for teachers and improve community collaboration		
Areas for Development for the region	It has been identified that teachers would benefit from a better understanding of ways to utilize the SBST meetings to better problem solve and support inclusion. Small communities require additional supports in creating SBSTs that can help build capacity in one and two teacher schools.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Further training and support from the district office will further build capacity for effective SBST meetings		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	Echo Dene School	Three/month 60min/meeting	Yes	Some disruption due to school closures because of Covid-19. Meetings took place when school was in session.
	Liidlii Kue Elementary	Three/month 60min/meeting	Yes	Some disruption due to school closures because of Covid-19. Meetings took place when school was in session.
	Liidlii Kue Regional High School	Three/month 60min/meeting	Yes	Some disruption due to school closures because of Covid-19. Meetings took place when school was in session.

	Dehghah Elementary and Secondary School	Three/month 60min/meeting	Yes	Some disruption due to school closures because of Covid-19. Meetings took place when school was in session.
	Chief Julien Yendo	one/month 60min/meeting	Yes	Some disruption due to school closures because of Covid-19. Meetings took place when school was in session.
	Charles Tetcho	one/month 60min/meeting	Yes	Some disruption due to school closures because of Covid-19. Meetings took place when school was in session.
	Louie Norwegian	one/month 60min/meeting	Yes	Some disruption due to school closures because of Covid-19. Meetings took place when school was in session.
	Kakisa Lake	one/month 60min/meeting	Yes	Some disruption due to school closures because of Covid-19. Meetings took place when school was in session.
	Charles Yohin School	one/month 60min/meeting	Yes	Some disruption due to school closures because of Covid-19. Meetings took place when school was in session.

K. Review of SSPs and IEPs

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

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

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.</p>	<p>SSPs and IEPs are reviewed and updated at reporting times. The deadlines for these updates are provided at the beginning of the school year in a PST calendar of important dates . The Regional Inclusive Schooling Consultant reviews all SSPs and IEPs in the first term to ensure that plans are completed correctly, providing support where necessary. The RISC completes random checks on plans in the subsequent terms.</p> <p>In addition, PSTs review the process for SSPs and IEPs at the beginning of the school year with staff. There is a checklist for both PSTs and Teachers for SSPs and IEPs that clarifies the process and can be used with all teachers but is most useful for new teachers.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who are developing SSPs for which they are responsible.	100%	100%	
% of teachers who are developing IEPs for which they are responsible	100%	100%	
% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	100%	100%	
% of parents participating in developing IEPs for those students requiring them <i>(more than signing)</i> .	100%	100%	

% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%	100%	
% of students participating in developing their own SSPs, when required and appropriate.	100%	100%	
% of students participating in developing their own IEP, when required and appropriate.	100%	100%	
% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	100%	100%	
Areas of Strength for the region	Parents/Guardians and students have been included in the SSP and IEP process. Teachers are collaborating to develop effective SSPs and IEPs where applicable.		
Areas for Development for the region	Increased collaboration between staff in developing SSPs that reflection student needs and transitions between grades. More effective and structured meetings with parents to engage them in the planning process.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Covid-19 has impacted in-person meetings for the 2021-22 school year.		

L. PST Activities

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

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

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

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.</p>	<p>PSTs in the Dehcho are expected to align their time use with the allocated targets set out in the Inclusive Schooling Directive. This is also reviewed with the principals each year. PSTs submit a monthly report and schedule to the Regional Inclusive Schooling Consultant (RISC), outlining their activities for the month in each area of time use. This is reviewed by the RISC and feedback/support provided if the time use recommendation has some differences.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	100%	
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	100%	
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%	100%	
% of PSTs allocated as less than a 1.0 FTE	100%	100%	
Areas of Strength for the region	Schools are better understanding the role of the PST and the need for collaboration to guide instruction and improve student learning		

Areas for Development for the region	More training for PSTs to ensure they have the skills necessary to support teachers and students effectively.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

4. Indigenous Languages and Education

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

A. Regional Indigenous Language and Education Coordinators

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

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

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
1.0	1.0	N/A	1.0	

B. Indigenous Language and Education Teams

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

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

Indigenous Language and Education Team			
School	ILE Team Composition <i>(Principal, PST, etc.)</i>	Meeting Frequency	Explanation if ILE Team was not in place or active <i>(if applicable)</i>
EDS	Principal,Indigeous Teachers, Classroom Teachers	Approximately every 6 weeks	Staff meetings
DGESS	Principal,Indigeous Teachers, Classroom Teachers	Monthly	Staff meetings
LKES	Principal,Indigeous Teachers, Classroom Teachers	Approximately every 6 weeks	Staff meetings
LKRHS	Principal,Indigeous Teachers, Classroom Teachers	Approximately Every 6 weeks	Staff meetings
LNS	Principal, Student Support Assistant	Quarterly	Staff meetings
KLS	Principal,Student support Assistant	Quarterly	Not in place
CYS	Principal, Student Support Assistant, Indigenous Langauge Teacher	Quarterly	Staff meetings
CTS	Principal, Student Support Assistant	Quarterly	Staff meetings
CJYS	Principal, teacher and Student Support Assistant	Quarterly	Staff meetings

C. Indigenous Language Instructors

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
EDS	1.17	1		1	
DGESS	1.24	1		1	
LKES	1.61	1	Allocated between LKHS	1	
LKRHS	.5	1	Allocated between LKES	1	
LNS	.5	.5	No ILI	0	Plans to hire
KLS	.5	.0	Hiring search in progress	0	Plans to hire
CYS	.5	.5	No ILI	.5	Plans to hire
CTS	.5	.5		.5	
CJYS	.5	1		1	
TOTAL	6.52	6.5		6.0	

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

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

Accommodations made to maintain Indigenous language instruction in the region, if any?	None	Recorded videos of Elders, sharing of online resources
Plans to recruit and retain language teachers, if any?	None	Yes there are plans to recruit and retain ILI in the future
Challenges and/or barriers faced in the region?	Limited Dene Zhatie speakers May want to be involved but reluctant due to no teaching experiences in classroom	Limited Dene Zhatie Speakers Many ILI wish to have more training in areas of teaching

	<p>Culture and language programs not relevant enough to encourage Dene Elders/knowledge keepers to participate.</p> <p>Schools not promoting consistent cultural protocols during assemblies, meetings, and on land camps.</p>	<p>Culture and language programs are a difficult concept to adapt to for non-Dene people</p> <p>Schools have had a hard time seeking Elders and Knowledge Keepers due to the process of working in a school (criminal records check, payment affecting pensioners)</p>
<p>What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?</p>	<p>NONE</p>	<p>Not many speakers and hiring is cumbersome when qualifications are not met. Process of hiring is difficult and discouraging.</p>

D. Indigenous Education

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) & Source (If applicable)
EDS	33,000	\$ 35,000	Alloc equally between similar schools	30,475	Some program reduced due to time and available resources	
DGESS	34,200	\$ 35,000		30,375	“	
LKES	35,400	\$ 35,000		30,375	“	
LKRHS	35,400	\$ 35,000		30,375	“	
LNS	30,500	\$ 32,000	Alloc equally between small schools	27,862	“	
KLS	28,500	\$ 32,000		27,862	“	
CYS	30,500	\$ 32,000		27,862	“	
CTS	34,750	\$ 32,000		27,862	“Pd on Dene Kede, Attended Regional Cultural Orientation, ICAST training, post IL signage throughout the school. Prepared snacks for Elders. Included individualized	

					letters with the gift. Supported on the land learning by following the community plan of the year for on the land learning and incorporated those experiential learning activities into the calendar.	
CJYS	32,750	\$ 32,000		27,862	“This year, communication was done with parents and the community over the phone, letters, memos, and e-mails. Later in the year as community events and feasts had started to happen, the school offered to assist in so many ways. For example, having the students create games for the spring carnival, and members of the community organizing camp activities with student involvement, etc.	
TOTAL	295,000	\$ 300,000	Extra allocation to larger schools	261,214	“	

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

School	Elder in Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
EDS	No	No		ILE	Elders are hired on a as needed basis
DGESS	No	No		ILE	Funding is being rerouted for other projects Knowledge Keepers
LKES	No	No		ILE	There are plans to hire Elders or Culture in Residence. Bringing in Elders to work with our students (once covid restrictions allow)
LKRHS	No	No		ILE	Elders worry about pension when payment is received
LNS	No	No		ILE	Welcome to elders and other community visitors (within reason), an outdoor camp on school property
KLS	No	No		ILE	Pre Covid our school has invited the whole community into the school for all special occasions. We've always had a great community turnout for these events. This year, so far, we

					<p>have been able to have two outdoor community celebrations. One was at the opening of our new camp site on Saturday Nov. 6th. We all had lunch together. The second was an outdoor Christmas concert on Dec. 13th at lunch time. Afterwards we had a lunch and had a great turnout and great success. On both occasions people stayed well into the afternoon. We had great conversations and lots of laughs together.</p> <p>Our school has made 5 take out dinners for the whole community.</p>
CYS	No	No		ILE	<p>This year, communication was done with parents and the community over the phone, letters, e-mails, and twitter posts. Later in the year as community</p>

					<p>events and feasts had started to happened the school offered to assist in anyway. For example having the students create games for the spring carnival, etc.</p> <p>Meeting with the Chief and Council also offers an opportunity to build those relationships. As we move forward into the school year, and out of the pandemic I look forward to developing these more deeper relationships.</p>
CTS	No	No		ILE	<p>New staff have been engaging and collaborating with Elders in and outside of the school on valuing the history and culture of the community through shared stories, daily conversations, and newly acquired moosehide gauntlets and beaver mittens from Elders and</p>

					community members.
CJYS	No	No		ILE	Elders were invited into the school to work with our students (once covid restrictions allowed visitations).

E. Building the School-Community Relationship

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

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

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>Dehcho Education Council believes that building school-community relationships is one of the most important aspects of Indigenizing education. Throughout the year various strategies and activities will be implemented that will endorse this. Each grade will participate in authentic cultural camps that will use activities from Dene Kede, Dene Laws, and Our Languages Curriculum. These camps will bring together community business, Elders and other knowledge keepers who want to share traditional stories, skills and knowledge with our students and staff. Schools will continue to receive funding for any activities/programs that will involve Elders and knowledge keepers in activities such as feasts, assemblies, seasonal camps and classroom activities.</p> <p>Due to COVID-19 restrictions Elders may be restricted to interactions that could involve virtual interactions but will vary on network and technology accessibility and technical support in all Dehcho communities. Interactions with elders will be encouraged to take place during on the land opportunities for learning within COVID guidelines.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools with Elders hired for regular school programming,	100%	50%	Due to COVID restrictions very few Elders participated
Areas of Strength for the region	Due to COVID restrictions, many activities did not occur. However, as restrictions lifted so did activities. Schools reached out via telephone and social media.		
Areas for Development for the region	Technology accessibility and technical support is needed for most smaller communities.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Smaller communities did not have access to virtual interactions due to the accessibility in the community.		

ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal
EDS	<p>1.Create a safe and welcoming environment by creating an Indigenous space where Elders/ community members are displayed (pictures) and celebrated/ honoured.</p> <p>2.At least three opportunities to connect with community groups to collaborate on cultural experiences.These can include:</p>	<p>1. School put up the new posters provided by RILE at the DDEC. Dene Laws Posters. Individual teachers each use at least one Indigenous resource in their ELA class by the end of the year, one teacher requested Indigenous books. RILE met with Principal and reviewed some documents to help incorporate Dene Kede into long range plans. Long range plans examples were sent.</p>

	<p>feasts, drum dances, Dene Yatie language literacy events, storytelling nights, meet and greet events, concerts, tea and bannock sharing.</p> <p>3.Elder Appreciation Days/ Community Volunteering</p> <p>-Shoveling snow for Elders and those at need</p> <p>-Chopping wood for Elders/ those at need.</p> <p>Volunteering with the Band Office to put together and deliver food hampers throughout the year</p>	<p>2. Tea and Bannock lunches to start again. Not able to due to COVID.</p>
DGESS	<p>1.To invite Elders and Knowledge Keepers into the school for monthly feasts, to teach classes, and to mentor the children in traditional ways on the land.</p>	<p>Include elders where possible with Covid restrictions in mind. Invite the band to participate in school ceremonies in keeping with Covid restrictions.</p>
LKES	<p>1.Weekly letters using Dene Zhatie language component or Dene Law recognition of one student/class.</p> <p>2. Ask of kindness to community members aligned with Dene Laws.</p> <p>3.Partner with community members to create a camp within walking distance from the school.</p> <p>4.Dedicate an area within the school grounds that would provide opportunities for Elders and knowledge keepers to share traditional skills such as preparing and cooking meats, making bannock, and telling stories /sharing legends.</p>	<p>Invited community members to purchase our Dene Law Follower hoodies · Working with LKFN Band to run our breakfast program · Working with the RILE, House Parents, LKFN Band, Dehcho Guardians, and the Village of Fort Simpson to create a permanent Culture Camp. Working with the Dehcho Guardians to set up a McPherson Tent (with stove) in the DDEC Student Residences yard that any class can access throughout the day. Supplies and building the McPherson tent structure was in the works and built by summer.</p>

LKRHS	<p>1. The ILE Team will work with local leaders, Elders, and knowledge keepers to brainstorm ways to make the curriculum more culturally and locally relevant. This project will be called “Curriculum Revitalization Committee</p> <p>2. Elder Appreciation Day(s)</p> <ul style="list-style-type: none"> - Day to shovel snow for elders - Day to appreciate elders in our community <p>3. Reel Youth Elder Film Project</p> <ul style="list-style-type: none"> - Work with local elders and film crews to produce a film highlighting and showcasing Dene Language and Culture <p>4. Creating Cultural Space in the school.</p> <ul style="list-style-type: none"> - Create a safe and welcoming environment by creating an Indigenous Space within the school. 	<p>LKRHS staff have included the Dene Zhatie alphabet in each classroom and posted them on their walls. Our Culture Language Specialist translates our morning announcements (Bilingual approach). Our community is well informed of cultural days, student achievement, welcoming principles, and informed of general school outcome specific goals. Parents, elders, and community partners are aware of our “Open Door” policy that extends well beyond the prescribed hours of our scheduled school day.</p> <p>COVID’s put a huge damper on our community involvement in and out of school. Principal will partake in the ELP program this coming summer. Our Culture Lang. Specialist participated in workshops to enhance professional growth re their approach to building working relationships.</p> <p>Despite Covid limitations, LKRHS has offered spiral learning occurred by students having the opportunity to participate in our “On the Land” program, Ski Hill culture days, Culture Camp with LKFN, Media Day Camp, our school tent workshops, and wood shop culturally relevant projects.</p>
LNS	<p>1. Winter – Christmas planning activities celebration, gathering wood, & Elder baskets.</p> <p>2. Spring/Summer - Garden boxes sharing and then what is planted for fall harvest.</p> <p>3. Work with the Band Office to implement school/community initiatives.</p> <p>4. Schedule Cultural events throughout the school year using</p>	<p>Monthly meals, delivery of treats to community members or other community event (crafts). Due to COVID many of the events did not occur or when restrictions were lifted.</p>

	Elders and knowledge keepers (i.e., fire-making skills, hunting camp preparation, beading, drum making, meat harvesting, etc.)	
KLS	1.Continue the school community connection by having students help make and deliver healthy food to Elders.	Because of COVID, it has been impossible to hold a culture camp as planned. It is hoped that some form of day camp/ outdoor education be achieved. Family moose hunt did not happen this year. 3 or 4 community members harvested moose for the community but families and students did not attend.
CYS	<p>1.Hire Elders for school Programming</p> <p>2.Three opportunities to connect with community groups to collaborate on cultural opportunities (feast, drum dances, storytelling nights, concerts, feed the fire ceremonies)</p>	<p>For the education of students to be successful the school and staff needs to develop a positive relationship with the community. The goal of developing a positive relationship between the school and community would to have the school feel part of the community and not as an independent entity. By creating a welcoming environment, the community and visitors would feel they are valued and appreciated for coming to visit the staff and students. The school and staff understand that that the school may not feel like a safe place for everyone, due to people’s previous experiences within the residential school system or personal experiences. To help create a safe atmosphere within and out of the school, Charles Yohin School will embrace, celebrate and partake in the connections to the community, culture, and environment. Some ideas to build these relationships with the community would be:</p> <ul style="list-style-type: none"> · Acknowledge community achievements · Display local leaders within the school, and invite them to the school to explain to the students how they could be future leaders within the community · Feature and learn about different community members in the class, post on twitter, and share with the community. · Find a community mentor for advice and support to foster and maintain community relationships.

		<ul style="list-style-type: none"> · Invest time outside of the school to develop relationships with the community Make and maintain connections with the families, and invite them into the school to participate in some of the activities. · Learn and participate in the local culture and protocols. · Volunteer and be an active member in the community <p>This year, communication was done with parents and the community over the phone, letters, e-mails, and twitter posts. Later in the year as community events and feasts had started to happen the school offered to assist in anyway. For example having the students create games for the spring carnival, etc. Meeting with the Chief and Council also offers an opportunity to build those relationships. As we move forward into the school year, and out of the pandemic I look forward to developing these more deeper relationships.</p>
CTS	<ol style="list-style-type: none"> 1.Monthly newsletters home, letters to Elders, bannock and muffins as gifts. 2.Community members invited to teach cooking and students are spoken to in Dene Yatie 3.Learn a greeting, introduce yourself (My name is), weather, etc. 4.Traditional artifacts such as dolls, spruce root baskets etc displayed in school entrance. 	<p>2 Elder visits before Covid –19 impacted visits.</p> <p>One on the land camp with Elders involved in planning and teaching traditional skills was held in the fall and spring</p> <p>Elders/Knowledge Keepers shared the Dene Yatie language and skills around activities such as cooking, sewing, cutting wood. They shared stories and historical information and vocabulary from this area. There were two opportunities to connect with community groups and collaborate on cultural opportunities (feeding the fire ceremony, cook out moosehide tent, storytelling, high school life)</p>
CJYS	<ol style="list-style-type: none"> 1.Identify and invite community resource people including elders, youth and young leaders to help provide key cultural experiences. 2.Select a monthly Dene Zhatie phrase to be learned school wide. 	<p>For the education of students to be successful, CJYS staff needs to develop a positive relationship with the community. The goal of developing a positive relationship between the school and community would be to have the school</p>

	<p>3. Send home Dene words and phrases that students are learning to parents, DEA, and community members for further language reinforcement.</p>	<p>feel part of the community and not as an independent entity. By creating a welcoming environment, the community and visitors would feel they are valued and appreciated for coming to visit the staff and students.</p> <p>The school and staff understand that the school may not feel like a safe place for everyone, due to people's previous experiences within the residential school system or personal experiences. To help create a safe atmosphere within and out of the school, CJYS will embrace, celebrate, and partake in the connections to the community, culture, and environment.</p> <p>Some ideas to build these relationships with the community would be:</p> <ul style="list-style-type: none"> • Acknowledge community achievements • Display local leaders within the school, and invite them to the school to explain to the students how they could be future leaders within the community • Feature and learn about different community members in the class, post on twitter or Facebook and share with the community. • Find a community mentor for advice and support to foster and maintain community relationships. • Invest time outside of the school to develop relationships with the community. • Make and maintain connections with the families and invite them
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		<p>into the school to participate in some of the activities.</p> <ul style="list-style-type: none"> • Learn and participate in the local culture and protocols. • Volunteer and be an active member in the community <p>This year, communication was done with parents and the community over the phone, letters, memos, and e-mails. Later in the year as community events and feasts had started to happen, the school offered to assist in so many ways. For example, having the students create games for the spring carnival, and members of the community organizing camp activities with student involvement, etc.</p> <p>Meeting with the Chief and Council also offers an opportunity to build those relationships. As we move forward into the school year, and out of the pandemic, I look forward to developing these deeper relationships.</p>
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Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences
EDS	<u>Due to COVID most items that were planned did not occur.</u>	<u>Due to COVID most items that were planned did not occur.</u>
DGESS	<u>Due to COVID most items that were planned did not occur.</u>	<u>Due to COVID most items that were planned did not occur.</u>
LKES	<u>Due to COVID most items that were planned did not occur.</u>	<u>Due to COVID most items that were planned did not occur.</u>

LKRHS	<u>Due to COVID most items that were planned did not occur.</u>	<u>Due to COVID most items that were planned did not occur.</u>
LNS	<u>Due to COVID most items that were planned did not occur.</u>	<u>Due to COVID most items that were planned did not occur.</u>
KLS	<u>Due to COVID most items that were planned did not occur.</u>	<u>Due to COVID most items that were planned did not occur.</u>
CYS	<u>Due to COVID most items that were planned did not occur.</u>	<u>Due to COVID most items that were planned did not occur.</u>
CTS	<u>Due to COVID most items that were planned did not occur.</u>	<u>Due to COVID most items that were planned did not occur.</u>
CJYS	<u>Due to COVID most items that were planned did not occur.</u>	<u>Due to COVID most items that were planned did not occur.</u>

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

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

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>Cultural orientation days are mandated by ECE to provide time for the teachers to learn about the culture and histories of their communities. In the Dehcho, these days are held alternatively at the regional and local levels: two years are regional Cultural Orientation and the third year is local Cultural Orientation. This year will be local. When held locally, the DEA is encouraged to collaborate with the school staff to plan and deliver the activities based on Dene Kede. Support Assistants are included. Local Cultural Orientation days are held at individually determined dates.</p> <p>Due to the COVID-19 restrictions this year regional orientation will be hosted virtually for all Dehcho staff.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
<p>% of schools offering Indigenous language training and support to all staff members.</p>	<p>100 %</p>	<p>66%</p>	<p>Some schools are partaking in language learning, due to COVID large gatherings did not occur for most. As restrictions lifted, More opportunities for language learning did occur.</p>

% of schools holding local Teacher Cultural Orientation Days.	100 %	0%	Due to COVID moved remotely.
Type of Residential School Awareness Training provided and # of teachers/staff participating.	Schools will discuss with DEA 100 % participation	0%	Due to COVID
% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100 %	100%	<u>Online training due to COVID</u>
Areas of Strength for the region	<u>Able to use technology for online teaching.</u>		
Areas for Development for the region	<u>More training in technology is needed for ILI's to use viewsonic boards.</u>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	Goal	Explanation on status of goal
EDS	1.Dene Kede Training for all staff during STIP. New staff will partner with experienced staff. 2.STIP days will be used to create lesson plans incorporating Dene Kede in subject areas. 3.Elders, Knowledge Keepers, community leaders will help train staff on the history of the community, Dene ways of Knowing and Learning during Cultural Orientation days.	<u>Due to COVID restrictions these goals were partially met</u>
DGESS	1. For every staff member to participate in Cultural Orientation Days and sensitivity training in the north.	<u>Due to COVID restrictions these goals were partially met</u>
LKES	1. Prepare and hold two Cultural Orientation Days before start of school year. Planning would include local DEA.	<u>Due to COVID restrictions these goals were partially met</u>
LKRHS	Dene Kede Training 1. Training during STIP (with ILE Team from Yellowknife)	<u>Due to COVID restrictions these goals were partially met</u>

	<p>2. Using STIP days to break down and create Lesson Plans with Dene Kede. The goal is to plan, create, and implement these lesson plans throughout the subject areas.</p> <p>3. Local knowledge keepers, elders, and local leaders to help train staff on the History of the Dene Peoples, The History of Fort Simpson, and the Dene Ways of Knowing and learning during the Staff Cultural Orientation.</p> <p>4. Strengthening partnerships between DFN, LKFN, Metis and the school by learning together.</p>	
LNS	<p>1. Partnership with community programs to share local knowledge and community protocols with staff.</p> <p>2. Practice command, greetings and prayer with Elders and knowledge keepers.</p>	<u>Due to COVID restrictions these goals were partially met</u>
KLS	<p>1. With support from community members, teachers and students will learn Dene Zhatie words and phrases.</p> <p>2. Explore traditional territories around the Territorial Park and Lady Evelyn Falls that will include fishing and exploring traditional trails used by the Elders.</p> <p>3. Berry picking and sharing the harvest with the Elders.</p>	<u>Due to COVID restrictions these goals were partially met</u>
CYS	<p>1. To provide at least one STIP time a month to collaborate with Indigenous staff who speak the language on ways to incorporate Indigenous teaching methods into the classroom activities.</p> <p>2. To explore traditional fishing areas and sharing the history of the local</p>	<u>Due to COVID restrictions these goals were partially met</u>

	camp and trapping areas of Netla and Swan Point with Elders and staff.	
CTS	<p>1. Professional Development - Cultural Immersion and using Dene Kede</p> <p>2. Increased collaboration with Indigenous Language Teacher in order to make connection using Dene Kede into core subjects.</p> <p>3. Culture awareness planning during STIP with Indigenous Language Teacher in order to develop better understanding of community protocols.</p>	<u>Due to COVID restrictions these goals were partially met</u>
CJYS	1. Dene Zhatie teacher will attend regional DDEC ILE workshops and all staff will participate in regional DDEC orientation and workshops as offered throughout the school year.	<u>Due to COVID restrictions these goals were partially met</u>

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities local Cultural Orientation Days.	EDS	1. On the land cultural experience: staff will travel to Muskeg River or Hay Lake to learn from Elders/ Knowledge Keepers about how to live off the land, the history, culture and tradition for each task, landmarks, etc. and learn and speak Dene Yatie phrases.	<u>Not able to</u>	<u>Due to COVID restrictions many activities did not occur.</u>
	DGESS	1. Continue to go on the land and collect indigenous herbs for traditional medicine and teas.	<u>Not able to</u>	<u>Due to COVID restrictions many activities did not occur.</u>

		<p>2. Provide more opportunities to learn and play traditional games.</p> <p>3. Continue to learn how to make traditional footwear, clothes, hunting tools etc.</p>		
	LKES	<p>Activities will be based on seasonal traditional opportunities within the community.</p>	<u>Not able to</u>	<u>Due to COVID restrictions many activities did not occur.</u>
	LKRHS	<p>1. Hunting</p> <ul style="list-style-type: none"> - Understanding ways of hunting - Understanding traditional hunting territories - being taught when and how to hunt for specific animals such as Moose and Caribou. <p>2. On The Land Cultural Experience</p> <ul style="list-style-type: none"> - Travel to traditional territory on the Mackenzie River (6-mile, Harris creek, two islands) where staff will engage with elders. The Elders will teach the staff how to live off the land as well as the history and culture that goes with each specific task. Elders and staff will be encouraged to speak in the Dene Language as much as possible during these excursions. <p>Experience with Elders about Fort Simpson (history,</p>	<u>Not able to</u>	<u>Due to COVID restrictions many activities did not occur.</u>

		culture etc) 3. Elders and local knowledge keepers will explain the Dene history and culture as well as explain each significant landmark in Fort Simpson and surrounding area.		
	LNS	1.Organize with Elders and knowledge keepers for on the land experiences that can be transferred to in class learning curriculum. 2.Familiarize/review ILE goals with community members and staff.	<u>Not able to</u>	<u>Due to COVID restrictions many activities did not occur.</u>
	KLS	Work with DEA to plan cultural days.	<u>Not able to</u>	<u>Due to COVID restrictions many activities did not occur.</u>
	CYS	1.Developing unit plans during STIP using Dene Kede, Our Languages Curriculum, and Elders Resources, and traditional Indigenous practices.	<u>Not able to</u>	<u>Due to COVID restrictions many activities did not occur.</u>
	CTS	1.Two cultural days where the activities will be planned with DEA and Indigenous language teacher focusing on Dene Laws and Dene Kede themes.These activities will incorporate hands – on/ experiential	<u>Not able to</u>	<u>Due to COVID restrictions many activities did not occur.</u>

		learning opportunities.		
	CJYS	1. Staff will participate in and help during the annual Wrigley hand games tournament to encourage interaction with Elders.	<u>Not able to</u>	<u>Due to COVID restrictions many activities did not occur.</u>

F. Fostering Student Wellbeing

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

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

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

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

G. Indigenizing Teaching and Learning Practices

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

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

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<p>The focus will continue to be on strengthening our approaches to Indigenizing teaching and learning practices in all schools. This involves bringing Indigenous concepts to all aspects of education. Dene Kede and understanding the Dene Laws must be actively used in planning and teaching Indigenous world views, ways of knowing, doing and being within school programming. Adopting learning and teaching practices that are holistic, relational, spiral and experiential will provide authentic key cultural experiences.</p> <p>Staff will participate in cultural orientations, cultural camps, in-service workshops from ECE, and work closely with Elders and other knowledge keepers. From this, staff and the ILE Committee will collaborate to build on and generate new ideas that will include Indigenous Languages and cultural activities in their daily interactions and classroom plans.</p> <p>Due to COVID 19 restrictions Elders and knowledge keeper’s participation in cultural programming may be limited to virtual interactions until this restriction is re-assessed. All school guidelines regarding COVID 19 restrictions will be followed, including the use of non-medical face masks, physical distancing, hand washing, sanitizing surfaces between uses, and limiting participants to ensure a healthy, safe environment.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g., holistic, relational, spiral pre-agesential practices)	100 %	66%	<u>Due to COVID restrictions everything was moved online</u>
Areas of Strength for the region	Zoom meetings were held with all schools		
Areas for Development for the region	Training for newcomers to the region throughout the year.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<u>Supports were given via online support.</u>		

ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal
EDS	<p>1. Staff will use 3 STIP collaboration days to collaborate and co-create Dene Kede lesson plans in subject areas. Staff will implement the Dene Kede lesson plans, lesson plans will be reviewed by the supervisor.</p> <p>2. All staff will learn 1 new Dene Yatie phrase at</p>	<u>Due to COVID restrictions many activities did not occur. As restrictions were lifted some activities did resume with COVID protocols in place.</u>

	<p>monthly staff meetings to use in conversation with students, parents/ guardians and community members.</p> <p>3.Morning announcements will be presented in Dene Yatie, and the Dene version of O Canada will be played every morning.</p> <p>4.Incorporate local legends and traditional stories in subject areas; invite Elders/ Knowledge Keepers to share stories.</p> <p>5.Incorporate traditional sewing, beading, fish scale art, basket making, drum making, in classes with Elders/ Knowledge Keepers.</p>	
DGESS	<p>1.Teachers continue to use the Dene Kede curriculum, Dene Laws and incorporate these units into core subjects. This will reinforce Dene teachings and the Dene Laws within their classroom.</p> <p>2.Lessons will show evidence in utilizing strategies such as holistic,</p>	<p><u>Due to COVID restrictions many activities did not occur. As restrictions were lifted some activities did resume with COVID protocols in place.</u></p>

	<p>relational, spiral and experiential within their classrooms.</p> <p>3.They will also emphasize seasonal teachings within their classrooms.</p>	
LKES	To use Dene Kede to create a whole school thematic unit.	<u>Due to COVID restrictions many activities did not occur. As restrictions were lifted some activities did resume with COVID protocols in place.</u>
LKRHS	<p>1.Use STIP Days to collaborate and co-create Dene Kede lesson plans for all subject areas</p> <p>2.All staff to learn 2-3 common phrases in Dene Zhatie.</p> <p>3.Implementation of the Dene Kede created lessons will be revisited twice yearly.</p> <p>4.Incorporate story-telling and local legends and other subject specific learning outside in set up canvas McPherson tent</p> <p>5.When possible incorporate outdoor learning environments that would allow elders to participate in story-telling and any other activities such as sewing/beading/skinning etc.</p> <p>6.Students and staff will do morning announcements together (staff and students) will also play O Canada in Dene Zhatie over the PA System</p>	<u>Due to COVID restrictions many activities did not occur. As restrictions were lifted some activities did resume with COVID protocols in place.</u>
LNS	1.Incorporating Dene ways of learning such circle setting in circles,	<u>Due to COVID restrictions many activities did not occur. As restrictions were lifted some</u>

	<p>passing items to the left, dancing to the left and adhering to specific traditions when setting up camps.</p> <p>2. Incorporate GWNT “Living Well Together” where appropriate in core subjects.</p> <p>3. Include local history and stories in core subjects.</p> <p>4. Use Dene Kede and Dene Laws in planning lessons, units and activities.</p>	<p><u>activities did resume with COVID protocols in place.</u></p>
KLS	<p>1. Continue developing students’ understanding of reciprocity through activities where students can give back to the community for example preparing and delivering food to the Elders or helping Elders shovel snow.</p>	<p><u>Due to COVID restrictions many activities did not occur. As restrictions were lifted some activities did resume with COVID protocols in place.</u></p>
CYS	<p>-</p> <p>1. Will engage in PD related to Indigenizing teaching and learning practices.</p> <p>2. Will implement specific teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)</p> <p>3. At least two STIP times per month will be used to collaborate with Elders and Knowledge Keepers</p>	<p><u>Due to COVID restrictions many activities did not occur. As restrictions were lifted some activities did resume with COVID protocols in place.</u></p>

	<p>on how to incorporate Indigenous teaching.</p> <p>4. Staff will participate with their class while Elders share stories or demonstrate activities.</p> <p>5. Staff will provide opportunities for students to participate in community events (e.g., community and regional meetings)</p>	
CTS	<p>1. Using Dene Kede, plan units that have more experiential learning.</p> <p>2. Dene Laws building into school plans (daily routine)</p> <p>3. Plan to incorporate key cultural experiences by seasons.</p>	<p><u>Due to COVID restrictions many activities did not occur. As restrictions were lifted some activities did resume with COVID protocols in place.</u></p>
CJYS	<p>1. CJYS will participate in and help out during the annual Wrigley hand games tournament. This will allow for better connection between students and elders.</p>	<p><u>Due to COVID restrictions many activities did not occur. As restrictions were lifted some activities did resume with COVID protocols in place.</u></p>

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
<p>Example of the most effective Indigenizing teaching and learning practices implemented in each school.</p>	EDS	Elders/ Knowledge Keepers in the school	<p>Look at opportunities to have older kids go into the classes to use Dene Yati</p> <p>Access on the land program The Guardians with Dehcho First Nations.</p>	<p>Attendance was an issue for mentoring younger students in Dene Yati.</p> <p>As COVID restrictions lifted more on the land opportunities did happen.</p>
	DGESS	<p>1.All classroom norms are based on the Dene Laws. The school discipline policies are also based on Dene traditions.</p> <p>2.Teachers use Spiral teaching to reinforce previous knowledge.</p> <p>3.They use Relational Teaching when they relate topics to the background of the students. They take the students on the land to teach experientially.</p> <p>4.Holistically, teachers seek to address the emotional, social, ethical, and academic needs of every child.</p>		<p>Holistic: JK-1 class and Diana Gargan’s Grade 2 and 3 class use cooperative learning and creative problem-solving strategies that emphasize interdependence and connectedness to the land and to one another.</p> <p>Relational: Grade 4 and 5 class use Relational Teaching approaches as the teacher reaches out to accommodate the particular needs of each student. Gr 4 & 5 and ILE teacher, commonly use stories about on the land and the relative vocabulary to relate students’ experiences to her own and to the land.</p> <p>Spiral: Grade 6 and 7 class employs Spiral teaching when students return to the same topic but approach it with greater analysis and seek greater depth or understanding of the subject. They employ this strategy in Math, Socials, English and Science. In a classroom</p>

			<p>with such diverse needs and abilities, they patiently and gently guides each child from one level to the next. They repeats and reviews material from the previous day's lesson and uses that as a springboard to introduce new concepts and to engender new skills in the students.</p> <p>Experiential: Grade 8 and 9 class, as well as the Grade 10-12 secondary classes taught by staff team to employ Experiential Teaching practices. Experimentation is essential for science because it allows the practical activities to integrate teacher and students, to provide a joint planning in which teacher and student construct the process of the activity, and the use of teaching techniques that can lead to a better understanding of the science.</p> <p>Classroom norms are based on the Dene laws. School are using Dene laws for helping children with behaviors.</p> <p>Teachers also use Relational Teaching Approaches to improve student engagement. Relational teaching strategies include: Reaching out to meet a particular student's need</p>
	<p>LKES</p>	<p>1.Incorpoarting Dene Kede units into school calendar. 2.School collaboration in core subject areas and</p>	<p>PD – Most teachers attended three PD Days to develop a number of school wide units</p>

		language learning that will demonstrate holistic, spiral, experiential and relational forms of learning.		<ul style="list-style-type: none"> ○ i.e. Bush Skills and Drum Units. <p>Common language used throughout the school in both English and Dene Zhatie.</p> <p>Spiral learning and use of Dene Kede resource to develop lesson plans</p>
	LKRHS	<p>1. When possible access videos/history/about community, Elders from outside sources such as museums, internet.</p> <p>2. Inviting elder/Knowledge keepers/ ENR into the school to share their experiences, stories and traditional skills.</p>		Following the Holistic, Relational, Spiral, and Experiential practices was delivered, in an interconnected way, to our students through inquiry-based learning, student-centred learning, and by self-reflections. All staff at LKRHS practiced repetition, the whole person, relation to the land, and hands-on activities.
	LNS	<p>1. Purchase Indigenous resources such as reading materials, cook books, videos, etc.</p> <p>2. Incorporate Dene Kede into all planning of core subjects.</p>		<p>Spiral learning opportunities, connecting to the land, elders and local knowledge keepers to share stories</p> <p>Local stories, books, and videos</p> <p>Staff culture days</p>
	KLS	1. Share opportunities and planning with		Students are taught the DENE Laws. They are

		<p>students and Elders around food harvesting and preparation.</p>	<p>taught to share. They are also taught the importance of community and that they must help each other (ie bringing in wood for Elders who are ill or elderly). They are giving back to the community.</p>
	<p>CYS</p>	<p>1.Incorporating Dene Kede, Elder Resource and Knowledge Keeper wisdom through relational and spiral learning activities which emphasize Dene ways of knowing.</p>	<p>Indigenous teaching and learning practices needs to be apparent throughout each subject the students partake in. This is not just limited to language and culture classes. The Dene Kede resource will be used, along with local exxperts, and other staff to determine themes for the students to be learning throughout the year. One of the bigger focuses Charles Yohin School will partake in is being connected to the land, with on the land learning experiences. Furthermore inquiry based learning, student-centered teaching, and self-reflection will help further Indigenizing teaching practices as they have been used by Indigenous communities. Strategies to help Indigenize</p>

				<p>teaching and learning practices would be</p> <ul style="list-style-type: none"> • Embedding Indigenous ways of knowing, doing, being, believing, and belonging into the classroom and lessons • Provide opportunities for Oral presentations and feedback • Staff will have opportunities to learn, collaborate, share, and reflect on practices in Indigenous Education. • Use assessment and evaluation practices that are inclusive, reflective, fair, and authentic. • Opportunities to build relationships • Use of strength-based approach • Use of inquiry based learning
	<p>CTS</p>	<p>1. Bring in Elders and knowledge keepers to share experiences</p>		<p>Gradual invitation were made for Elders</p>

		<p>about traditional ways of learning and knowing. With permission video and then create a book by students.</p> <p>2. Use activities from OLC to support culture and language learning within the school.</p>		<p>in the school as COVID restrictions lifted. Able to use OLC to support culture and language learning within the school.</p>
	CJYS	<p>1.Purchase books with indigenous content.</p> <p>2.Integrate Dene Kede and local examples into school wide programming</p> <p>3.Incorporate drumming, hand games, singing, beading, and sewing into school programming.</p>		<p>Books were purchased and sent to the school. Dene Kede is visible in the school. As COVID restrictions lifted, some activities resumed, beading and sewing.</p>

H. Indigenizing Content for Curricula & Programming

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

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

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>Much of the curricular content and programming planning will come from Dene Kede, Our Languages Curriculum, OLC resource guide, Indigenous Languages and Education Handbook, and Our Languages website.</p> <p>Ample resources of Indigenous authors and Indigenous reading materials are available in all schools, as is the Our Languages website. Schools will incorporate the values and ways of living based on Dene Laws in all school activities, assemblies, on the land camps and daily classroom routines.</p> <p>ILE committees will investigate and bring recommendations to staff regarding new Indigenous supports, materials and units that can be added to the Indigenous content in their schools.</p> <p>Incorporating simple Dene language instruction and signage in the whole school relevant to COVID 19 health precautions will continue to updated and encouraged (e.g., “wash your hands”, directional arrows, etc.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100 %	100%	
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100 %	100%	

Areas of Strength for the region	Home packages were sent home and communication made with parents via email and phone conferencing
Areas for Development for the region	<u>Due to technology insufficiency in smaller communities, some students did not have access to online teaching.</u>
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<u>Due to COVID restrictions, Elders and Knowledge Keepers were not able to visit the schools.</u>

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
EDS	1.Using Dene Kede curriculum, and Northern Studies, learning experiences will be authentic and culturally relevant. 2.Traditional knowledge will be integrated by inviting Elders, Knowledge Keepers, Environment and Natural Resource officers, ADKFN, and community members.	RILE – brought materials to the schools the binders of the legends that are discussed in the Dene Kede documents. ECE and RILE – have taken resource requests from teachers that will help the teachers reach their actions under the ILE policy.
DGESS	1.Teachers will take turns showcasing lessons to colleagues in which they have indigenized content.	<u>100% of teachers at Deh Gáh use Holistic, Relational, Spiral and Experiential ways of learning as per Dene Kede Curriculum. Education at Deh Gáh is a holistic approach concerned with the development of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potentials. It seeks to engage students in the teaching/learning process and encourages personal and collective responsibility. Holistic instructional strategies include: visualisation, cooperative learning, creative problem-solving strategies and drama. Holistic education avoids emphasis on one particular technique, but instead stresses a multi-level approach to education that</u>

acknowledges interdependence and connectedness. Demonstrating mastery of subjects; Maintaining high standards for both work and conduct; Responding to a student's personal interest or talent; Sharing a common interest with a student; Sharing a common characteristic with a student; Accommodating a measure of opposition by resisting the temptation to personalize oppositional behavior, and responding with restraint and civility; and Revealing vulnerability to the students (i.e. the teacher acknowledges that she doesn't know everything and thus seeks help from an expert source).

Spiral learning is a teaching method based on the premise that a student learns more about a subject each time the topic is reviewed or encountered. The idea is that each time a student encounters the topic, the student expands their owledge or improves their skill level. There are three principles to Spiral Teaching: 13 1. Cyclical: Students should return to the same topic several times throughout their school career; 2. Increasing Depth: Each time a student returns to the topic it should be learned at a deeper level and explore more complexity; and 3. Prior Knowledge: A student's prior knowledge should be utilized when a topic is returned to so that they build from their foundations rather than starting anew. Teachers at Deh Gáh also employ Experiential Teaching methods: Experimental teaching is the main route to cultivate the ability of analyzing and solving problems, the spirit of innovation, and the quality of comprehensiveness for students. Experiential learning is an engaged learning process whereby students "learn by doing" and by reflecting on the experience. Experiential learning activities can include, but are not limited to, hands-on laboratory

		<p><u>experiments, practicums, field exercises, and studio performances. Teachers at Deh Gáh must be flexible in their practice. Here are some approaches a teacher can use to adjust instruction during a lesson: • Increase or Decrease Active Engagement. • Increase or Decrease Learning Structures. • Increase or Decrease The Time for Specific Content. • Increase or Decrease The Time for Specific Instructional Strategy • Change or Modify Content and Curriculum. • Change or Modify Instructional Strategy; and • Change or Modify Materials. 14 After instruction, teachers use the collected data to make immediate adjustments for the next lessons or they can decide to continue with the pre-planned instruction. The data can consist of formative and summative data, observational data, and any other extraneous data to create the best learning experiences tailored to the students seated in the classroom. The same adjustments as previously stated can be used post instruction.</u></p>
<p>LKES</p>	<ol style="list-style-type: none"> 1. Focus and learn community protocols when engaging Elders and knowledge keepers in the school environments. 2. Listening to Elders and knowledge keepers and then building relationships to incorporate their ideas and knowledge in to school activities such as assemblies, feeding the fire etc. 	<p><u>PD – Most teachers attended three PD Days to develop a number of school wide units o i.e. Bush Skills and Drum Units • Common language used throughout the school in both English and Dene Zhatie. • Spiral learning and use of Dene Kede resource to develop lesson plans</u></p>
<p>LKRHS</p>	<ol style="list-style-type: none"> 1. Curriculum Revitalization Committee 2. Using Northern Studies, Dene Kede, OLC and other resources we will incorporate more relevant and authentic learning experiences into all of the classrooms. 	<p><u>Following the Holistic, Relational, Spiral, and Experiential practices was delivered, in an interconnected way, to our students through inquiry-based learning, student centred learning, and by self-reflections. All staff at LKRHS practiced</u></p>

	<p>3. Integrate traditional knowledge from: Local knowledge keepers, elders, DFN, LKFN, and the community.</p> <p>4. Brainstorm ways to make the curriculum more relevant and appropriate for our students.</p>	<p><u>repetition, the whole person, relation to the land, and hands-on activities.</u></p>
<p>LNS</p>	<p>1. Use STIP, and PD days to review, revise and respond to added Indigenous programs and initiatives.</p> <p>2. Use technology to define, explore and share information about local Indigenous history, legends, current affairs and Dene people of the Dehcho.</p> <p>3. Select books and related literature to aspects of Dene life such as “Trapping is my Life” ; “When the World was New”.</p>	<p><u>Spiral learning opportunities, connecting to the land, elders and local knowledge keepers to share stories</u> <u>Local stories, books, and videos</u> <u>Staff culture days</u></p>
<p>KLS</p>	<p>1. Teachers will continue to link core subjects to Dene Kede. Dene Kede will guide the instruction whenever possible.</p>	<p><u>Our school does not have a Dene Zhatie language teacher. Because of Covid in school activities involving Elders and community members as well as community events and celebrations did not occur this year.</u></p>
<p>CYS</p>	<p>1. Staff involved in planning for Indigenizing content of curriculum during STIP days for two Monday mornings/month.</p> <p>2. 100% of staff will actively plan for and infuse Indigenous content into subject area disciplines by including Dene Kede and other resources in their unit plans.</p> <p>3. Visible Indigenous content in school: signage, artifacts, Dene Laws wall, pictures of active Indigenous role models and traditional art/cultural items.</p>	<p><u>Indigenous teaching and learning practices needs to be apparent throughout each subject the students partake in. This is not just limited to language and culture classes.</u> <u>The Dene Kede resource will be used, along with local experts, and other staff to determine themes for the students to be learning throughout the year. One of the bigger focuses Charles Yohin School will partake in is being connected to the land, with on the land learning experiences.</u> <u>Furthermore inquiry based learning, student-centered teaching, and self-reflection will help further 6 Indigenizing teaching practices as they have been used by Indigenous communities.</u> <u>Strategies to help Indigenize teaching and learning practices would be •</u></p>

		<p><u>Embedding Indigenous ways of knowing, doing, being, believing, and belonging into the classroom and lessons • Provide opportunities for Oral presentations and feedback • Staff will have opportunities to learn, collaborate, share, and reflect on practices in Indigenous Education. • Use assessment and evaluation practices that are inclusive, reflective, fair, and authentic. • Opportunities to build relationships • Use of strength-based approach • Use of inquiry based learning</u></p>
<p>CTS</p>	<p>1.Using Dene Yatie in core classes with support from Yvonne and dictionaries 2.Newsletter to parents and community explaining in the Core Language programming. 3.Experiential learning put in mainstream classes (supporting the Dene Kede)</p>	<p><u>Staff focused on Indigenizing content for curricula and programming in unit and daily plans.</u></p> <p><u>One monthly STIP (half day) was planned for specific strategies for Indigenizing content in all subject areas. November and December were exempted due to staff changes.</u></p> <p><u>Dene Kede, OLC, Dene laws and other resources such as ECE website, Aps, and books were utilized in planning and teaching practices.</u></p> <p><u>All staff Indigenized content and curricula using Dene Kede and other resources.</u></p> <p><u>A glass display cabinet continued to acquire community made artifacts, such as sewing, beading, drums, dolls, hide tools, moosehide gauntlets, and beaver mittens.</u></p> <p><u>Dene Laws and phrases were displayed throughout the school. Signage of calendars are ongoing.</u></p>
<p>CJYS</p>	<p>1.Dene Zhatie teacher will try to stay in the language during language classes. 2.Involve family with language learning through newsletters and language phrases sent home. 3.Incorporate Dene laws and Dene Kede in all classes and grades. 4.ILE Committee to meet during staff meetings and STIP days at least once per month.</p>	<p><u>Indigenous teaching and learning practices need to be apparent throughout each subject the students partake in. This is not just limited to language and culture classes. The Dene Zhatie resources will be used, along with local experts, and other staff to determine themes for the students to be learning throughout the year. One of the bigger focuses CJYS will partake in is</u></p>

		<p><u>being connected to the land, with on the land learning experiences. Furthermore, inquiry-based learning, student-centered teaching, and self-reflection will help further Indigenize teaching practices as they have been used by Indigenous communities. Strategies to help Indigenize teaching and learning practices would be:</u></p> <ul style="list-style-type: none"> <u>· Embedding Indigenous ways of knowing, doing, being, believing, and belonging into the classroom and lessons.</u> <u>· Provide opportunities for Oral presentations and feedback.</u> <u>· Staff will have opportunities to learn, collaborate, share, and reflect on practices in Indigenous Education.</u> <u>· Use assessment and evaluation practices that are inclusive, reflective, fair, and authentic.</u> <u>· Opportunities to build relationships.</u> <u>· Use of strength-based approach.</u> <u>Use of inquiry-based learning.</u>

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	EDS	1.All teachers are expected to incorporate Dene Kede in at least 1 lesson plan per subject.		It was not reported as being completed.
	DGESS			This is evidenced in Section Indigenizing Teaching and Learning

		<p>1.We utilize Holistic, Spiral, Experiential and Relational Learning.</p> <p>2.On the land camps are the best example of all of these strategies. Children use their senses, communicate their thoughts and emotions, explore their environment, and connect what they already know with new knowledge and skills and attitudes.</p>		<p>Practices comments. Elementary classes use on the land materials to teach in Math subject areas.</p>
	<p>LKES</p>	<p>Upon creating a school wide thematic unit from Dene Kede, students and staff will celebrate what they learned by welcoming the community to a feast, drum dance, dramatic play, or individual classroom demonstrations.</p>		<p>Spiral learning and use of Dene Kede resource to develop lesson plans</p> <p>As COVID restrictions lifted so did community activities resume in schools, outdoor culture camp.</p>
	<p>LKRHS</p>	<p>1.All teachers are expected to create at least 1 lesson plan per subject taught incorporating Dene Kede</p> <p>2. All teachers are expected to create</p>		<p>Educators used themes such as Orange Shirt Day, Pink Shirt Day, Truth & Reconciliation Day, and upcoming Earth Day to build on curricula and</p>

		<p>lessons that engage their students based on the Dene Ways of Learning and Knowing</p> <p>Examples include:</p> <ul style="list-style-type: none"> * Fishing unit <ul style="list-style-type: none"> - Explanation of traditional fish, where to fish, how to skin fish, how to cook fish etc. * Biology <ul style="list-style-type: none"> - Water sampling measure fish, anatomy of fish, populations of Bison, Moose anatomy of Bison and Moose, habitat loss, species extinction, invasive species. 		<p>programming content.</p> <p>Dene Law is followed daily.</p>
	LNS	<p>Use Elders and knowledge keepers as resources when teaching specific subject such as Science, Social Studies and Arts.</p>		<p>Connecting to Dene Kede in lessons for example, learning about the seasons in the context of the Dehcho, a reference to local animals, and so on.</p>
	KLS	<p>Connect with community.</p>		<p>As COVID restrictions lifted so did activities such as outdoor Christmas concert.</p>
	CYS	<p>1.All staff will actively plan for and infuse Indigenous content into subject area disciplines by including Dene Kede and other</p>		<p>The Dene Kede resource will be used, along with local exxperts, and other staff to determine themes for the students to be learning throughout the year. One of the bigger focuses Charles Yohin School will partake in is being connected to the</p>

		resources in their unit plans.		land, with on the land learning experiences.
	CTS	Staff will plan and organize whole school unit from Dene Kede to be used in the school. Planning will involve Elders and knowledge keepers and DEA.		Dene Kede is being used along with OLC activities. As COVID restrictions lifted the school was able to do more activities such.
	CJYS	Students will participate in drumming daily and learn about the significance of the drum in Dene culture as well as learning about cultural protocols regarding the drum.		Continue to offer opportunities to validate the importance of culture in the school and students lives. These opportunities reflect the 4 Indigenous Teaching and Learning practices that are outlined in the ILE Handbook. Opportunities the school provides include students drum, hear drumming, hear language at the beginning of the day as a daily prayer in Dene Zhatie, watching video of experiences such as hand games, participating in cultural arts and crafts, etc. As COVID restrictions lifted so did some activities.

I. Offering Key Cultural Experiences

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

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

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>Authentic land based and other traditional activities support and provide opportunities to engage in various Dene culture experiences. These experiences generate respect and understanding of Dene worldviews and beliefs. Key cultural experiences will be guided and directly connected to the Our Languages Curriculum and resource guide, the Indigenous Languages and Education Handbook, Dene Laws and to Dene Kede.</p> <p>Key cultural experiences provided to the students may be similar in each community because of shared family connections and shared traditional territories. The percentage of Indigenous Language included in the experiences being delivered below in the classroom, or on the land, will vary depending on the availability of fluent Dene Zhatie speakers.</p> <p>Due to COVID 19 restrictions Elders and knowledge keeper’s participation in cultural programming may be limited to virtual interactions until this restriction is re-assessed. All school guidelines regarding COVID 19 restrictions will be followed, including the use of non-medical face masks, physical distancing, hand washing, sanitizing surfaces between uses, and limiting participants to ensure a healthy, safe environment.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools with Key Cultural Experiences for students on the land or within the school.	100 %	90%	COVID restrictions prevented many gatherings, once restrictions were lifted, many activities occurred with limitations
Areas of Strength for the region	<u>Most schools were able to send packages home for students to work on; sewing projects, etc.</u>		
Areas for Development for the region	<u>Develop more packages for hands on activities.</u>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<u>Outdoor education was practiced more due to COVID restrictions.</u>		

ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal
EDS	1.Culture Camp in the fall and spring 2.Take a Kid Trapping (March); dog-sledding and have Knowledge Keepers/ Elders and ENR teach students about trapping 3.Art (sewing/ beading/ fish scale art/ basket making) with Elders/ Knowledge Keepers in the school. 4.Drum making and working with a moose hide with Elders/ Knowledge Keepers 5.ASCNWT to teach students about traditional and northern games.	<u>Many activities were planned but due to COVID restrictions they did not occur. As COVID restrictions lifted some activities such as Culture Camp could happen.</u>
DGESS	To continue more on the land camps. Activities to be determined during the year.	Culture camp was halted due to COVID restrictions and resumed once restrictions were lifted.

LKES	<ol style="list-style-type: none"> 1.Reinstate or fall and spring on the land camps. 2. Invite and share ILE committee goals with community members during ILE meetings. 	
LKRHS	<ol style="list-style-type: none"> 1.Indigenous Sports incorporated into gym, at least 4 times throughout the year. 2.Teaching inside of cultural spaces - Dene Zhatie will be taught inside of a McPherson tent outside (weather permitting). 3. Students will live off the land in conjunction with elders and hunters during the following camps: <ul style="list-style-type: none"> * Spring Camp (Once per year) * Fall Camp (Once per year) * Take a Kid Trapping Camp (Potentially March) 4.Use Dene Kede and Dene Laws as planning tools to ensure key cultural experiences are evident in all subject areas. 	<p><u>Despite Covid limitations, LKRHS has offered spiral learning occurred by students having the opportunity to participate in our “On the Land” program, Ski Hill culture days, Culture Camp with LKFN, Media Day Camp, our school tent workshops,</u></p>
LNS	<ol style="list-style-type: none"> 1.Use Dene Kede to Indigenize the curricula content and offer a key cultural experience(hands-on opportunities) 2.Use on-land camping experiences to focus on Dene heritage. 3. Include Elders and knowledge keepers in organizing and planning school cultural activities. 	<p><u>Seasonal cultural camps (spring and fall)</u></p>
KLS	<p>One seasonal on the land camp will be offered for all staff and students and will include learning traditional skills from Elders and knowledge keepers.</p>	<p><u>We have been able to spend 10 days on the land with community knowledge keepers, fishing, setting snares and traps, learning safety and learning survival skills. Students have learned beading , sewing and painting</u></p>
CYS	<ol style="list-style-type: none"> 1.Provide authentic, relevant activities, and learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. 	<p><u>Students learn their best by doing. Cultural experiences need to incorporate skills for students to learn and build their understanding to develop their competencies of a capable person. To offer the Cultural experiences Charles Yohin School will:</u></p>

	<p>2.Offer two fall and spring seasonal camps to teach traditional skills (e.g. hide tanning, food prep, survival skills, medicinal plants, traditional games)</p> <p>3.Involve community members in the planning and implementation of key experiences.</p>	<ul style="list-style-type: none"> · <u>Work with local leadership, community, DEA, and families to determine the experiences they would like their children to experience</u> · <u>Work with elders and knowledge keepers to learn and understand DENE Protocols</u> · <u>Offer assistance to Elders, knowledge keepers, and volunteers to fill out school required paperwork</u> · <u>Design cultural experiences for students that vary in opportunities</u> · <u>GO beyond ones comfort zone and be open to new experiences</u> · <u>Have classroom visits with Elders and Knowledge Keepers</u> · <u>Student-centered learning with a focus on cultural experiences</u> · <u>Embed cultural experiences into lessons and activities.</u>
<p>CTS</p>	<p>1.In collaboration with the Dene Band, school staff and DEA offer two seasonal camps.</p>	<p><u>Key cultural experiences were offered for students within the school and on the land at the culture camp site in the fall and spring. Two seasonal on the land camps for students K-9 offered cultural activities (e.g. drum making, hide tanning, gathering traditional foods, etc.) and Dene language development within four different tents. Students participated in Take a Kid Trapping as part of a community activity directed by the local Band initiative. All students JK-9 and staff received authentic and key cultural experiences throughout daily school programming on Thursdays over the year. Curriculum connections in other core subjects were made within the classroom and at the community fall and spring camp. Students and staff integrated land-based traditions and information with core subjects. Description of concepts in the other core subjects are delivered in Dene Yatie Involving community members is a key aspect of developing cultural experiences for staff and students. All experiences involved community members and varied depending on the seasons and resources available at the time.</u></p>

		<p><u>Implementation was dependent on ensuring COVID 19 restrictions were met.</u></p> <p><u>Experiences included food making, tool making, beading key chains, sewing moccasins, naming of hides, traps, tools and threads, making dry fish, preparing hides, and gathering resources for smoking hides.</u></p>
CJYS	1. Provide opportunity for students to participate in hand games tournaments and cultural camps.	<p><u>Students learn their best by doing. Cultural experiences need to incorporate skills for students to learn and build their understanding to develop their competencies to become a useful person in the community.</u></p> <p><u>To offer the Cultural experiences, the school will:</u></p> <ul style="list-style-type: none"> <u>· Work with local leadership, community, DEA, and families to determine the experiences they would like their children to experience.</u> <u>· Work with elders and knowledge keepers to learn and understand DENE Protocols · Help Elders, knowledge keepers, and volunteers to fill out school required paperwork.</u> <u>· Design cultural experiences for students that vary in opportunities.</u> <u>· Go beyond ones comfort zone and be open to new experiences.</u> <u>· Have classroom visits with Elders and Knowledge Keepers.</u> <u>· Student-centered learning with a focus on cultural experiences.</u> <u>· Embed cultural experiences into lessons and activities.</u>

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (If applicable)
Highlight one promising practice of a key cultural experience. Note where the experience took place, which	EDS	Take a Kid Trapping: students travelled by dog-sled to Hay Lake, where they were	1	Camp activities did occur once restrictions were lifted and safety in place. September 20-23 culture camp. Include Dene Yati at camp. Post camp

<p>grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.</p>		<p>met by local Knowledge Keepers and ENR to learn about the different types of traps, how to set the traps, and which animals can be caught. Older students gathered and chopped wood and maintained the fire.</p>		<p>activities and reflection were done.</p>
	<p>DGESS</p>	<p>1.The Grade JK-3 immersion classes will continue on the land learning throughout the year, following the seasons. 2.Local Knowledge Keepers will introduce skills such as how to trap hares, clean them and prepare harvested foods and prepare meals using their catch. 3.All instructions will be given in Dene Zhatie.</p>	<p>+3</p>	<p>Camp activities did occur once restrictions were lifted and safety in place. Dene Zhatie language instruction is always used when teaching students about seasons.</p>
	<p>LKES</p>	<p>1.Invite Elders and knowledge keepers to plan and implement whole school thematic</p>	<p>+3</p>	<p>Camp activities did occur once restrictions were lifted and safety in place. Sewing and Beading of Stolls, etc.</p>

		unit from Dene Kede. This will ensure that learning objectives will be relevant, authentic and attainable.		Actua InSTEM Cultural Kits (Traditional Baby Carrier and Sleds)
	LKRHS	Take a Kid Trapping Camp: - 1 week - Marten River - Gr. 7/8/9 - Elders and hunters involved in preparing the camp, showing the students how to maintain a camp, telling the students stories. - Stories shared in Dene Zhatie and then translated into English.	+3	COVID restrictions in place - once restrictions were lifted and safety in place. ENR Trapping demonstration.
	LNS	1. With the assistance of Elders and knowledge keepers organize a fall/spring camp that will engage students and staff in learning hunting, preparing and harvest the meat.	NA	COVID restrictions in place - many activities did not occur. Seasonal cultural camps (spring and fall)
	KLS	1. Students working with Elders or	NA	COVID restrictions in place - some activities did not occur. We have

		knowledge keepers, learning to harvest and prepare traditional foods.		been able to spend 10 days on the land with community knowledge keepers, fishing.
	CYS	1.Students will listen to recorded session of an Elder answering question about a local legend. Students will prepare and ask questions. Answers and all other shared information will be incorporated into core subject learning such as ELA, Science and Social Studies. Students will create newsletters, posters and books related to what was learned and shared by the Elder.	NA	COVID restrictions in place - some activities did not occur. Able to listen to Elders recorded stories.

J. Strengthening Core and Immersion Indigenous Language Instruction

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

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

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

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.</p>	<p>Support for the delivery and implementation of the Our Languages Curriculum will be a joint effort from the Dehcho Education Council (DDEC), Regional Indigenous Language Educator (RILE), Indigenous Language Instructors (ILI) and all other school staff. The RILE Coordinator will work collaboratively with other partners to ensure OLC delivery happens within a timely matter. RILE Coordinator will work closely with ILE Committees and the ILI during school visits and provide materials, funding, training as requested.</p> <p>Due to COVID 19 restrictions Elders and Knowledge Keeper’s participation in cultural programming will be limited to virtual interactions until this restriction is re-assessed. All school guidelines regarding COVID 19 restrictions will be followed, including the use of non-medical face masks, physical distancing, hand washing, sanitizing surfaces between uses, and limiting participants to ensure a healthy, safe environment.</p>	
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (If applicable)
# of new ILIs in the region	2	0	<u>There is potential for new hire in one community.</u>
Areas of Strength for the region	<u>Schools looked at varying ways to deliver online learning and sending home packages.</u>		
Areas for Development for the region	<u>Assessments were not able to be performed due to COVID restrictions.</u>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<u>Many on the land programming was halted due to COVID 19 restrictions.</u>		

ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	Goal	Explanation on status of goal
EDS	1.Students will create Indigenous Language resources (signs and posters) with Elders/ Knowledge Keepers to post around the school. 2.Students will learn conversational phrases and use Dene Yatie when communicating with guests/ family and community members.	<u>Posters, announcements, word of the week, O Canada on the intercom, and prayers (DEA passed a motion for morning prayers) RILE provided recording buzzards</u>
DGESS	1.Dene Zhatie will continue to be shared daily with all staff and students Indigenous language speakers will teach staff Dene Zhatie at weekly PLC.	<u>DGESS has a library rich in Dene Zhatie resources. We will continue to build upon these resources.</u> Morning prayers and announcements made by teacher and students.
LKES	1.Increase visibility and signage of language vocabulary in the school	<u>Posters, announcements (when PA is working), and signage</u>
LKRHS	1.Newsletter will go home on a regular basis informing parents about of what traditional activities are happening at the school.	<u>Use of social media to give access to parents and students by sharing clips of language use in everyday activities, student responses, and teacher speak the Dene Zhatie language in all classes they teach. All Zhatie language classes have</u>

	<p>2. Use local radio to share important news and other school announcements.</p> <p>3. Students create and make Indigenous Language Resources with the assistance of elders and knowledge keepers.</p> <p>4. Students will greet visitors and others using Dene Zhatie phrases</p> <p>5. Students make signs and post signs around school.</p>	<p><u>lang. appropriate instruction and literature. Elders, though restricted this school year due to Covid, are welcome into the school to speak fluently and in written form. Other non-Dene Zhatie classes offer literature and postings.</u></p>
LNS	<p>1. There is no Dene Zhatie instructor in the school.</p> <p>2. Exposure to Dene Zhatie comes when Elders and knowledge keepers come to the school to share traditional skills and participate in school activities.</p> <p>3. Dene Zhatie signage, Indigenous reading materials, videos, etc are available throughout the school.</p> <p>4. Greetings and common phrases continue to be practiced and new one introduced throughout the year.</p> <p>5. Currently no Dene Zhatie core language learning available.</p>	<p><u>Connected with Elders via phone to ask questions about the local environment and learn about plants and animals. Dene Zhatie terms for local incorporated into local community unit. Weekly Dene words were shared and taught with all staff and students. Dene words for days of the week and month taught using daily calendar.</u></p>
KLS	<p>1. There is no Indigenous language teacher available. Students and staff learn some Dene language phrases and words when visiting Elders or participating in cultural activities. Currently no Dene Zhatie core language learning available.</p>	<p><u>Posters, announcements, and signage</u></p>
CYS	<p>Currently no Dene Zhatie core language learning available.</p>	<p><u>Posters, announcements, and signage</u></p>
CTS	<p>1. Use the resources available from OLC website and Dene Language teacher throughout the school.</p> <p>2. Invite Elders and knowledge keepers to Dene Yatie class to share stories, and traditional activities such as sewing and drumming..</p>	<p><u>OLC - Use the resources and build up assessments.</u></p>

<p>CJYS</p>	<p>1.Dene Zhatie Language teacher to stay in the language during class. 2.Dene Zhatie Language teacher will participate in ILE ECE and regional DDEC workshops</p>	<p><u>Strengthening Indigenous Language is very important. Language is the key to culture and should be embraced and encouraged to ensure the culture and language live on for many generations. The school can continue to help revitalize and reclaim the Dene Language. To strengthen the indigenous language School would:</u></p> <p><u>Look to hire an Indigenous Language and Culture Instructor.</u></p> <ul style="list-style-type: none"> <u>· Encourage students and staff to use the language throughout the day.</u> <u>· Encourage students to teach others about their language and create their own language resources to use within the school and community.</u> <u>· Host Indigenous language experiences where students present projects in the classroom and students</u> <u>· Communicate and collaborate with other schools to share, develop, and practice the language amongst students beyond the walls of the school</u> <u>· Have a dedicated space for the Dene language within the school, but have the language showcased and immersed and around the school</u> <u>· Non-Dene staff to learn and use the Dene language.</u> <u>· During cultural experiences promote the use of the local Dene Language</u>
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K. Engaging Community in Indigenous Language Programs

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

<p>Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)</p>	<p>Schools in the Dehcho will continue to build stronger working relationships with their communities by providing opportunities to explore, share and learn about the Dene Language. Although learning Dene Zhatie/Yatie is more effective during on land camp, language learning opportunities will also take place within the classroom setting, and community events. Planning with Elders, knowledge keepers, students, school staff and parents will be necessary in order to ensure that the focus remains on engaging and learning Dene Zhatie/Yatie with the community.</p>
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ILE Action Plan Goal for Engaging Community in Indigenous Language Programs		
School	Goal	Explanation on status of goal
EDS	<ol style="list-style-type: none"> 1. Bannock and Tea with Elders held bi-monthly. 2. Regular communication with community members and parents/guardians regarding school Indigenous language programming via newsletters, social media. 3. Inviting drummers, Elders, community members to assemblies and special events. 	<p>Signs and student work is observed in the Dene language. ILI communicates with parents via telephone .</p>
DGESS	<ol style="list-style-type: none"> 1. To celebrate monthly with the community in feasts wherein Dene Zhatie will be spoken and the Dene culture will be celebrated. 	<p><u>School principal erected all of the bulletin boards in the school's common areas to reflect Dene Zhatie language and culture. School principal ordered and erected welcome signage in Dene Zhatie for the front office.</u></p>

LKES	<p>1.Reinstate moose feast, feed the fire ceremonies, Christmas and Spring concerts, literacy evenings.</p> <p>2. Hire an Elder to be present all day.</p>	<p><u>· Dene Signage throughout the school ·</u> <u>Dene Prayer in the morning once our PA system and ILE is available ·</u> <u>Announcements will be in English and Dene Zhatie. Common language used throughout the school in both English and Dene Zhatie.</u></p>
LKRHS	<p>1.Literacy Evenings celebrating end of Dene Unit themes with feasts.</p> <p>2.Inviting drummers and elders to open assemblies and other special events at the school.</p> <p>3.Newsletters will go home on a regular basis informing parents of what cultural/ language activities are happening in the school.</p> <p>4.Offer Language classes to staff and community: Pending Language Teacher availability.</p> <p>5.Dene Zhatie Day will be held quarterly in the afternoon, which will bring families into the school to learn, practice, and play games in Dene Zhatie .</p>	<p><u>Media, student responses, and teacher speak the Dene Zhatie language. All Zhatie language classes have lang. appropriate instruction and literature. Elders, though restricted this school year due to Covid, are welcome into the school to speak fluently and in written form. Other non-Dene Zhatie classes offer literature and postings.</u></p>
LNS	<p>1.All visitors to the school, especially community Elders and knowledge keepers are encouraged to speak Dene Zhatie while participating in classroom activities.</p>	<p><u>Labels and signs in school</u></p>
KLS	<p>Increase signage and morning announcements at school</p>	<p><u>Observed posters and student work.</u></p>
CYS	<p>1.All staff will create an Elder-Youth connection through phone or iPad media to discuss Indigenous worldview, language, and culture of the community of Nahanni Butte.</p> <p>2.To engage with the community to promote, use and celebrate Indigenous languages.</p>	<p><u>Schools need to create a welcoming environment where language speakers, Elders, and community members feel invited, celebrated, and feel safe to practice authentic conversations. Besides having guests in the school, students can go into the community to engage with the Indigenous Language. Engaging in the language could also be done during cultural camps, local government meetings, etc. School staff and leadership would also support language and culture instructors to engaged with language speakers in the community. Students also need</u></p>

		<p><u>opportunities to practice the language with people outside of the school. Charles Yohin School will use the following strategies to engage the community in Indigenous Language</u></p> <p><u>Using social media to share Indigenous Language Learning.</u></p> <ul style="list-style-type: none"> <u>· Students and teachers create a community resource map to show the community and skills people are willing to offer</u> <u>· Set community-wide language challenges that encourage everyone to use the Indigenous Language. IE Greet everyone you see in Dene Zahtie</u> <u>· Connect students with Elders to promote and mentor the use of language. This can also be done with staff</u> <u>· Invite community members who speak the language into the school and culture camps to increase the use of language</u> <u>· Have a language fair that promotes the use of the Dene Language, The students this year have not had a Language and Culture instructor or visitors from community members in and around the school. With COVID-19 concerns and the guidelines it was difficult to arrange such events. The students had been encouraged to use the language within the school and teach non-Indigenous staff greetings and some basic sayings.</u>
CTS	<p>1.Put article in regional newspaper about student successes.</p> <p>2.Provide opportunities such as storytelling, students prepare local newsletters with Dene Yati phrases of the monthly, literacy evenings with language games used in OLC.</p>	<p>Not available</p>
CJYS	<p>1.Encourage community resource people to help facilitate cultural programming such as sewing, beading, drumming, singing, and hand games and conduct feed the fire ceremonies.</p> <p>2.Send home Dene words and phrases monthly for further community</p>	<p><u>Schools need to create a welcoming environment where language speakers, Elders, and community members feel invited, celebrated, and feel safe to practice authentic conversations. Besides having guests in the school, students can go into the community to engage with the</u></p>

reinforcement of Dene language teachings.

Indigenous Language. Engaging in the language could also be done during cultural camps, local government meetings, etc. School staff and leadership would also support language and culture instructors to engaged with language speakers in the community. Students also need opportunities to practice the language with people outside of the school. School will use the following strategies to engage the community in Indigenous Language

- Using social media to share Indigenous Language Learning.
- Students and teachers create a community resource map to show the community and skills people are willing to offer.
- Set community-wide language challenges that encourage everyone to use the Indigenous Language. IE Greet everyone you see in Dene Zhatie.
- Connect students with Elders to promote and mentor the use of language. This can also be done with staff.
- Invite community members who speak the language into the school and culture camps to increase the use of language. · Have a language fair that promotes the use of the Dene Language.

This year, the students have not had a Language and Culture instructor or visitors from community members in and around the school. With COVID-19 concerns and the guidelines it was difficult to arrange such events. The students have been encouraged to use the language within the school and teach non-Indigenous staff greetings and some basic sayings.

L. Employing a Whole School Approach to Language Use

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

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

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.</p>	<p>Using the whole school approach allows all staff and students to use and learn Dene Zhatie in all areas of the school. The Dene language will be incorporated throughout the schools using signage, announcements, community gatherings, and on-land camp experiences. Each school will learn conversational phrases that will be used during the school day. School Principal and ILE committees will meet on a regular basis to plan, implement, assess and celebrate the whole school approach. Our RILE and Indigenous Language Instructors will also help and support the ILE Committee.</p> <p>All staff will be following the guidelines and practices for COVID requirements outlined by each school while implementing these objectives. This will include the use of face masks, physical distancing, and limiting the number of participants to ensure a safe environment for all.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
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% of schools with Indigenous language signage throughout the school.	100 %	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100 %	90%	<u>Did not report on status</u>
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100 %	50%	Due to COVID
Areas of Strength for the region	<u>The Dene language will be incorporated throughout most schools using signage.</u>		
Areas for Development for the region	<u>Make more language presence in the schools using announcements.</u>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Gathering did not occur in most communities due to COVID.		

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
EDS	1.Inviting drummers, Elders, community members to assemblies and special events Dene Laws posters in every classroom, and in the hallways. 2.Morning announcements and O Canada will be done in Dene Yatie. 3.Dene Law of the Week; Dene Student of the Month (celebrating students displaying strong Dene language use and values in and outside the school. 4.Update display to incorporate Elders.	Many activities were cancelled due to COVID, as restrictions lifted schools resumed activities with safety protocols. Morning announcements continued.
DGESS	1.To celebrate monthly with the community in feasts wherein Dene	Many activities were cancelled due to COVID, as restrictions lifted schools resumed activities with safety

	Zhatie will be spoken and the Dene culture will be celebrated.	protocols. Feasts were not able to be held.
LKES	<ol style="list-style-type: none"> 1. Use PA system for morning announcements done with both staff and students. 2. Increase dene Zhatie school signage. 3. Displays of traditional artifacts collected from community members. 4. Staff and students use greetings in Dene Zhatie consistently throughout the school. 	Many activities were cancelled due to COVID, as restrictions lifted schools resumed activities with safety protocols. Students had an outdoor cookout with LKRHS.
LKRHS	<ol style="list-style-type: none"> 1. Incorporate Dene Law signage, and other signage identifying places, classroom, and school items such as doors, lights, windows, washrooms etc. throughout the school. 2. Encourage all staff and students to use the common phrases when interacting with one another. 3. Staff and students will do announcements together in Dene Zhatie. 4. Incorporating and reminding all staff and students of the concepts of Dene Laws during assemblies, class activities, on land camps, greeting community members etc. 5. Displays of Elders photos, community events/Flags, and historical artifacts around the school. 	Many activities were cancelled due to COVID, as restrictions lifted schools resumed activities with safety protocols. Dene language were often written in common places to greet the students each day. Students were able to have outdoor cookouts with LKES.
LNS	1. Whenever possible, invite and encourage Elders and knowledge keepers to share greetings, phrases etc to staff and students when coming to the school.	Many activities were cancelled due to COVID, as restrictions lifted schools resumed activities with safety protocols. Signage at school is used.
KLS	1. Our school has no language teacher however our school has Dene Zhatie signage throughout the school.	Many activities were cancelled due to COVID, as restrictions lifted schools resumed activities with safety protocols. On the land camp did occur.
CYS	1. To engage with the community to promote, use and celebrate Indigenous languages.	Many activities were cancelled due to COVID, as restrictions lifted schools resumed activities with safety protocols. Staff learned greetings and 5 other statements in Dene Zhatie in

	<p>2.Host activities and events that promote, use and celebrate Indigenous languages</p> <p>3.Staff will learn greetings and 5 other statements in Dene Zhatie in morning announcements, weather, and special events.</p> <p>4.Staff will learn snacking phrases, and two other request phrases each term relating to the school environment.</p>	<p>morning announcements, weather, and special events.</p>
CTS	<ol style="list-style-type: none"> 1. Staff will continue to add Dene Yatie phrase to last year's list. 2. Signage will be updated and broaden. 3. To encourage community members to the school to speak Dene Yatie when in the school. 	<p>Many activities were cancelled due to COVID, as restrictions lifted schools resumed activities with safety protocols. OLC activities were used.</p>
CJYS	<ol style="list-style-type: none"> 1.All students and staff learn a new Dene Zhatie phrase each month. 2.Display Dene words and phrases, and signage throughout the school and in all classes. 	<p>Many activities were cancelled due to COVID, as restrictions lifted schools resumed activities with safety protocols. Staff learned new Dene Zhatie phrases each month.</p>
	.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	EDS	1.Students and staff read the morning announcements	Packages were sent home to support IL	Many activities were cancelled due to COVID, as restrictions lifted schools resumed

		<p>and O Canada in Dene Yatie. 2.Staff and students will use common phrases to greet each other and guests . 3.Collaborate with ILE teacher, staff, and community (Chief, ADKFN, ENR) to organize traditional activities and events. Posters and signage in Dene Yatie throughout the school; Dene Laws posters, phrases.</p>		<p>activities with safety protocols.</p>
	<p>DGESS</p>	<p>1.To celebrate monthly with the community in feasts wherein Dene Zhatie will be spoken and the Dene culture will be celebrated. 2.We learn phrases each week to use to greet one another. This initiative has continued to build momentum throughout the year. We are going to give recognition to staff and students using Dene Zhatie in the</p>	<p>Packages were sent home to support IL</p>	<p>Many activities were cancelled due to COVID, as restrictions lifted schools resumed activities with safety protocols.</p>

		halls. Each Friday those names will be in a draw to win a gift certificate like the 100% attenders, staff and student RAK winners.		
	LKES	1. ILE committee meet monthly to develop, and activities implement goals that will celebrate Indigenous culture, Dene Laws and Dene language usage.	Packages were sent home to support IL	Many activities were cancelled due to COVID, as restrictions lifted schools resumed activities with safety protocols.
	LKRHS	1. Staff and students will work together to do come announcements and O Canada in the Dene Language. 2. Newsletters will be sent home regularly sharing Dene Zhatie phrases being used in school. 3. Collaborating with Dene Zhatie teacher to provide celebrating Dene language use within the school by staff and students.	Packages were sent home to support IL	Many activities were cancelled due to COVID, as restrictions lifted schools resumed activities with safety protocols.
	LNS	1. Offer use of the school to have	Packages were sent	Many activities were cancelled due to COVID,

		basic Dene Zhatie language lessons by local speakers. 2.Dene Zhatie signage posted throughout the school.	home to support IL	as restrictions lifted schools resumed activities with safety protocols.
	KLS	N/A		
	CYS	1.Staff will ensure that these activities will be used to encourage the use of Dene Yatie: daily prayer, greetings, signage in community. 2.Use a socially distance connection to Elders; 3.Use NWT language app, giant recordable buttons, iPads, picture cards and games to explore and improve Dene Zhatie.	Packages were sent home to support IL	Many activities were cancelled due to COVID, as restrictions lifted schools resumed activities with safety protocols.

	CTS	<p>1.All student will have access to NWT language APP and use in core subjects.</p> <p>2.Continue morning greetings and announcement in Dene Yatie.</p>	Packages were sent home to support IL	Many activities were cancelled due to COVID, as restrictions lifted schools resumed activities with safety protocols.
	CJYS	<p>1.ILE committee will decide on phrases and words to be learned as a whole school approach.</p>	Packages were sent home to support IL	Many activities were cancelled due to COVID, as restrictions lifted schools resumed activities with safety protocols.

M. Community Support

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

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

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Fort Liard	14,201	\$ 17,258		17,258		
Fort Providence	15,008	23,747	More programs in community	23,747		
Fort Simpson	17,853	33,222	Two schools and more programs	33,222		
Jean Marie River	12,383	8,720	Less active programming	8,720		
Kakisa Lake	11,537	5,449	Less programs in community	5,449		
Nahanni Butte	12,456	5,872	Sufficient for the community capacity	5,872		
Sambaa k'e	14,734	7,276	Other funding sources avail	7,276		
Wrigley	13,847	10,870	Active programs funded	10,870		
TOTAL	112,019	\$112,414		112,414		

N. Resource Development for OLC and ILE

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

This funding is to be used only for:

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

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

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
\$158,683	160,000	Resources budgeted for program	67,694	Program started with 1 part time technician

Resources in the region	Type and amount of Indigenous language resources being developed or purchased to support OLC.	Type and amount of Indigenous language resources being developed or purchased to support ILE.
	Dene Law posters Dene Law pictures framed	Translated posters Laminated pictures of on the land activities Toys and toy animals – stuffed animals, puppets, teaching cart, mystery boxes, guessing games, classroom supplies, sewing materials, cooking supplies
OLC/ILE Professional Development in the region	Number of ILI's attending and type of professional development opportunity	Number of school staff attending professional development to support OLC and/or ILE implementation.
	COVID restrictions prevented face-to-face meeting, online or telephone conferencing	COVID restrictions prevented face-to-face meeting, online or telephone conferencing

Appendix B: Operating Plan - Operating Budget

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

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

	2021-2022 Budget	2020-2021 Approved Budget	2020-2021 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	13,033,545	12,766,337	13,356,847
SSI (Base Amounts - Schedule 8)	55,000		55,000
Northern Distance Learning (Schedule 8)	135,750		
Minority Language (Schedule 8)	110,000	55,000	50,000
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions	80,000	135,000	80,000
Sub-Total ECE	13,414,295	12,956,337	13,541,847
GNWT Other Contributions	400,000	400,000	520,000
Total GNWT	13,814,295	13,356,337	14,061,847
Federal Government Jordan's Principle (Schedule 8)	1,774,514	814,400	1,104,713
Federal Government Other			174,156
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals	36,000	36,000	40,000
School Fees			
Investment Income	30,000	30,000	30,000
Donations			
Other	82,000	82,000	82,000
Total Generated Funds	148,000	148,000	152,000
TOTAL REVENUES	15,736,809	14,318,737	15,492,716
EXPENSES			
Administration (see Schedule 2)	1,036,564	1,075,842	1,156,000
School Programs (see Schedule 2)	8,749,810	8,718,088	9,318,412
Operations and maintenance (see Schedule 2)	892,635		490,000
Inclusive Schooling (see Schedules 2&3)	2,547,121	2,558,341	2,140,000
Indigenous Languages and Education (see Schedules 2 & 4)	1,718,872	1,698,266	1,204,289
Student/Staff Accommodations (see Schedule 2)	190,950	230,950	280,000
Jordan Principal	1,774,514	814,400	1,204,713
Other			
Sub-Total Expenses Before Amortization	16,910,466	15,095,887	15,793,414
Amortization (see Schedule 6)			
TOTAL EXPENSES**	16,910,466	15,095,887	15,793,414
ANNUAL OPERATING SURPLUS (DEFICIT)	-1,173,657	-777,150	-300,698
ACCUMULATED SURPLUS (DEFICIT) OPEN *	1,574,879	0	1,875,577
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	401,222	-777,150	1,574,879

*Accumulated Operating Surplus exclusive of investment in TCAs, and LED Reserve. CSFTNO excludes liability to GNWT.

Reconciliation of Total Closing Accumulated Surplus:

Closing Operating Surplus from above	401,222	-777,150	1,574,879
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	0	0	0
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Total Closing Accumulated Surplus	401,222	-777,150	1,574,879

Approvals

Operating Plan



Education Body Chair

June 11, 2021

Date



Superintendent

June 11, 2021

Date

Annual Report



Education Body Chair

September 30 2022

Date



Superintendent

September 30 2022

Date

Consolidated Financial Statements of

**DEHCHO DIVISIONAL
EDUCATION COUNCIL**

June 30, 2022

MANAGEMENT DISCUSSION AND ANALYSIS

Introduction

The Management Discussion and Analysis (MD&A) is a go-forward responsibility of management and the Council Members to promote transparency and accountability.

Vision and Core Strategy

The Dehcho Divisional Education Council mission is to provide quality education based on the cultures of its students and partnerships with the communities it serves.

The vision and core strategy for the Dehcho Divisional Education include a variety of goals and objectives, which include:

- Promote excellence in student performance.
- Deliver school programs and activities that support the intellectual, physical, emotional, social, and spiritual development of students.
- Deliver school programs and activities in a manner that integrates traditional and contemporary education practices.
- Provide programs that result in completion of secondary school graduation requirements so that students can pursue post-secondary education, skills, training and/or employment.
- Involve students in identification of learning needs and planning school programs.
- Build partnerships with community and regional agencies to meet student needs and strengthen wellness.
- Provide training to trustees, other educational leaders in schools and communities so that they may effectively exercise their roles and responsibilities.
- Promote and encourage the wellness of educational personnel (Trustees, Council staff and school staff).

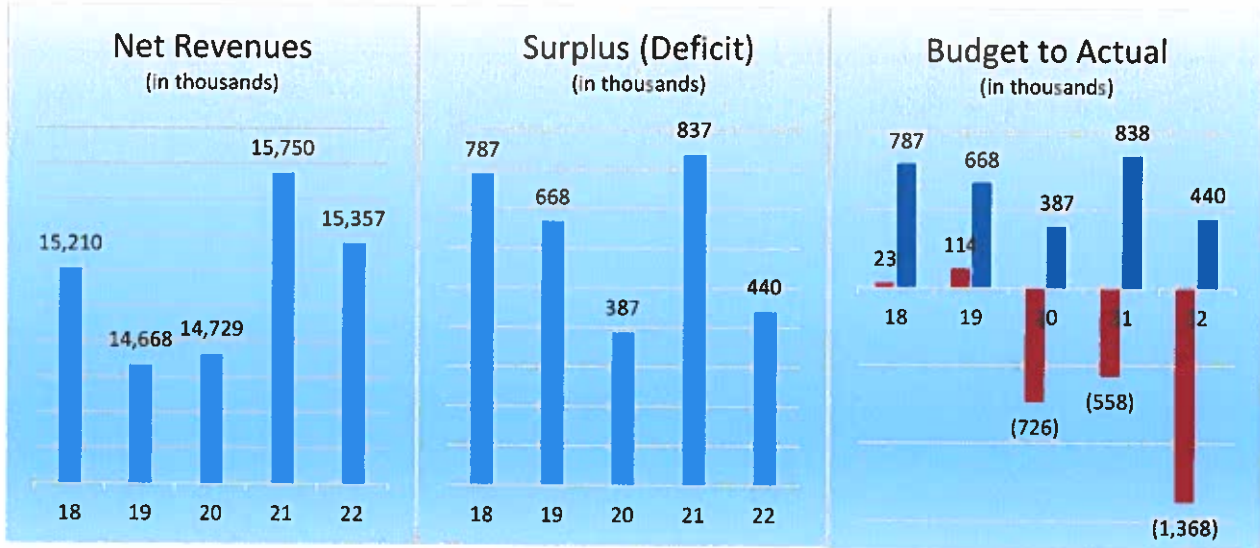
Governance, Trustees and Key Management

Presently, the Council is represented by trustees from eight communities in the Dehcho region. The Council Members are as follows:

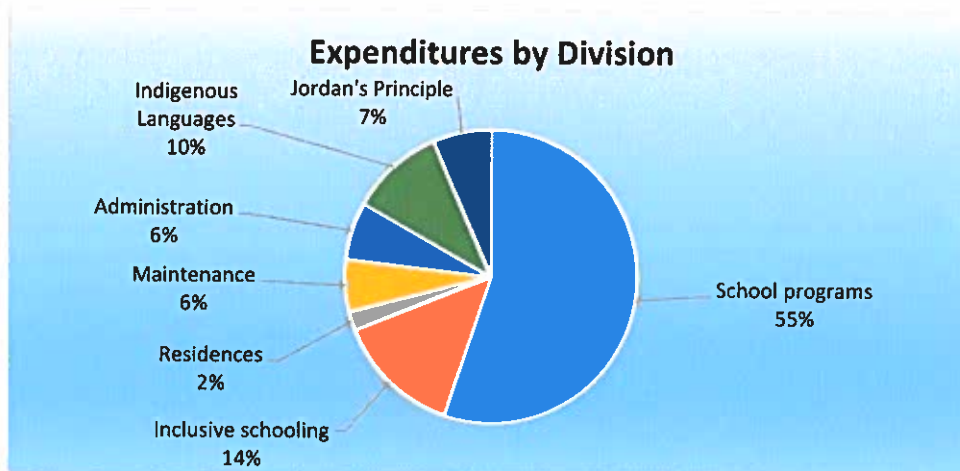
- Fort Providence- Albertine Canadien
- Fort Liard- Herbert Berreault
- Fort Simpson- Renalyn Pascua-Matte- Chairperson
- Jean Marie River- Yvonne Norwegian
- Kakisa Lake- Anita Chicot-Simba
- Samba K'e- Ruby Jumbo
- Wrigley- Lisa Moses
- Nahanni Butte- Jayne Konisenta

The management staff include Philippe Brulot, who performs the duties of the Superintendent during the fiscal year and was responsible for school operations and overall operations of the Council and David Fiebelkorn who manages the financial and business affairs of the Council.

Key Financial Highlights



Revenue has been increasing the past few years after a steady decline for periods prior to 2021. That increase in revenue continued in 2022 with considerable extra revenue being received from various sources. Due to a significant expenditure reductions due to falling revenue and more recently due to Covid restrictions, the Council has recorded surpluses over the past six years, following a large deficit in 2016. Actual surpluses have been favorable over original budgets in the past six years as Council tries to operate in the most financial responsible manner, taking advantage of cost saving measures wherever possible and maximizing other sources of income wherever possible. During the current fiscal year, the Council recorded a favorable surplus for the sixth consecutive year, which offset the larger deficit recorded in 2016. Much of this surplus resulted from additional sources of outside funding as well as spending restrictions caused by the Covid pandemic disruptions.



School programs continue to comprise the largest component of expenditures for the Council, with a strong emphasis on Inclusive Schooling and Aboriginal Language programs. Jordan's Principal program is increasingly become a significant contributor to the organization's operations. The Council has constantly strived to maintain Administration cost at below 10% of total funding.

Total Student and Teacher Populations

COMMUNITY SCHOOL	FORT SIMPSON <u>Liidli Ke High</u>	FORT PROVIDENCE <u>Liidli Ke Elem</u> <u>Deh Gah School</u>	JEAN MARIE RIVER <u>Louie Norwegian</u>	KAKISA LAKE <u>Kakisa L School</u>	SAMBAA KE <u>Charles</u> <u>Tetcho School</u>	WRIGLEY <u>Chief J</u> <u>Yendo School</u>	FT LIARD <u>Echo</u> <u>Dene School</u>	NAHANNI BUTTE <u>Charles</u> <u>Yohin School</u>	TOTAL
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STUDENTS

Beginning of Year Enrollment	85	78	95	10	3	24	23	109	8	435
End of Year Enrollment	80	77	91	10	3	24	23	107	5	420
TOTAL BY DISTRICT EDUCATION AUTHOR (DEA) END OF YEAR		157	91	10	3	24	23	107	5	420

TEACHING STAFF

Beginning of Year Teachers	7	7	8	1	1	2	1.5	7	1	35.5
End of Year Teachers	7	7	8	1	1	2	1.5	7	1	35.5
TOTAL BY DISTRICT EDUCATION AUTHORITY (DEA) END OF YEAR		14	8	1	1	2	1.5	7	1	35.5

Operating Environment

The Dehcho Divisional Education Council has been strengthened by sound fiscal and operation management over its history. The Council has enjoyed consistency in key management positions which has allowed for solid financial and administrative decision making. It also has been fortunate in attracting and retaining personnel in key positions. It has developed strong partnership with local groups and organizations and has developed relationships that have benefited the Council and schools. In addition, Council development and training has been a key area of strength in recent years. The Council has experienced some turnover in Principal and teaching staff in recent years which has weakened the consistency in student learning and achievement. The Council sees opportunities in the Education Renewal and Innovation to offer more dynamic education initiatives throughout the region and, with its partnerships with local and First Nations, it has opportunities to improve and develop language and cultural emphasis in education. Declining enrollment and related funding reductions represent a significant risk as well as retention of senior staff members over the next several years however these numbers have stabilized in recent years. The addition of significant funding from the new federal government Jordan Principal program has had a major positive impact on funding programs and providing much needed additional support. Since 2018-2019, new initiatives in innovation, technology upgrades and restructuring has begun to show positive results with the introduction of positive new programs and initiatives in literacy and program enhancements.

Financial Conditions

During the fiscal year ending June 30, 2022, the Council budgeted for an operating deficit to maintain a high level of programs and services. At the same time, it attempted to initiate new programs and services in the schools and communities. In doing so, the Council budgeted for an annual deficit of \$ 1,173,657. During the year, the Council managed to incorporate several significant sources of additional program funds as well as prudent fiscal management, to record a non-consolidated surplus of \$335,168 and a consolidated surplus of \$440,208. A significant portion of the surplus was also due to the reduced program activity due to the Covid-19 closures. This surplus for the 2022 year brought the overall accumulated book surplus up to \$3,153,597 (DEC - \$2,619,797; DEA - \$533,801). The accumulated surplus is now in excess of the limits under the Surplus Retention Policy, so a plan will be developed in the coming month to reduce this during the 2022-23 fiscal year by additional expenditures combined with a planned budgeted deficit for the year of \$1,834,216. Despite the budget deficit planned for 2022-23 of \$1,834,216, the current cash balance of \$6,945,626 eliminated any liquidity concerns as the Council continues to maintain cost controls in the current year, while contingent liabilities are not a risk to the Council's financial health. The Council's budgeted deficit of \$1,834,216 for the 2022-23 fiscal year in order to maintain a stable level of service as well as implement several new initiatives for the Council.

Summary and Outlook

During the past two years, the Council was fortunate to add to the surplus from the prior year after recovering from a large deficit in 2016 to return the Council to previous accumulated surplus levels. Despite being affected by several unanticipated and unbudgeted cost and funding reductions due to declining enrollment which reduced its accumulated financial position in a period of declining or stagnant enrollment, the Council was able to combine some cost recoveries along with strong fiscal management to reverse the fiscal trend. It was able to be successful in continuing many new initiatives including distance learning courses, resiliency programs, self-regulation and a new revitalized indigenous language program, judo and music. Several programs such as literacy development and Council governance training and development continued. Moving forward, the Council's goals for the upcoming year are to increase student achievement through continuing to provide staff and Council training and to provide programs that meet the needs of our 21st century learners and the goals of Education Renewal. Literacy, distance learning, self-regulation, Indigenous Language revitalization programs and training for Language teachers will continue. New initiatives include: programs in literacy training, and trades introduction, judo, sports and music programs. Finally, Council plans to continue upgrade aging technology and bandwidth issues and provide ongoing training for education applications including PowerSchool.

DEHCHO DIVISIONAL EDUCATION COUNCIL

Consolidated Financial Statements

June 30, 2022

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MANAGEMENT RESPONSIBILITY FOR FINANCIAL STATEMENTS

The Management Discussion & Analysis, Financial Statements, Schedules and Notes herein submitted have been reviewed by management. They provide full disclosure and accurately reflect the financial and non-financial condition of the authority in all material respects and in accordance with Canadian Public Sector Accounting Standards (CPSAS) as well as the Financial Administration Manual (FAM) and the Financial Administration Manual for Education Authorities (FAMEA) of the Government of the Northwest Territories.


Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of Dehcho Divisional Education Council have been conducted within the statutory powers of the Education Body. The operations and administration of the Education Body as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the Education Act, Financial Administration Act, CPSAS, FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the Education Body Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

Management hereby asserts that auditors have been provided with all relevant records and documentation as well as unrestricted access to the same. Management is not aware of any undisclosed irregularities involving management or employees with either current or potential impact on financial results, fraud or suspected fraud, disbursements made for purposes not consistent with an appropriation, irregular commitments including those in the form of guarantees, violations or possible violations of laws or regulations, claims or litigation, known or suspected environmental site contaminations or of any other undisclosed environmental or safety hazards within its jurisdiction.

The auditors annually provide an independent, objective audit for the purpose of expressing an opinion on the financial statements in accordance with Canadian generally accepted auditing standards. The auditors also consider whether the transactions that have come to their notice in the course of this audit are, in all significant respects, in accordance with specified legislation and directives from the Department of Education, Culture, and Employment of the Government of the Northwest Territories.


The financial statements have been reported on by Ashton Chartered Professional Accountants. The auditors' report outlines the scope of their audit and their opinion on the presentation of the information included in the financial statements.

Approved and confirmed on behalf of the Dehcho Divisional Education Council



Philippe Brulot
Superintendent
Dehcho Divisional Education Council

September 30, 2022
Date



David Fibelkorn, CPA, CGA
Comptroller
Dehcho Divisional Education Council

September 30, 2022
Date

INDEPENDENT AUDITOR'S REPORT

To the Minister of Education, Culture and Employment of the GNWT

To the Board of Trustees of the Dehcho Divisional Education Council

Opinion

We have audited the consolidated financial statements of the Dehcho Divisional Education Council, which comprise the consolidated statement of financial position as at June 30, 2022, and the consolidated statements of operations and surplus, changes in net assets (debt), and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, except for the possible effect of the matters described in the Basis of Qualified Opinion paragraph, these consolidated financial statements present fairly, in all material respects, the consolidated financial position of the Dehcho Divisional Education Council as at June 30, 2022, and the results of its financial performance and cash flow for the year then ended in accordance with the Canadian public sector accounting standards.

Basis for Qualified Opinion

The Government of the Northwest Territories is responsible for the calculation and distribution of the Education Body's wages and benefits expenditure for public service employees, the accuracy of which is not susceptible to complete audit verification. We have satisfied ourselves that the payroll information provided by the GNWT is properly reflected in the Education Body's records. As a result, we were not able to determine whether any adjustments might be necessary to expenditure, liabilities or accumulated surplus. Our audit opinion on the financial statements for the year ended June 30, 2022 has been modified because of the effects of this limitation.

Some of the District Education Authorities derive revenue from the general public in the form of cash receipts and incurs related cash expenses. The completeness of these transactions are not susceptible to satisfactory audit verification. Accordingly, our verification of these revenue and expenses were limited to the amounts recorded in the records of the District Education Authorities and we were unable to determine if further adjustments were required to revenue, expenses, and opening accumulated surplus and cash flows from operations for the years ended June 30, 2022 and June 30, 2021.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Council in accordance with ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Independent Auditor's Report (continued)

In preparing the financial statements, management is responsible for assessing the Education Body's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Education Body or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Education Body's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Education Body's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Education Body's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Education Body to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Report on Other Legal and Regulatory Requirements

We further report, in accordance with the Financial Administration Act, that, in our opinion, proper books of account have been kept by the Education Body, the consolidated financial statements are in agreement therewith, and the transactions that have come under our notice have, in all significant aspects, been within the statutory powers of the Education Body.



ASHTON
Chartered Professional Accountants

Hay River, NT
September 30, 2022

DEHCHO DIVISIONAL EDUCATION COUNCIL

Consolidated Statement of Financial Position

June 30, 2022

	2022	*2021
FINANCIAL ASSETS		
Cash and cash equivalents, Note 4	\$ 6,945,626	\$ 5,817,796
Special purpose funds, Note 5	507,299	407,079
Due from the Government of Canada, Note 13	-	10,478
Accounts receivable, Note 8	86,071	78,561
Total Financial Assets	\$ 7,538,996	\$ 6,313,914

LIABILITIES

Accounts payable and accrued liabilities, Note 10	\$ 179,608	\$ 35,714
Payroll liabilities, Note 10	2,236,557	1,405,185
Due to the Government of Canada, Note 13	-	-
Deferred revenue, Note 11	985,619	906,209
Other employee future benefits and compensated absences, Note 17	876,734	1,148,793
Trust Liabilities, Note 18	126,880	124,624
Total Liabilities	4,405,398	3,620,525
Net Assets (Deficit)	\$ 3,133,598	\$ 2,693,389

NON-FINANCIAL ASSETS

Prepaid expenses, Note 20	\$ 20,000	\$ 20,000
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ACCUMULATED SURPLUS (DEFICIT)	\$ 3,153,598	\$ 2,713,389
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* Reclassified for comparative purposes

Represented by:

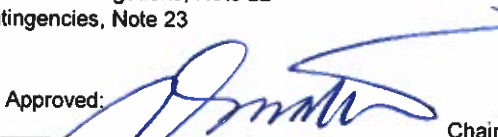
Accumulated Operating surplus (deficit)		
Divisional Education Council	\$ 2,619,797	\$ 2,284,629
District Education Authorities	533,801	428,760
	\$ 3,153,598	\$ 2,713,389

* Reclassified for comparative purposes

Contractual obligations, Note 22

Contingencies, Note 23

Approved:


Chair

Chair

Superintendent

DEHCHO DIVISIONAL EDUCATION COUNCIL

Consolidated Statement of Operations

For the year ended June 30, 2022

	Budget 2022	Actual 2022	Actual *2021
Revenue			
Government of the NWT			
ECE regular contribution	\$ 13,033,545	\$ 13,306,612	\$ 13,411,847
French language program, Schedule C	110,000	128,800	50,000
ECE other contributions, Note 31	270,750	279,205	407,738
Deferred revenues - SSI program	-	-	7,438
Total ECE contributions	13,414,295	13,714,617	13,877,023
GNWT other contributions, Note 32	400,000	113,819	161,942
Total GNWT	13,814,295	13,828,436	14,038,965
Jordan's Principle, Schedule D	1,774,514	959,712	1,035,957
Government of Canada - other contributions	-	-	219,398
Total Government of Canada contributions	1,774,514	959,712	1,255,355
	15,588,809	14,788,148	15,294,320
Self-Generated Funds			
Rentals	36,000	51,400	85,200
Investment income	30,000	51,038	33,540
Contract and other	82,000	248,037	134,512
	148,000	350,475	253,252
Education Authority self-generated funds, Schedule H-1	-	198,602	166,309
GNWT contributions to Education Authorities, Schedule H-1	-	20,000	36,766
	-	218,602	203,075
	15,736,809	15,357,225	15,750,647
Expenses			
School programs	8,749,810	8,225,499	8,462,199
Inclusive schooling, Schedule A	2,547,121	2,065,622	2,016,581
Student accommodation	190,950	304,975	278,064
Operations and maintenance	892,635	866,545	675,825
Administration	1,036,564	940,731	1,039,207
Indigenous language/cultural programs, Schedule B	1,718,872	1,553,932	1,405,002
Jordan's Principle, Schedule D	1,968,473	959,712	1,035,957
	17,104,425	14,917,016	14,912,835
Operating surplus (deficit) before other item	(1,367,616)	440,209	837,812
Other item:			
Other Employee Future Benefits and Compensated Absences recovery (expense), Note 17	-	-	-
Operating surplus (deficit)	\$ (1,367,616)	\$ 440,209	\$ 837,812
Accumulated surplus (deficit), beginning of year		2,713,389	1,875,577
Accumulated surplus (deficit), end of year		\$ 3,153,598	\$ 2,713,389

* Reclassified for comparative purposes

DEHCHO DIVISIONAL EDUCATION COUNCIL

Consolidated Statement of Change in Net Assets (Debt)

For the year ended June 30, 2022

	2022	2021
Operating Surplus (Deficit)	\$ 440,209	\$ 837,812
Amortization of tangible assets	-	-
Net change in prepaids	-	-
(Increase) Decrease in net debt	440,209	837,812
Net assets (debt) beginning of the year	2,693,389	1,855,577
Net assets (debt) end of year	\$ 3,133,598	\$ 2,693,389

DEHCHO DIVISIONAL EDUCATION COUNCIL

Consolidated Statement of Cash Flow

For the year ended June 30, 2022

	2022	2021
Operating Activities		
Operating Surplus (Deficit)	\$ 440,209	\$ 837,812
Items not affecting cash:		
Amortization	-	-
Changes in non-cash assets and liabilities		
Decrease (increase) in due from the Government of Canada	10,478	(10,478)
Decrease (increase) in trust assets	-	-
Decrease (increase) in accounts receivable	(7,510)	29,205
Increase (decrease) in accounts payable	143,894	(54,881)
Increase (decrease) in payroll liabilities	831,372	516,640
Increase (decrease) in contributions repayable	-	-
Increase (decrease) in due to the Government of Canada	-	-
Increase (decrease) in deferred revenues	79,410	526,062
Increase (decrease) in Other Employee Future Benefits and Compensated Absences	(272,059)	(250,642)
Increase (decrease) in trust liabilities	2,256	2,291
Decrease (increase) in prepaids	-	-
	787,841	758,197
Cash provided by operating transactions	1,228,050	1,596,009
Financing Activities		
Repayment of capital lease obligation	-	-
Proceeds from capital lease obligation	-	-
Cash provided by financing activities	-	-
Investing Activities		
Disposition of portfolio investments	-	-
Acquisition of portfolio investments	-	-
Cash provided by investing transactions	-	-
Capital transactions		
Acquisition of tangible capital assets	-	-
Proceeds of disposition of tangible capital assets	-	-
Cash provided by capital transactions	-	-
Increase (Decrease) in cash and cash equivalents	1,228,050	1,596,009
Cash and cash equivalents, beginning of year	6,224,875	4,628,866
Cash and cash equivalents, end of year	\$ 7,452,925	\$ 6,224,875
Cash consists of :		
Cash and cash equivalents, Note 4	\$ 6,945,626	\$ 5,817,796
Special purpose funds, Note 5	507,299	407,079
	\$ 7,452,925	\$ 6,224,875

DEHCHO DIVISIONAL EDUCATION COUNCIL

Consolidated Details of Expenses

For the year ended June 30, 2022

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations and Maintenance		Administration	Indigenous Languages and Education	Jordan's Principle	2022 Total	2022 Budget	2021 Total
				Administration	Maintenance						
Salaries											
Teachers' salaries	\$ 6,043,193	\$ 765,561	\$ -	\$ -	\$ -	\$ -	\$ 838,023	\$ 950,337	\$ 8,597,114	\$ 7,008,607	\$ 8,698,760
Instruction assistants	-	699,817	-	-	-	-	-	-	699,817	3,957,660	751,976
Non-instructional staff	716,662	393,242	-	690,340	-	540,077	434,635	-	2,774,956	2,266,542	2,473,896
Board/Trustee Honoraria	-	-	-	-	-	79,831	4,580	-	84,411	82,800	77,046
	6,759,855	1,858,620	-	690,340	619,908	1,277,238	1,277,238	950,337	12,156,298	13,315,609	12,001,678
Employee Benefits											
Employee benefits and allowances	234,050	103,168	-	24,187	19,265	-	43,522	-	424,192	350,000	286,854
Leave and termination	115,557	19,259	-	-	-	-	19,259	-	154,075	90,000	148,720
	349,607	122,427	-	24,187	19,265	-	62,781	-	578,267	440,000	435,574
Services Purchased/Contracted											
Professional/Technical Services	-	-	-	-	39,410	-	44,127	-	83,537	161,000	32,387
Postage/Communication	-	-	-	-	85,262	-	-	-	85,262	90,000	132,787
Utilities	48,155	-	1,253	-	-	-	385	-	49,793	40,000	-
Travel	90,425	36,251	43,071	-	66,838	-	9,374	-	245,959	632,000	422,812
Student Travel (Bussing)	135,280	-	-	-	-	-	-	-	135,280	102,000	141,307
Advertising/Printing/Publishing	22,307	-	-	-	-	-	-	-	49,473	117,353	83,278
Maintenance/Repair	-	-	-	122,427	33,919	-	27,166	-	177,384	115,000	102,803
Rentals/Leases	30,697	-	-	28,450	14,181	-	4,655	-	77,983	113,200	83,581
Other - Contracted Services	231,440	27,076	179,888	-	2,831	-	15,079	9,375	465,689	475,909	313,905
	556,304	63,327	224,212	150,877	242,441	-	121,824	9,375	1,370,360	1,846,462	1,312,860
Materials, Supplies and Freight											
Materials	524,686	21,006	79,310	1,141	59,117	-	88,644	-	773,904	1,446,206	1,126,352
Freight	33,047	242	1,453	-	-	-	3,445	-	38,187	56,148	36,371
	557,733	21,248	80,763	1,141	59,117	-	92,089	-	812,091	1,502,354	1,162,723
Contributions and Transfers											
Transfers	-	-	-	-	-	-	-	-	-	-	-
Amortization											
Amortization	-	-	-	-	-	-	-	-	-	-	-
Total	\$ 8,225,499	\$ 2,065,622	\$ 304,975	\$ 866,545	\$ 940,731	\$ 1,553,932	\$ 959,712	\$ 14,917,016	\$ 17,104,425	\$ 14,912,835	

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2022

Note 1. Dehcho Divisional Education Council

The Dehcho Divisional Education Council (formerly known as the Divisional Board of Education) was established on March 30, 1990. The Dehcho Division encompasses an area which includes the communities of Wrigley (Chief Julian Yendo School), Nahanni Butte (Charles Yohin School), Sambaa K'e (Charles Tetcho School), Fort Simpson (Liidlii Kue Elementary and Regional High Schools), Fort Liard (Echo-Dene School), Fort Providence (Deh Gah Elementary and Secondary School), Jean Marie River (Louie Norwegian School) and Kakisa Lake (Territorial School - Kakisa Lake 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.

Consequently, the Council is dependent on funding from the Department of Education, Culture, and Employment (ECE) of the GNWT. Member Communities have formed local District Education Authorities (DEA) which have assumed responsibility to provide sufficient educational programs within their respective communities.

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

The Council is a public body performing a function of government in Canada. Paragraph 149(1)(C) of the *Income Tax Act* provides that a public body performing a function of government in Canada is exempt from taxation.

Note 2. Summary of Significant Accounting Policies

(a) Basis of Accounting

These consolidated financial statements have been prepared in accordance with Canadian public sector accounting standards. The consolidated financial statements have, in management's opinion, been properly prepared with reasonable limits of materiality. The basis of accounting refers to the timing of when revenue and expenditure items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized for all funds. Under this basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

(b) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques, and short term highly liquid investments that are readily convertible to cash and with a date of 90 days or less from the date of acquisition.

(c) Financial Instruments

Financial assets originated or acquired or financial liabilities issued or assumed in an arm's length transaction are initially measured at their fair value. In the case of a financial asset or financial liability not subsequently measured at its fair value, the initial fair value is adjusted for financing fees and transaction costs that are directly attributable to its origination, acquisition, issuance or assumption. Such fees and costs in respect of financial assets and liabilities subsequently measured at fair value are expensed.

Financial assets subsequently measured at amortized cost include cash, accountable funds, due from the GNWT and other accounts receivable.

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, accrued salaries, deferred revenue, post-employment benefits and accountable funds.

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2022

Note 2. Summary of Significant Accounting Policies (continued)

(c) Financial Instruments (continued)

At the end of each reporting period, management assesses whether there are any indications that financial assets measured at cost or amortized cost may be impaired. If there is an indication of impairment, management determines whether a significant adverse change has occurred in the expected timing or the amount of future cash flows from the asset, in which case the asset's carrying amount is reduced to the highest expected value that is recoverable by either holding the asset, selling the asset or by exercising the right to any collateral. The carrying amount of the asset is reduced directly or through the use of an allowance account and the amount of the reduction is recognized as an impairment loss in operations. Previously recognized impairment losses may be reversed to the extent of any improvement. The amount of the reversal, to a maximum of the related accumulated impairment charges recorded in respect of the particular asset is recognized in operations.

(d) Non-Financial Assets

Prepaid expenses and other non-financial assets are accounted for as assets by the Education Body because they can be used to provide government services in future periods. These assets do not normally provide resources to discharge the liabilities of the Education Body.

(e) Tangible Capital Assets

All buildings and works, furniture, equipment and vehicles are the property of the GNWT. The Minister grants to the Education Body the full occupancy and use of such facilities and equipment where required for the administration and delivery of education system programs. Capital assets with a value in excess of \$50,000 are recorded at cost and amortized in accordance with the Financial Administration Manual guidelines by the GNWT. Capital assets with a value of less than \$50,000 are recorded as a current expenditure.

(f) Revenue Recognition

Government Transfers:

Revenues are recognized in the period in which the transactions or events occur that gave rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met, except to the extent that transfer stipulations give rise to an obligation that meets the definition of a liability. Transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Transfer revenue is recognized in the statement of operations as the stipulation liabilities are settled.

Operating transfers are recognized as revenue in the period in which the events giving rise to the transaction occur, providing the transfers are authorized, eligibility criteria have been met, and reasonable estimates of the amounts can be determined.

Capital transfers or transfers of tangible capital assets are initially recognized as deferred revenue and subsequently recognized as revenue when the related tangible capital assets are recognized as acquired or built.

GNWT – Regular Contributions:

The regular contributions from the GNWT are determined by a funding formula and are received in monthly installments. The Education Body retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT.

Other Contributions:

The Education Body follows the deferral method of accounting for other contributions. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred.

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2022

Note 2. Summary of Significant Accounting Policies (continued)

(f) Revenue Recognition - (Continued)

Deferred Revenue:

Deferred revenue consists of funds received in advance of providing the services or acquiring the goods. These amounts are taken into revenue when the eligible expenditures are incurred.

Investment Income:

Investment income is recognized when received or receivable, if the amount can be reasonably estimated.

Special Purpose Funds

School activity funds which are fully controlled by the Education Body with respect to when and how the funds available can be disbursed are included. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising, contributions or fees paid related to a specific planned benefits.

Student activity funds which are controlled by students or parties other than the Education Body are not included even if custody of the funds is held by the Education Body.

(g) Budget Data

The Education Act of the Northwest Territories requires that Education Bodies prepare an annual budget, as outlined in Section 128 and 129.

The priorities and funding allocations are determined by the Board of Trustees of each Education Body and the budget is legally adopted by a motion of the Board in accordance with Section 135(3) of the Education Act.

Board approved budgets are submitted to the Minister of Education, Culture and Employment for final approval as directed by Sections 117(2) k, l and m of the Education Act.

This annual budget includes estimates of revenues, expenditures and the net operating surplus (deficit). Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Body.

The budget may be amended within a given fiscal year in accordance with Education Body policy, regulations and approved budget procedures. The budget data presented in the consolidated financial statements reflects the Minister approved budget for the school year.

(h) Measurement Uncertainty

The preparation of these consolidated financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenue and expenses during the period. Actual results could differ from these estimates.

(i) Inventories Including Materials and Supplies

Inventories of books, materials, supplies and other expendables purchased by the Education Body are treated as expenditures during the year of acquisition and are not recorded on the statement of financial position.

(j) Payroll Liabilities

According to the Northwest Territories Teachers Association (NWTTA) and GNWT Collective Agreement, teaching staff have their salary issued by the GNWT bi-weekly pay system. NWTTA staff will have earned their annual salary by June 30th which provides for continued payment during the summer. GNWT Payroll for NWTTA starts with the annualized salary commitment for compensation and then allocates the complete payout of that value over the number of pay periods between August 1 and July 31. Pay periods falling in July are therefore accrued.

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2022

Note 2. Summary of Significant Accounting Policies (continued)

(j) Payroll Liabilities (continued)

The duties and compensation base for UNW School Year employees are scheduled to align with the academic year although actual start dates and durations vary by specific location and job function. Accordingly, the Education Body determines the start dates of their UNW employees and accrues the related payroll liability as appropriate.

All other staff are accrued to include earnings to June 30.

(k) Post-employment Benefits, Compensated Absences and Termination Benefits

Under the terms and conditions of employment, education board employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment. Eligibility is based on a variety of factors including place of hire, date employment commenced, and reasons for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. The expected cost of providing these benefits is recognized as employees render services. Termination benefits are recorded when employees are identified for lay-off. Compensated absences include sick, special, parental and maternity leave. Accumulating non-vesting sick and special leave are recognized in the period the employee provides services, whereas parental and maternity leave are event driven and are recognized when the leave commences. An actuarial valuation of the cost of these benefits (except maternal and parental leave) has been prepared using data provided by management and assumptions based on management's best estimates.

(l) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expenses. Transfers include grant and contributions and are recorded as expenses when the transfer is authorized and eligibility criteria have been met by the recipient.

m) Foreign Currency Translation

Foreign currency transactions are to be translated in Canadian dollars. Revenues and expenses denominated in a foreign currency are reported at a rate in the date of the transaction. Monetary items that have yet to be settled at the exchange rate are translated at the exchange rate in effect on the date of financial statement. Exchange gain or loss resulting from foreign exchange rate would be accounted for in the financial statement.

Note 3. Future Accounting Changes

Revenues - Section PS 3400

PSAB has approved Section PS 3400, Revenues. This Section establishes standards on how to account for and report on revenue. Specifically, it differentiates between revenue arising from transactions that include performance obligations and transactions that do not have performance obligations. This Section applies to fiscal years beginning on or after April 1, 2023, but earlier adoption is permitted. This Section may be applied retroactively or prospectively. Management is currently assessing the impact of the standard.

Financial Instruments - Section PS 3450

The Public Sector Accounting Board (PSAB) issued PS 3450 Financial Instruments effective for fiscal years beginning on or after April 1, 2022. Items within the scope of the standard are assigned to one of two measurement categories: fair value, or cost or amortized cost. Fair value measurement will apply to derivatives and portfolio investments in equity instruments that are quoted in an active market. Also, when groups of financial assets and financial liabilities are managed on a fair value basis they may be reported on that basis. Other financial assets and financial liabilities will generally be measured at cost or amortized cost. Until an item is derecognized, gains and losses arising due to fair value remeasurement will be reported in the Statement of Remeasurement of Gains and Losses. Management is currently assessing the impact of the standard. There is no significant impact on the financial statements as a result of its application.

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2022

Note 3. Future Accounting Changes (continued)

Asset Retirement Obligations - PS 3280

Effective July 1, 2022, Education Bodies will be required to adopt PS 3280 Asset Retirement Obligations. This standard provides guidance on how to account for and report liabilities for retirement of tangible capital assets. The Education Body is assessing the impact of this standard on the consolidated financial statements.

Other New Standards

Effective July 1, 2022, Education Bodies will concurrently be required to adopt: PS 2601 Foreign Currency Translation, PS 3280 Asset Retirement Obligations, and PS 3041 Portfolio Investments in the same fiscal period. There are no significant impacts on the financial statements as a result of these applications.

Note 4. Cash and Cash Equivalents

	2022	2021
Cash	\$ 6,945,626	\$ 5,817,796
Short term investments	-	-
	\$ 6,945,626	\$ 5,817,796

Note 5. Special Purpose Funds

Special purpose funds consist of account balances held by each of the individual District Education Authorities for which the Education Body has control of when and how the funds are disbursed.

	2022	2021
Fort Simpson (Liidlii Kue Elementary and Regional High Schools)	\$ 170,989	\$ 69,702
Fort Providence (Deh Gah Elementary/Secondary Schools)	50,901	87,004
Fort Liard (Echo-Dene School)	78,268	71,000
Jean Marie River (Louie Norwegian School)	24,236	17,457
Wrigley (Chief Julian Yendo School)	97,226	88,833
Nahanni Butte (Charles Yohin School)	53,714	50,431
Sambaa K'e (Charles Tetcho School)	18,033	13,402
Kakisa Lake (Territorial School - Kakisa Lake School)	13,932	9,250
	\$ 507,299	\$ 407,079

Note 6. Restricted Assets - Nil Report

Note 7. Portfolio Investments - Nil Report

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2022

Note 8. Accounts Receivable

	Receivables 2022	AFDA 2022	Net 2022	Net 2021
GNWT - ECE	\$ 4,355	\$ -	\$ 4,355	\$ 6,004
GNWT - FSS	10,456	-	10,456	3,405
Yellowknife Catholic Schools	-	-	-	-
Total Due from GNWT	14,811	-	14,811	9,409
WSCC	-	-	-	-
Other	71,260	-	71,260	69,152
Total receivables before amounts due from Government of Canada	86,071	-	86,071	78,561
Government of Canada	-	-	-	10,478
	\$ 86,071	\$ -	\$ 86,071	\$ 89,039

Note 9. Inventories - Not Applicable

Note 10. Accounts Payable and Accrued Liabilities

	2022	2021
GNWT - MACA	\$ 16,560	\$ -
Due to NWT Power Corp	-	-
WSCC	-	-
Employee source deductions	9,644	5,727
Accounts payable and accrued liabilities	153,404	29,987
	179,608	35,714
Payroll liabilities		
To GNWT (A)	1,382,489	459,605
To Employees (B)	767,936	882,186
Annual Leave	81,719	61,014
Lieu	4,413	2,380
	2,236,557	1,405,185
	\$ 2,416,165	\$ 1,440,899

Note A: Amount outstanding to be paid to GNWT by the education board for salaries and wages paid by June 30.

Note B: Amount accrued by the education board for salaries and wages to be paid in July and August.

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2022

Note 11. Deferred Revenue

	2022	2021
GNWT - ECE		
Covid-19 Support	\$ 111,697	\$ 279,814
Student Success Initiative	-	-
	111,697	279,814
GNWT - MACA		
Active After School	-	23,452
GNWT - ENR		
Science Camp	-	6,800
	-	30,252
Government of Canada		
Indigenous Services - Jordan's Principle	873,922	596,143
Canadian Heritage - Sport Support Program - Judo	-	-
Tides Canada Foundation		
NWT on the Land Collaborative	-	-
	\$ 985,619	\$ 906,209

Note 12. Contribution Repayable - Nil Report

Note 13. Due From and To the Government of Canada

	2022	2021
Receivables		
Canadian Heritage - Sport Support Program - Judo	\$ -	\$ 10,478
Indigenous Services - Jordan's Principle	-	-
	\$ -	\$ 10,478
Payables	\$ -	\$ -

Note 14. Capital Lease Obligations - Nil Report

Note 15. Pension - Not Applicable

Note 16. Long-term Debt - Nil Report

Note 17. Other Employee Future Benefits and Compensated Absences

The Education Body provides severance (resignation and retirement), removal and compensated absence (sick, special maternity and parental leave) benefits to its employees. The benefit plans are not pre-funded and thus have no assets, resulting in a deficit equal to the accrued post-employment benefits obligation.

Severance benefits are paid to the employees based on the types of termination (e.g. resignation versus retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment, and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being location of hire, employee category and length of service. The benefits under these two categories were valued by an external actuarial with the GNWT payroll valuations using the expected utilization methodology.

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2022

Note 17. Other Employee Future Benefits and Compensated Absences (continued)

Compensated absence benefits generally accrue as employees render services and are paid upon the occurrence of an event resulting in eligibility for the benefits. Events include, but are not limited to employee or dependent illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under the compensated absence benefits were valued by an external actuarial with the GNWT payroll valuations using the expected utilization methodology.

Valuation Results

The actuarial valuation was completed as at February 11, 2022. The effective date of the next actuarial valuation is March 31, 2025. The liabilities are actuarially determined as the present value of the accrued benefits at February 11, 2022 and the results extrapolated to June 30, 2022. The values presented below are for all the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

	Severance and removal	Compensated Absences	2022	2021
Changes in Obligation				
Accrued benefit obligations beginning of the year	\$ 552,167	\$ 155,821	\$ 707,988	\$ 855,444
Current period benefit cost	41,171	20,232	61,403	62,897
Interest accrued	17,945	5,387	23,332	22,798
Benefits payments	(216,435)	(25,593)	(242,028)	(183,167)
Plan amendments	-	(137)	(137)	-
Actuarial (gain)/loss	404,267	6,038	410,305	97,472
Accrued benefit obligation, end of year	799,115	161,748	960,863	855,444
Unamortized net actuarial gain	18,111	(102,240)	(84,129)	293,349
Net future obligation	\$ 817,226	\$ 59,508	\$ 876,734	\$ 1,148,793
Benefits Expense				
Current period benefit cost	\$ 41,171	\$ 20,232	\$ 61,403	\$ 62,897
Interest cost	17,945	5,387	23,332	22,798
Plan amendments	-	(137)	(137)	-
Amortization of actuarial gains	(128,656)	13,926	(114,730)	(113,430)
	\$ (69,540)	\$ 39,408	\$ (30,132)	\$ (27,735)

The discount rate used to determine the accrued benefit obligation is an average of 4.1%. No inflation rate was applied. The expected payments during the next five fiscal years are:

	Severance and removal	Compensated Absences	2023
2023	\$ 165,541	\$ 27,330	\$ 192,871
2024	127,898	24,896	152,794
2025	116,212	24,412	140,624
2026	109,545	24,117	133,662
2027	75,984	19,796	95,780
Next 5 years	342,156	96,039	438,195
	\$ 937,336	\$ 216,590	\$ 1,153,926

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2022

Note 18. Trust Assets and Liabilities under Administration

Superintendent's Association Fund: The balance is held on behalf of the Superintendent's Association. The fund increases by dues paid by Superintendents and funds are spent at the discretion of the Association.

Steve Rowan Memorial Scholarship Fund: The balance is held to provide scholarships to qualifying students.

Mercedes Benz Scholarship Fund: The balance is held to provide scholarships to qualifying students.

	2022	2021
Superintendent Fund	\$ 15,759	\$ 11,778
Steve Rowan Memorial Scholarship Fund	98,291	100,120
Mercedes Benz Scholarship Fund	12,830	12,726
	\$ 126,880	\$ 124,624

Note 19. Tangible Capital Asset - Nil Report

Note 20. Prepaid Expenses

	2022	2021
CIBC Visa Deposit	\$ 20,000	\$ 20,000
Prepaid service contracts	-	-
	\$ 20,000	\$ 20,000

Note 21. GNWT Assets Provided at No Cost

	Cost	Accumulated Amortization	2022 Net Book Value	2021 Net Book Value
Buildings				
Schools and colleges	\$ 34,480,792	\$ 22,067,934	\$ 12,412,858	\$ 13,376,843
Residences	1,032,376	626,047	406,329	430,587
Staff Housing	287,453	245,109	42,344	49,528
	\$ 35,800,621	\$ 22,939,090	\$ 12,861,531	\$ 13,856,958

Note 22. Contractual Obligations

The Education Body has a contractual obligation for the lease of office equipment and with a contractor for the operation of the student accommodations. This commitment requires payments as shown below:

	Expires in Fiscal Year*	2023	2024 and thereafter	Total
Equipment leases	2024	\$ 16,086	\$ 4,648	\$ 20,734
Operational leases	2022	-	-	-
		\$ 16,086	\$ 4,648	\$ 20,734

* Refers to the last fiscal year of all agreements in that line category

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2022

Note 23. Contingencies

With any employer, especially those with a union there are always risks of employee grievances. At the end of the fiscal year there was no grievances that were outstanding from a prior period. In the opinion of management should any losses result from an occurrence prior to the financial statement date, such loss will be charged to operations in the year in which there the loss is measurable and likely to occur.

Note 24. Related Parties

The Education Body is related in terms of common ownership to all GNWT created departments, agencies and corporations. The Education Body enters into transactions with these entities in the normal course of operations. The Education Body is provided with various administrative services by the GNWT, the value of which is not reflected in these financial statements. The administrative costs include legal services by the Department of Justice, insurance coverage by the Department of Finance, payroll services by the Department of Human Resources, internal audit services by the Department of Finance, and utility and maintenance by Public Works and Services.

Transactions with related parties and balances at year-end not disclosed elsewhere in the financial statements are disclosed in this note:

	2022	2021		
Accounts payable, Note 10				
Government of the Northwest Territories				
Municipal and Community Affairs	\$ 16,560	\$ -		
Other related parties				
NWT Power Corporation	-	-		
	\$ 16,560	\$ -		
Payroll liabilities, Note 10				
Government of the Northwest Territories	\$ 1,382,489	\$ 459,605		
Deferred Revenues, Note 11				
Government of the Northwest Territories				
Education, Culture and Employment (ECE)	\$ 111,697	\$ 279,814		
Municipal and Community Affairs (MACA)	-	23,452		
Environment and Natural Resources (ENR)	-	6,800		
	\$ 111,697	\$ 310,066		
Accounts receivable, Note 8				
	AR 2022	AFDA	Net AR 2022	Net AR 2021
Government of the Northwest Territories				
Education, Culture and Employment	\$ 4,355	\$ -	\$ 4,355	\$ 6,004
Financial Shared Services (FSS)	10,456	-	10,456	3,405
Total GNWT	14,811	-	14,811	9,409
Other related parties				
Yellowknife Catholic Schools	-	-	-	-
	\$ 14,811	\$ -	\$ 14,811	\$ 9,409

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2022

Note 24. Related Parties (continued)

	2022	2021
Revenues		
Government of the Northwest Territories		
ECE - Core contribution	\$ 13,306,612	\$ 13,411,847
ECE - French language program, Schedule C	128,800	50,000
ECE - other contributions, Note 31	279,205	407,738
MACA - GNWT other Contributions, Note 32	98,364	115,387
ENR - GNWT other Contributions, Note 32	1,700	30,800
DHSS - GNWT other Contributions, Note 32	13,755	15,755
GNWT contributions to Education Authorities, Schedule H-1	20,000	36,766
Department of Finance - rent and custodian	18,120	18,120
Deferred revenues - SSI program	-	-
Total GNWT	13,866,556	14,086,413
Other related parties		
Aurora College	33,921	33,921
	\$ 13,900,477	\$ 14,120,334

Note 25. Budget

The Education Act of the Northwest Territories requires that Education Bodies prepare an annual budget, as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Education Body which may or may not include the establishment of a tax levy to support the approved budget in accordance with Section 135, Assessment and Taxation, of the Education Act.

The annual budget includes estimates of revenues and expenditures for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Body.

The budget figures presented are those approved by the Minister of Education, Culture and Employment on December 20, 2021 and have not been audited.

Note 26. Economic Dependence

The Dehcho District Education Council received its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that Dehcho District Education Council operations would be significantly affected.

Note 27. Financial Instruments

The Education Body is exposed to various risks through its financial instruments and has a comprehensive risk management framework to monitor, evaluate and manage these risks. The following analysis provides information about the Education Body's risk exposure and concentration as of June 30, 2022.

Credit risk

Credit risk arises from the potential that a counter party will fail to perform its obligations. The Education Body has little exposure to credit risk as the majority of its revenues originate from government sources with strong credit worthiness.

Liquidity

Liquidity risk is the risk the Education Body will not be able to meet its obligations as they come due. The Education Body meets its liquidity requirements by preparing detailed cash budgets and having cash available on hand to meet its obligations.

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2022

Note 27. Financial Instruments (continued)

Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is composed of currency risk, interest rate risk and other price risk.

Currency risk

The Education Body deals exclusively in Canadian funds and therefore has no currency risk.

Interest rate risk

Interest rate risk is the risk that the value of a financial instrument might be adversely affected by a change in interest rates. The Education Body minimizes risk through its normal operating and financing activities and maintains cash in a general bank account.

Note 28. Expenses by Object

	2022 Budget	2022 Actual	2021 Actual
Compensation	\$ 13,755,609	\$ 12,734,565	\$ 12,437,252
Professional/Technical Services	161,000	83,537	32,387
Postage/Communication	90,000	85,262	132,787
Utilities	40,000	49,793	-
Travel	632,000	245,959	422,812
Student Travel (Bussing)	102,000	135,280	141,307
Advertising/Printing/Publishing	117,353	49,473	83,278
Maintenance/Repair	115,000	177,384	102,803
Rentals/Leases	113,200	77,983	83,581
Other - Contracted Services	475,909	465,689	313,905
Materials, Supplies and Freight	1,502,354	812,091	1,162,723
Amortization	-	-	-
	\$ 17,104,425	\$ 14,917,016	\$ 14,912,835

Note 29. Subsequent Events - Nil Report

Note 30. Comparative Figures

Some comparative figures have been reclassified to conform with current year's presentation.

Note 31. ECE Other Contributions

	2022	2021
Covid funding	\$ -	\$ 595,302
Distance education	84,500	85,750
Community Library	36,000	-
Regulation funding	6,500	6,500
Contributions repaid	(15,912)	-
Deferred revenue - ECE, opening	279,814	-
Deferred revenue - ECE, closing	(111,697)	(279,814)
	\$ 279,205	\$ 407,738

DEHCHO DIVISIONAL EDUCATION COUNCIL

Notes to the Consolidated Financial Statements

June 30, 2022

Note 32. GNWT Other Contributions

	2022	2021
Municipal and Community Affairs		
Sports and youth programs	\$ -	\$ 42,272
Sport strategy	-	-
Children and youth resiliency	33,408	-
Active after school	46,700	101,377
Trades	-	-
Other	-	4,000
Environment and Natural Resources		
Take a kid trapping	-	24,000
Science Camp	1,700	6,800
Health and Social Services		
Drop the pop	13,755	15,755
Contributions repaid	(11,996)	(19,860)
Deferred revenue - GNWT, opening	30,252	17,850
Deferred revenue - GNWT, closing	-	(30,252)
	\$ 113,819	\$ 161,942

Note 33. Contingent Assets - Nil Report

Note 34. Contractual Rights - Nil Report

DEHCHO DIVISIONAL EDUCATION COUNCIL

Inclusive Schooling Expenses

Schedule A

For the year ended June 30, 2022

Function	General						Total
	Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	-	-	
Salaries							
Regional Coordinator	\$ 197,268	\$ -	\$ -	\$ -	-	-	197,268
Program Support Teachers	962,830	-	-	-	-	-	962,830
Support Assistants	784,950	-	-	-	-	-	784,950
Honoraria	-	-	-	-	-	-	-
	1,945,048	-	-	-	-	-	1,945,048
Employee Benefits							
Employee benefits and allowances	117,561	-	-	-	-	-	117,561
	117,561	-	-	-	-	-	117,561
Services Purchased/Contracted							
Professional and technical services	-	-	-	-	-	-	-
Travel	-	36,251	-	-	-	-	36,251
Student transportation	-	-	-	-	-	-	-
Advertising, printing and publishing	-	-	-	-	-	-	-
Maintenance and repairs	-	-	-	-	-	-	-
Rentals and leases	-	-	-	-	-	-	-
Other contracted services	27,076	-	-	-	-	-	27,076
	27,076	36,251	-	-	-	-	63,327
Materials, Supplies and Freight							
Materials	-	-	21,248	-	-	-	21,248
Freight	-	-	-	-	-	-	-
	-	-	21,248	-	-	-	21,248
Total	\$ 2,089,685	\$ 36,251	\$ 21,248	\$ -	\$ -	\$ -	2,147,184

DEHCHO DIVISIONAL EDUCATION COUNCIL

Indigenous Languages and Education Expenses

Schedule B

For the year ended June 30, 2022

	Student Instruction	Teaching/ Learning Resources	Professional Development	School Activities and Integrated Community Programs	2022 Total
Salaries					
ALCBE teachers	\$ 900,190	\$ -	\$ -	\$ -	\$ 900,190
Language consultants	-	153,547	-	-	153,547
Instruction assistants	-	-	-	-	-
Non-instructional staff	-	252,253	-	-	252,253
Honoraria	2,694	-	-	-	2,694
Elders in schools	-	-	-	-	-
	902,884	405,800	-	-	1,308,684
Employee Benefits					
Employee benefits and allowances	43,542	19,259	-	-	62,801
	43,542	19,259	-	-	62,801
Services Purchased/Contracted					
Professional services	-	44,127	-	-	44,127
Travel	-	7,746	1,628	-	9,374
Student transportation	-	-	-	-	-
Advertising, printing and publishing	-	27,551	-	-	27,551
Maintenance and repairs	-	-	-	-	-
Rentals and leases	-	4,655	-	-	4,655
Other contracted services	-	31,996	-	193,959	225,955
	-	116,075	1,628	193,959	311,662
Materials, Supplies and Freight					
Materials	-	-	-	58,521	58,521
Freight	-	-	-	3,445	3,445
	-	-	-	61,966	61,966
Total	\$ 946,426	\$ 541,134	\$ 1,628	\$ 255,925	\$ 1,745,113

DEHCHO DIVISIONAL EDUCATION COUNCIL

French Language Program

Schedule C

For the year ended June 30, 2022

	Contributions from GNWT July 1 to June 30	Commitment from Dehcho July 1 to June 30	Expenses July 1 to June 30	Over/Under Funding
Special projects:				
Core French 1-12 (salary)	\$ 128,800	\$ 50,000	\$ 151,966	\$ 26,834

DEHCHO DIVISIONAL EDUCATION COUNCIL

Jordan's Principle

Schedule D

For the year ended June 30, 2022

	2022		2021	
	Budget	Actual	Budget	Actual
Revenue				
Government of Canada	\$ 814,400	\$ 1,237,492	\$ 1,312,005	\$ 1,312,005
Carry forward from previous year	-	596,142	320,094	320,094
	<u>814,400</u>	<u>1,833,634</u>	<u>1,632,099</u>	<u>1,632,099</u>
Expenses				
Administration	-	9,375	-	-
Personnel	814,400	950,337	929,018	929,018
Transportation	-	-	-	-
Materials and supplies	-	-	106,939	106,939
Rent and utilities	-	-	-	-
Evaluation	-	-	-	-
Other	-	-	-	-
	<u>814,400</u>	<u>959,712</u>	<u>1,035,957</u>	<u>1,035,957</u>
Surplus (Deficit)	<u>\$ -</u>	<u>\$ 873,922</u>	<u>\$ 596,142</u>	<u>\$ 596,142</u>
Deferred Revenue	<u>\$ -</u>	<u>\$ (873,922)</u>	<u>\$ (596,142)</u>	<u>\$ (596,142)</u>

	July 1'21 - March 31'22	April 1'22 - June 30'22	Total
\$	1,201,506 \$	35,986 \$	1,237,492
	596,142	-	596,142
	<u>1,797,648</u>	<u>35,986</u>	<u>1,833,634</u>
	-	9,375	9,375
	608,270	342,067	950,337
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	<u>608,270</u>	<u>342,067</u>	<u>959,712</u>
\$	<u>1,189,378 \$</u>	<u>(306,081) \$</u>	<u>873,922</u>
	<u>\$</u>	<u>\$</u>	<u>(873,922)</u>

DEHCHO DIVISIONAL EDUCATION COUNCIL

Northern Distance Learning

Schedule E

For the year ended June 30, 2022

	Budget	Fort Liard	Fort Simpson	Fort Providence	Total	March 31	June 30	Total
Revenue								
Education, Culture and Employment	\$ 84,500	\$ 55,000	\$ 29,500	\$ -	\$ 84,500	\$ 56,615	\$ 27,885	\$ 84,500
Other	-	-	-	-	-	-	-	-
	<u>84,500</u>	<u>55,000</u>	<u>29,500</u>	<u>-</u>	<u>84,500</u>	<u>56,615</u>	<u>27,885</u>	<u>84,500</u>
Expenses								
Salaries/Wages								
Instructional Staff	-	-	-	-	-	-	-	-
Teachers	-	-	-	-	-	-	-	-
On-site support person	84,500	54,942	-	-	54,942	35,664	19,278	54,942
Non-Instructional Staff	-	-	-	-	-	-	-	-
Moodle (Online strategy)	-	-	-	-	-	-	-	-
DL Coordinator	-	-	-	-	-	-	-	-
PD - online learning field	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Services Purchased/Contracted								
Network	-	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-	-
Coordinator travel	-	-	-	-	-	-	-	-
Professional Development	-	-	-	-	-	-	-	-
Communication	-	-	-	-	-	-	-	-
In-service release	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
IT support	-	-	-	-	-	-	-	-
Materials, Supplies and Freight								
Computer Equipment	-	-	-	-	-	-	-	-
Document cameras	-	-	-	-	-	-	-	-
Phone	-	-	-	-	-	-	-	-
Laptop	-	-	-	-	-	-	-	-
Video (Monopad)	-	-	-	-	-	-	-	-
Wireless adapters and splitter	-	-	-	-	-	-	-	-
Freight	-	-	-	-	-	-	-	-
Other	-	285	900	1,302	2,487	2,487	-	2,487
	<u>84,500</u>	<u>55,227</u>	<u>900</u>	<u>1,302</u>	<u>57,429</u>	<u>38,151</u>	<u>19,278</u>	<u>57,429</u>
Net surplus/(deficit)	\$ -	\$ (227)	\$ 28,600	\$ (1,302)	\$ 27,071	\$ 18,464	\$ 8,607	\$ 27,071

DEHCHO DIVISIONAL EDUCATION COUNCIL

Student Success Initiative Projects

Schedule F

For the year ended June 30, 2022

	Budget	2022	2021
Revenue			
GNWT - Education, Culture & Employment	\$ 55,000	\$ 55,000	\$ 55,000
NWT Teachers Association	54,000	65,479	-
	109,000	120,479	55,000
Carry forward from previous year	-	-	7,438
	109,000	120,479	62,438
Expenses			
Professional development			
Salaries and wages			
Facilitator fees	-	-	-
Substitute teacher wages	-	-	-
Staff	-	-	-
Travel			
Facilitator travel	6,000	5,209	-
Staff travel	13,000	12,688	15,309
Accommodations and per diems	-	-	-
Other expenses	-	-	-
Workshop expense			
Room rental	-	-	-
Refreshments	-	198	-
Resources	35,000	33,909	735
Miscellaneous	-	237	-
Total professional development	54,000	52,241	16,044
Program delivery			
Salaries and wages			
Facilitator fees	-	-	-
Substitute teacher wages	-	-	-
Staff	45,000	45,000	45,000
Other expenses			
Room rental	-	-	-
Materials and supplies	10,000	10,292	52,427
Miscellaneous	-	-	14,446
Total program delivery	55,000	55,292	111,873
Total Expenses	109,000	107,533	127,917
Surplus (Deficit)	\$ -	\$ 12,946	\$ (65,479)
Deferred Revenue		\$ -	\$ -

DEHCHO DIVISIONAL EDUCATION COUNCIL

Statement of Council Operations and Financial Position (Non-Consolidated)

Schedule G-1

For the year ended June 30, 2022

	2022 Budget	2022 Actual	*2021 Actual
Revenue			
Government of the NWT			
ECE regular contributions	\$ 13,033,545	\$ 13,306,612	\$ 13,411,847
Indigenous Languages and Education, Schedule B	-	-	-
French language instruction, Schedule C	110,000	128,800	50,000
ECE other contributions, Note 31	270,750	279,205	407,738
Deferred revenues - SSI program	-	-	7,438
	13,414,295	13,714,617	13,877,023
GNWT - other contributions, Note 32	400,000	113,819	161,942
Total GNWT	13,814,295	13,828,436	14,038,965
Government of Canada			
Indigenous Services - Jordan's Principle Schedule D	1,774,514	959,712	1,035,957
Canadian Heritage - Sport Support Program - Judo	-	-	219,398
Total Government of Canada	1,774,514	959,712	1,255,355
Self-Generated Funds			
Rentals	36,000	51,400	85,200
Investment income	30,000	51,038	33,540
Contract and other	82,000	248,037	134,512
	148,000	350,475	253,252
	15,736,809	15,138,623	15,547,572
Expenditure			
School programs	8,749,810	8,259,512	8,497,841
Inclusive schooling	2,547,121	2,065,622	2,016,581
Student accommodations	190,950	304,975	278,064
Operations and maintenance	892,635	860,667	670,225
Administration	1,036,564	864,000	959,594
Indigenous language/cultural programs	1,718,872	1,488,967	1,389,746
Jordan's Principle	1,774,514	959,712	1,035,957
	16,910,466	14,803,455	14,848,008
Excess (Deficiency) of Revenue over Expenditure	\$ (1,173,657)	\$ 335,168	\$ 699,564
Other Items:			
Other Employee Future Benefits and Compensated Absences recovery (expense), Note 17		-	-
Excess (Deficiency) of Revenue over Expenditure	\$ (1,173,657)	\$ 335,168	\$ 699,564
Accumulated surplus (deficit), beginning of year		2,284,629	1,585,065
Accumulated surplus (deficit), end of year		\$ 2,619,797	\$ 2,284,629

* Reclassified for comparative purposes

DEHCHO DIVISIONAL EDUCATION COUNCIL

Details of Council Expenses (Non-Consolidated)

For the year ended June 30, 2022

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Jordan's Principle	2022		*2021 Total
								Total	Budget	
Salaries										
Teachers' salaries	\$ 6,046,227	\$ 765,561	-	-	-	\$ 838,023	\$ 950,337	\$ 8,600,148	\$ 7,008,607	\$ 8,751,960
Instruction Assistant	-	699,817	-	-	-	-	-	699,817	3,957,660	751,976
Non Instructional Staff	687,771	393,242	-	691,253	515,588	408,494	-	2,696,348	2,266,542	2,320,992
Board/Trustee Honoraria	-	-	-	-	35,008	-	-	35,008	82,800	28,118
	6,733,998	1,858,620	-	691,253	550,596	1,246,517	950,337	12,031,321	13,315,609	11,853,046
Employee Benefits										
Employee benefits and allowances	234,050	103,168	-	24,187	19,265	43,522	-	424,192	350,000	286,854
Leave and termination	115,557	19,259	-	-	-	19,259	-	154,075	90,000	148,720
	349,607	122,427	-	24,187	19,265	62,781	-	578,267	440,000	435,574
Services Purchased/Contracted										
Professional/Technical Services	-	-	-	-	39,410	44,127	-	83,537	161,000	31,152
Postage/Communication	-	-	-	-	85,262	-	-	86,262	90,000	132,781
Utilities	48,155	-	1,253	-	-	385	-	49,793	40,000	-
Travel	232,776	36,251	43,071	-	66,582	9,374	-	388,054	632,000	408,510
Student Travel (Bussing)	146,767	-	-	-	-	-	-	146,767	102,000	148,428
Advertising/Printing/Publishing	22,307	-	-	-	-	27,166	-	49,473	117,353	83,878
Maintenance/Repair	-	-	-	116,777	33,919	-	-	150,696	115,000	103,103
Rentals/Leases	25,797	-	-	28,450	14,181	4,655	-	73,083	113,200	76,481
Other - Contracted Services	-	27,076	179,888	-	-	1,079	9,375	217,418	281,950	275,922
	475,802	63,327	224,212	145,227	239,354	86,786	9,375	1,244,083	1,652,503	1,260,255
Materials, Supplies and Freight										
Materials	473,377	21,006	79,310	-	54,785	89,438	-	717,916	1,446,206	1,068,473
Freight	32,769	242	1,453	-	-	3,445	-	37,909	56,148	36,371
	506,146	21,248	80,763	-	54,785	92,883	-	755,825	1,502,354	1,104,844
Contributions and Transfers										
Transfers to DEA	193,959	-	-	-	-	-	-	193,959	-	194,289
Amortization										
	-	-	-	-	-	-	-	-	-	-
Total	\$ 8,259,512	\$ 2,065,622	\$ 304,975	\$ 860,667	\$ 864,000	\$ 1,488,967	\$ 959,712	\$ 14,803,455	\$ 16,910,466	\$ 14,848,008

* Reclassified for comparative purposes

DEHCHO DIVISIONAL EDUCATION COUNCIL

District Education Authority Operations Summary

Non-Consolidated

For the year ended June 30, 2022

Schedule H-1

	Fort Simpson	Fort Providence	Fort Liard	Marie River	Wrigley	Nahanni Butte	Sambaa K'e	Kakisa Lake	Total
Revenue									
Operating contributions from Divisional Council	\$ 41,642	\$ 40,307	\$ 26,938	\$ 16,275	\$ 19,360	\$ 16,152	\$ 17,446	\$ 15,839	\$ 193,959
Other contributions from Divisional Council	152,669	20,294	28,216	-	-	675	61,352	18,805	282,011
Contributions from GNWT	-	12,000	-	-	-	-	-	8,000	20,000
Self-generated funds	875	196,786	141	-	-	-	-	800	198,602
	<u>195,186</u>	<u>289,387</u>	<u>55,295</u>	<u>16,275</u>	<u>19,360</u>	<u>16,827</u>	<u>78,798</u>	<u>43,444</u>	<u>694,572</u>
Expenditure									
School programs	64,490	241,521	34,354	1,562	3,850	11,408	52,436	16,825	426,446
Inclusive schooling	-	-	-	-	-	-	-	-	-
Student accommodations	-	-	-	-	-	-	-	-	-
Operations and maintenance	-	6,791	-	-	-	-	-	10,000	16,791
Administration	11,095	21,406	7,711	2,634	2,277	634	18,956	12,018	76,731
Indigenous language/cultural programs	19,161	35,538	5,962	5,300	-	827	2,775	-	69,563
	<u>94,746</u>	<u>305,256</u>	<u>48,027</u>	<u>9,496</u>	<u>6,127</u>	<u>12,869</u>	<u>74,167</u>	<u>38,843</u>	<u>589,531</u>
Excess (Deficiency) of Revenue over Expenditure	100,440	(35,869)	7,268	6,779	13,233	3,958	4,631	4,601	105,041
Accumulated surplus, beginning of year	69,956	108,421	71,000	17,457	88,833	50,431	13,402	9,250	428,760
Accumulated surplus, end of year	<u>\$ 170,406</u>	<u>\$ 72,552</u>	<u>\$ 78,268</u>	<u>\$ 24,236</u>	<u>\$ 102,066</u>	<u>\$ 54,389</u>	<u>\$ 18,033</u>	<u>\$ 13,851</u>	<u>\$ 533,801</u>
Composition of Ending Accumulated Surplus									
Cash	\$ 170,989	\$ 50,901	\$ 78,268	\$ 24,236	\$ 97,226	\$ 53,714	\$ 18,033	\$ 13,932	\$ 507,299
Investment in GIC	-	-	-	-	-	-	-	-	-
Accounts receivable	-	27,260	-	-	4,840	675	-	1,375	34,150
Accounts payable	(583)	(5,609)	-	-	-	-	-	(1,456)	(7,648)
	<u>\$ 170,406</u>	<u>\$ 72,552</u>	<u>\$ 78,268</u>	<u>\$ 24,236</u>	<u>\$ 102,066</u>	<u>\$ 54,389</u>	<u>\$ 18,033</u>	<u>\$ 13,851</u>	<u>\$ 533,801</u>

DEHCHO DIVISIONAL EDUCATION COUNCIL

District Education Authority Statement of Financial Position

Non-Consolidated

For the year ended June 30, 2022

Schedule H-1 - Appendage

	Fort Simpson	Fort Providence	Fort Liard	Jean Marie River	Wingley	Nahanni Butte	Sambaa K'e	Kakisa Lake	2022	2021
Financial Assets										
Cash	\$ 170,989	\$ 50,901	\$ 78,268	\$ 24,236	\$ 97,226	\$ 53,714	\$ 18,033	\$ 13,932	\$ 507,299	\$ 407,079
Investments in GIC	-	-	-	-	-	-	-	-	-	-
Accounts receivable	-	27,260	-	-	4,840	675	-	1,375	34,150	28,634
Total Financial Assets	170,989	78,161	78,268	24,236	102,066	54,389	18,033	15,307	541,449	435,713
Liabilities										
Accounts payable	583	5,609	-	-	-	-	-	1,456	7,648	6,953
Total Liabilities	583	5,609	-	-	-	-	-	1,456	7,648	6,953
Net Financial Resources	\$ 170,406	\$ 72,552	\$ 78,268	\$ 24,236	\$ 102,066	\$ 54,389	\$ 18,033	\$ 13,851	\$ 533,801	\$ 428,760
NON-FINANCIAL ASSETS										
Prepaid expenses	-	-	-	-	-	-	-	-	-	-
ACCUMULATED SURPLUS (DEFICIT)	\$ 170,406	\$ 72,552	\$ 78,268	\$ 24,236	\$ 102,066	\$ 54,389	\$ 18,033	\$ 13,851	\$ 533,801	\$ 428,760

DEHCHO DIVISIONAL EDUCATION COUNCIL

Details of DEA Expenses Summary
Non-Consolidated
For the year ended June 30, 2022

Schedule H-2

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations and Maintenance	Administration	Indigenous Languages and Education	Jordan's Principle	Total
Salaries								
Teachers' Salaries	-	-	-	-	-	-	-	-
Instruction Assistant	-	-	-	-	-	-	-	-
Non-instructional Staff	46,593	-	-	10,000	24,489	26,141	-	107,223
Board/Trustee Honorarium	-	-	-	-	44,823	4,580	-	49,403
	46,593	-	-	10,000	69,312	30,721	-	156,626
Employee Benefits								
Employee Benefits and Allowances	-	-	-	-	-	-	-	-
Leave and Termination	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
Services Purchased/Contracted								
Professional/Technical Services	-	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-
Travel	21,649	-	-	-	256	-	-	21,905
Student Travel (Bussing)	48,931	-	-	-	-	-	-	48,931
Advertising/Printing/Publishing	-	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	5,650	-	21,038	-	26,688
Rentals/Leases	4,900	-	-	-	-	-	-	4,900
Other - Awards	20,584	-	-	-	-	-	-	20,584
Other - Contracted Services	64,753	-	-	-	2,031	14,000	-	80,784
Other - School Programs	146,103	-	-	-	800	-	-	146,903
	306,920	-	-	5,650	3,087	35,038	-	350,695
Materials/Supplies/Freight								
Materials	72,655	-	-	1,141	4,332	3,804	-	81,932
Freight	278	-	-	-	-	-	-	278
	72,933	-	-	1,141	4,332	3,804	-	82,210
Total	\$ 426,446	\$ -	\$ -	\$ 16,791	\$ 76,731	\$ 69,563	\$ -	\$ 589,531

FORT SIMPSON

District Education Authority
Statement of Operations - Non-Consolidated

For the year ended June 30, 2022

	2022 Budget	2022 Actual	2021 Actual
Revenues			
Contributions from Divisional Council	\$ 41,642	\$ 41,642	\$ 44,722
Other - Dehcho DEC	-	152,669	66,035
Other - Contributions from GNWT	-	-	-
Other	-	875	23,588
	<u>41,642</u>	<u>195,186</u>	<u>134,345</u>
Expenses			
School programs	25,142	64,490	92,801
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	-	-
Administration	12,500	11,095	13,958
Indigenous language/cultural programs	4,000	19,161	5,204
	<u>41,642</u>	<u>94,746</u>	<u>111,963</u>
Surplus (Deficit)	\$ -	100,440	22,382
Opening equity		69,966	47,584
Closing equity		\$ 170,406	\$ 69,966
Composition of Closing Equity			
Cash	\$	170,989	\$ 69,702
Accounts receivable		-	784
Accounts payable		(583)	(520)
	\$	<u>170,406</u>	\$ <u>69,966</u>

FORT SIMPSON

District Education Authority
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2022

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	1,820	-	-	-	-	-	1,820
Board/Trustee Honoraria	-	-	-	-	10,799	4,580	15,379
	1,820	-	-	-	10,799	4,580	17,199
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Travel (Bussing)	48,931	-	-	-	-	-	48,931
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Student Awards	3,226	-	-	-	-	-	3,226
Other - Contracted Services	-	-	-	-	296	14,000	14,296
Other - School programs	1,772	-	-	-	-	-	1,772
	53,929	-	-	-	296	14,000	68,225
Materials/Supplies/Freight							
Materials	8,741	-	-	-	-	581	9,322
Freight	-	-	-	-	-	-	-
	8,741	-	-	-	-	581	9,322
Total	\$ 64,490	\$ -	\$ -	\$ -	\$ 11,095	\$ 19,161	\$ 94,746

FORT PROVIDENCE

District Education Authority
Statement of Operations - Non-Consolidated

For the year ended June 30, 2022

	2022 Budget	2022 Actual	2021 Actual
Revenue			
Contributions from Divisional Council	\$ 40,307	\$ 40,307	\$ 41,022
Other - Dehcho DEC	-	20,294	134,625
Other - Contributions from GNWT	-	12,000	36,766
Other	-	196,786	139,565
	<u>40,307</u>	<u>269,387</u>	<u>351,978</u>
Expenses			
School programs	17,032	241,521	228,100
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	6,791	1,088
Administration	21,275	21,406	15,619
Indigenous language/cultural programs	2,000	35,538	3,000
	<u>40,307</u>	<u>305,256</u>	<u>247,807</u>
Surplus (Deficit)	\$ -	(35,869)	104,171
Opening equity		108,421	4,250
Closing equity		<u>\$ 72,552</u>	<u>\$ 108,421</u>
Composition of Closing Equity			
Cash	\$	50,901	\$ 87,004
Accounts receivable		27,260	27,850
Accounts payable		(5,609)	(6,433)
	<u>\$</u>	<u>72,552</u>	<u>\$ 108,421</u>

FORT PROVIDENCE

District Education Authority
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2022

Function	School Programs	Inclusive Schooling	Accommodation	Student	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
Salaries								
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-	-
Non Instructional Staff	32,678	-	-	-	-	-	14,500	47,178
Board/Trustee Honoraria	-	-	-	-	-	16,500	-	16,500
	32,678	-	-	-	-	16,500	14,500	63,678
Employee Benefits								
Employee Benefits/Allowances	-	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-	-
Services Purchased/Contracted								
Professional/Technical Services	-	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-
Travel	21,649	-	-	-	-	-	-	21,649
Student Travel (Bussing)	-	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	5,650	-	-	5,650
Rentals/Leases	4,900	-	-	-	-	-	21,038	26,688
Other - Awards/Gifts	8,885	-	-	-	-	-	-	4,900
Other - Contracted Services	13,353	-	-	-	-	574	-	8,885
Other - School programs	137,033	-	-	-	-	-	-	13,927
	185,820	-	-	-	5,650	574	21,038	137,033
								213,082
Materials/Supplies/Freight								
Materials	22,745	-	-	-	1,141	4,332	-	28,218
Freight	278	-	-	-	-	-	-	278
	23,023	-	-	-	1,141	4,332	-	28,496
								305,256
Total	\$ 241,521	\$ -	\$ -	\$ -	\$ 6,791	\$ 21,406	\$ 35,538	\$ 305,256

FORT LIARD

District Education Authority
Statement of Operations - Non-Consolidated

For the year ended June 30, 2022

	2022 Budget	2022 Actual	2021 Actual
Revenue			
Contributions from Divisional Council	\$ 26,938	\$ 26,938	\$ 25,508
Other - Dehcho DEC	10,224	28,216	38,877
Other - Contributions from GNWT	-	-	-
Other	-	141	406
	<u>37,162</u>	<u>55,295</u>	<u>64,791</u>
Expenses			
School programs	14,918	34,354	47,693
Inclusive Schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	10,224	-	7,223
Administration	10,020	7,711	10,386
Indigenous language/cultural programs	2,000	5,962	12,274
	<u>37,162</u>	<u>48,027</u>	<u>77,576</u>
Surplus (Deficit)	\$ -	7,268	(12,785)
Opening equity		71,000	83,785
Closing equity		\$ 78,268	\$ 71,000
Composition of Closing Equity			
Cash	\$	78,268	\$ 71,000
Investment in GIC		-	-
Accounts receivable		-	-
Accounts payable		-	-
	\$	<u>78,268</u>	\$ <u>71,000</u>

FORT LIARD

District Education Authority
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2022

Function	School Programs	Inclusive Schooling	Accommodation	Student	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
Salaries								
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	-	-	3,616	3,616
Board/Trustee Honoraria	-	-	-	-	-	7,460	-	7,460
	-	-	-	-	-	7,460	3,616	11,076
Employee Benefits								
Employee Benefits/Allowances	-	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
Services Purchased/Contracted								
Professional/Technical Services	-	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-	-
Other - Awards	5,917	-	-	-	-	-	-	5,917
Other - Contracted Services	650	-	-	-	-	251	-	901
Other - Local Programs	5,097	-	-	-	-	-	-	5,097
	11,664	-	-	-	-	251	-	11,915
Materials/Supplies/Freight								
Materials	22,690	-	-	-	-	-	2,346	25,036
Freight	-	-	-	-	-	-	-	-
	22,690	-	-	-	-	-	2,346	25,036
Total	\$ 34,354	\$ -	\$ -	\$ -	\$ -	\$ 7,711	\$ 5,962	\$ 48,027

JEAN MARIE RIVER

District Education Authority
Statement of Operations - Non-Consolidated

For the year ended June 30, 2022

	2022 Budget	2022 Actual	2021 Actual
Revenues			
Contributions from Divisional Council	\$ 16,275	\$ 16,275	\$ 15,670
Other - Dehcho DEC	-	-	-
Other - Contributions from GNWT	-	-	-
Other	-	-	750
	<u>16,275</u>	<u>16,275</u>	<u>16,420</u>
Expenses			
School programs	3,325	1,562	5,923
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	-	-
Administration	10,950	2,634	5,970
Indigenous language/cultural programs	2,000	5,300	750
	<u>16,275</u>	<u>9,496</u>	<u>12,643</u>
Surplus (Deficit)	\$ -	6,779	3,777
Opening equity		17,457	13,680
Closing equity	\$	24,236	\$ 17,457
Composition of Closing Equity			
Cash	\$	24,236	\$ 17,457
Accounts receivable		-	-
Accounts payable		-	-
	<u>\$</u>	<u>24,236</u>	<u>\$ 17,457</u>

JEAN MARIE RIVER

District Education Authority
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2022

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	1,960	4,750	6,710
Board/Trustee Honoraria	-	-	-	-	480	-	480
	-	-	-	-	2,440	4,750	7,190
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Travel (Bussing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Awards	-	-	-	-	-	-	-
Other - Contracted Services	500	-	-	-	194	-	694
Other - School Programs	-	-	-	-	-	-	-
	500	-	-	-	194	-	694
Materials/Supplies/Freight							
Materials	1,062	-	-	-	-	550	1,612
Freight	-	-	-	-	-	-	-
	1,062	-	-	-	-	550	1,612
Total	\$ 1,562	\$ -	\$ -	\$ -	\$ 2,634	\$ 5,300	\$ 9,496

WRIGLEY

District Education Authority
Statement of Operations - Non-Consolidated

For the year ended June 30, 2022

	2022 Budget	2022 Actual	2021 Actual
Revenue			
Contributions from Divisional Council	\$ 19,360	\$ 19,360	\$ 18,920
Other - Dehcho DEC	-	-	980
Other - Contributions from GNWT	-	-	-
Other	-	-	2,750
	<u>19,360</u>	<u>19,360</u>	<u>22,650</u>
Expenses			
School programs	4,760	3,850	8,567
Inclusive schooling	-	-	-
Student accomodations	-	-	-
Operations and maintenance	-	-	-
Administration	12,600	2,277	3,519
Indigenous language/cultural programs	2,000	-	2,408
	<u>19,360</u>	<u>6,127</u>	<u>14,494</u>
Surplus (Deficit)	\$ -	13,233	8,156
Opening equity		88,833	80,677
Closing equity		\$ 102,066	\$ 88,833
Composition of Closing Equity			
Cash		\$ 97,226	\$ 88,833
Accounts receivable		4,840	-
Accounts payable		-	-
		<u>\$ 102,066</u>	<u>\$ 88,833</u>

WRIGLEY

District Education Authority
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2022

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations and Maintenance	Administration	Indigenous Languages and Education	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	-	-	-
Board/Trustee Honoraria	-	-	-	-	2,025	-	2,025
	-	-	-	-	2,025	-	2,025
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Travel (Bussing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Awards	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	252	-	252
Other - Local programs	-	-	-	-	-	-	-
	-	-	-	-	252	-	252
Materials/Supplies/Freight							
Materials	3,850	-	-	-	-	-	3,850
Freight	-	-	-	-	-	-	-
	3,850	-	-	-	-	-	3,850
Total	\$ 3,850	\$ -	\$ -	\$ -	\$ 2,277	\$ -	6,127

NAHANNI BUTTE

District Education Authority
Statement of Operations - Non-Consolidated

For the year ended June 30, 2022

	2022 Budget	2022 Actual	2021 Actual
Revenues			
Contributions from Divisional Council	\$ 16,152	\$ 16,152	\$ 15,822
Other - Dehcho DEC	-	675	300
Other - Contributions from GNWT	-	-	-
Other	-	-	-
	<u>16,152</u>	<u>16,827</u>	<u>16,122</u>
Expenses			
School programs	2,872	11,408	2,963
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	-	-
Administration	11,280	634	874
Indigenous language/cultural programs	2,000	827	1,500
	<u>16,152</u>	<u>12,869</u>	<u>5,337</u>
Surplus (Deficit)	\$ -	3,958	10,785
Opening equity		50,431	39,646
Closing equity		\$ 54,389	\$ 50,431
Composition of Closing Equity			
Cash	\$	53,714	\$ 50,431
Accounts receivable		675	-
Accounts payable		-	-
	<u>\$</u>	<u>54,389</u>	<u>\$ 50,431</u>

NAHANNI BUTTE

District Education Authority
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2022

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	375	750	1,125
Board/Trustee Honoraria	-	-	-	-	-	-	-
	-	-	-	-	375	750	1,125
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Travel (Bussing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Awards	-	-	-	-	-	-	-
Other - Contracted Services	250	-	-	-	259	-	509
Other - School Programs	-	-	-	-	-	-	-
	250	-	-	-	259	-	509
Materials/Supplies/Freight							
Materials	11,158	-	-	-	-	77	11,235
Freight	-	-	-	-	-	-	-
	11,158	-	-	-	-	77	11,235
Total	\$ 11,408	\$ -	\$ -	\$ -	\$ 634	\$ 827	\$ 12,869

SAMBAA K'E

District Education Authority
Statement of Operations - Non-Consolidated

For the year ended June 30, 2022

	2022 Budget	2022 Actual	2021 Actual
Revenue			
Contributions from Divisional Council	\$ 17,446	\$ 17,446	\$ 17,226
Other - Dehcho DEC	-	61,352	14,173
Other - Contributions from GNWT	-	-	-
Other	-	-	-
	<u>17,446</u>	<u>78,798</u>	<u>31,399</u>
Expenses			
School programs	4,496	52,436	-
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	-	-
Administration	10,950	18,956	20,991
Indigenous language/cultural programs	2,000	2,775	500
	<u>17,446</u>	<u>74,167</u>	<u>21,491</u>
Surplus (Deficit)	\$ -	4,631	9,908
Opening equity		13,402	3,494
Closing equity	\$	18,033	\$ 13,402
Composition of Closing Equity			
Cash	\$	18,033	\$ 13,402
Accounts receivable		-	-
Accounts payable		-	-
	\$	18,033	\$ 13,402

SAMBAA K'E

District Education Authority
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2022

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	16,054	2,525	18,579
Board/Trustee Honoraria	-	-	-	-	2,759	-	2,759
	-	-	-	-	18,813	2,525	21,338
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Travel (Bussing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Awards	1,050	-	-	-	-	-	1,050
Other - Contracted Services	50,000	-	-	-	143	-	50,143
Other - School Programs	-	-	-	-	-	-	-
	51,050	-	-	-	143	-	51,193
Materials/Supplies/Freight							
Materials	1,386	-	-	-	-	250	1,636
Freight	-	-	-	-	-	-	-
	1,386	-	-	-	-	250	1,636
Total	\$ 52,436	\$ -	\$ -	\$ -	\$ 18,956	\$ 2,775	\$ 74,167

KAKISA LAKE

District Education Authority
Statement of Operations - Non-Consolidated

For the year ended June 30, 2022

	2022 Budget	2022 Actual	2021 Actual
Revenues			
Contributions from Divisional Council	\$ 15,399	\$ 15,839	\$ 15,399
Other - Dehcho DEC	-	18,805	4,675
Other - Contributions from GNWT	-	8,000	-
Other	-	800	-
	<u>15,399</u>	<u>43,444</u>	<u>20,074</u>
Expenditure			
School programs	2,449	16,825	10,264
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	10,000	4,250
Administration	10,950	12,018	11,456
Indigenous language/cultural programs	2,000	-	2,250
	<u>15,399</u>	<u>38,843</u>	<u>28,220</u>
Surplus (Deficit)	\$ -	4,601	(8,146)
Opening equity		9,250	17,396
Closing equity		\$ 13,851	\$ 9,250
Composition of Closing Equity			
Cash		\$ 13,932	\$ 9,250
Accounts receivable		1,375	-
Accounts payable		(1,456)	-
		<u>\$ 13,851</u>	<u>\$ 9,250</u>

KAKISA LAKE

District Education Authority
 Details of Expenses - Non-Consolidated

For the year ended June 30, 2022

Function	School Programs	Inclusive Schooling	Accommodation	Student	Operations & Maintenance	Administration	Indigenous Languages and Education	Total
Salaries								
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instruction Assistant	-	-	-	-	-	-	-	-
Non Instructional Staff	12,095	-	-	-	10,000	6,100	-	28,195
Board/Trustee Honoraria	-	-	-	-	-	4,800	-	4,800
	12,095	-	-	-	10,000	10,900	-	32,995
Employee Benefits								
Employee Benefits/Allowances	-	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
Services Purchased/Contracted								
Professional/Technical Services	-	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-
Travel	-	-	-	-	-	256	-	256
Student Travel (Bussing)	-	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-	-
Other - Awards	1,506	-	-	-	-	-	-	1,506
Other - Contracted Services	-	-	-	-	-	62	-	62
Other - School Programs	2,201	-	-	-	-	800	-	3,001
	3,707	-	-	-	-	1,118	-	4,825
Materials/Supplies/Freight								
Materials	1,023	-	-	-	-	-	-	1,023
Freight	-	-	-	-	-	-	-	-
	1,023	-	-	-	-	-	-	1,023
Total	\$ 16,825	\$ -	\$ -	\$ -	\$ 10,000	\$ 12,018	\$ -	\$ 38,843

Education Accountability Framework

Ndilo District

Education Authority

Annual Report

For the 2021-22 School Year



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Operating Plan - Executive Summary

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

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Ndiłq 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 Ndiłq District Education Authority (NDEA) is responsible for administering and maintaining the standards of educational programs in Ndiłq specifically at K'àlemì Dene School (KDS). The NDEA is committed to providing quality education for students by concentrating on the following four components of learning as identify in the KDS Mission and Vision Statement:

- Language and Culture
- Academics and Technology
- Dene Laws and Wellness
- Physical Activity.

Through the development of these skills, students will grow and develop into respectful, healthy, diligent and strong Dene who will give back to their families, community and the North.

KDS is a small school that offers culturally relevant and inclusive education programming for Junior Kindergarten to grade 12 students. Enrollment for the 2021-22 school year is estimated at approximately 125 full time students. The student population is primarily Yellowknives Dene First Nation. KDS also attracts many Indigenous families from Yellowknife and provides free transportation for these students.

KDS offers a wide range of programming, including:

- Priority on teaching and learning Wiłhìdeh Yatì and culture,
- Several key cultural experiences throughout the school year,
- Increased time on-the-land with grades one through nine spending a half day each week,
- Focus on social and emotional well-being,
- Access to a Child and Youth Care Counsellor,
- Extensive and inclusive food program serving breakfast, snack and lunch,
- Small multi-grade classes,
- Maker Space pedagogy,
- Focus on speech and language development in JK-grade 3,
- Alternative High School Program option for high school students, and
- Intensive focus on career readiness and future planning for high school students.

The NDEA is looking forward to a new school year after the challenging 2020-21 year. While the last year was rewarding, it did come with its many challenges. In 2021-22, KDS staff and students will work towards the following goals:

1. KDS will increase Wiilideh Yatı weekly instructional time to further develop students' oral proficiency levels and the whole school approach to language learning.
2. KDS staff will increase their understanding of the brain's executive functions and develop universal design skills and strategies to support students' learning and their academic progress.
3. KDS will increase overall understanding of diversity and inclusion to support student-to-student and staff-to-student relationships.

In addition to these goals, KDS will continue to offer Key Cultural Experiences, expand our Afternoons-on-the-land program and restart overnight camps. KDS staff will continue learning about the Indigenous teaching and learning practice of holism. As well, KDS will begin a three-year Student Success Initiative that will see a small central library developed in the school. The NDEA is looking forward to another wonderful school year.

Annual Report - Executive Summary

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

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

While the 2021-22 school year was rewarding, it was not without its challenges. Operating a school during a global pandemic continued to force KDS staff to rethink many of its traditions, practices and routines to ensure everyone's safety. Staff worked diligently to ensure that KDS maintained its welcoming and inclusive environment despite not being able to host large events like feasts or assemblies and with increased Covid restrictions. The staff at KDS recognized the importance of in-person learning during the prolonged closures and increased restrictions. This year was more challenging than the previous in this regard.

Based on the mission and vision statement of KDS and the strategic priorities of ECE, three major goals were set in 2021-22. These goals informed the school's improvement plan and guided the course of the school year.

KDS increased Wiliideh Yatı weekly instructional time to further develop students' oral proficiency levels and the whole school approach to language learning. KDS continued to integrate Wiliideh language, in addition to classroom lessons, into daily on-the-land activities. The Afternoons-on-the-land Program continued where grade one to nine students spent an afternoon per week outside. Community Knowledge Keepers, students and staff spent time on the land learning outdoor, survival skills. Staff also increased their understanding of the Indigenous teaching and learning concept of holism. Staff learned about the teaching practice by learning from one classroom pilot a unit and report back at regular intervals. Watching a classroom gain momentum and success encouraged others.

KDS staff increased their understanding of the brain's executive functions and develop universal design skills and strategies to support students' learning and their academic progress. KDS education staff participated in professional development focused on executive function. Via a virtual presentation staff worked with an educational psychologist to learn about executive function. Then each staff member choose an area to increase their learning with a small project. Educators tested many different strategies then presented their findings to the whole group. The majority of staff also participated in a course about Executive Function from Foothills Academy.

Finally, KDS attempted to increase overall understanding of diversity and inclusion to support student-to-student and staff-to-student relationships. In classrooms, KDS teachers explicitly taught about diversity including race, sexuality and neuro-diversity. This led to many rich discussions about differences in people and how to be more inclusive. Unfortunately, the majority of this goal depended on being able to gather which made it difficult to achieve the remainder of the outcomes. KDS is excited to continue on this journey in the 2022-23 school year.

Overall, it was a fulfilling school year with many amazing things being learned. Despite many challenges that came up along the way, staff and students did an amazing job of navigating the changing landscape of a global pandemic.

Cadre de responsabilisation en éducation

Administration scolaire de district de Ndilo

Rapport annuel

pour l'année scolaire 2021-2022



Plan de fonctionnement – Sommaire

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

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

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

L'Administration scolaire de district de Ndilq est responsable d'administrer les programmes d'éducation et d'assurer le respect des normes à Ndilq, plus précisément à l'école dénée K'àlemi. L'Administration scolaire s'engage à offrir aux élèves une éducation de qualité axée sur les quatre volets d'apprentissage suivants, mis de l'avant dans l'énoncé de mission et d'ambition de l'école :

Langue d'enseignement

Études générales et technologie

Lois dénées et bien-être

Activité physique

Grâce au développement de compétences dans ces domaines, les élèves grandiront et deviendront des Dénés respectueux, en santé, diligents et forts, qui redonneront à leur famille, à la communauté et au Nord.

L'école K'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 2020-2021 sont estimées à environ 125 élèves à temps plein. Les élèves appartiennent principalement à la Première Nation des Dénés Yellowknives. L'école attire aussi de nombreuses familles autochtones de Yellowknife; elle offre le transport gratuitement à ces élèves.

L'école offre toute une gamme de programmes :

Priorité à l'enseignement et à l'apprentissage de la culture et de la langue wìlìideh yatì

Plusieurs expériences culturelles essentielles pendant l'année scolaire

Nombreuses activités dans la nature pour les élèves de la 1^{re} à la 9^e année, à raison d'une demi-journée par semaine

Accent sur le bien-être social et affectif

Accès à un conseiller en soins à l'enfance et à la jeunesse

Programme alimentaire varié et complet qui sert déjeuner, dîner et collations

Petites classes multiniveaux

Aménagement d'un laboratoire créatif « Maker Space »

Accent mis sur le développement de la parole et du langage, de la prématernelle à la 3^e année

Possibilité de participer à un programme alternatif d'études secondaires

Attention particulière accordée à la préparation au marché du travail et la planification de l'avenir pour les élèves du secondaire

En mars 2020, suivant la recommandation du ministre de l'Éducation, l'ASDN a présenté une motion visant à fermer l'école en raison de la pandémie mondiale de COVID-19. Pendant cette fermeture, les employés de l'école dénommée K'alemi ont fait preuve de diligence pour rester en contact avec les élèves et les familles, et leur apporter un soutien à distance tout en leur fournissant trousseaux d'apprentissage. En septembre 2020, l'école a rouvert ses portes selon un plan approuvé. Les employés veillent à la santé et à la sécurité des élèves, des familles et de la communauté, qui demeurent une priorité absolue.

En plus de rouvrir l'école dénommée K'alemi et de rétablir les liens, l'ASDN s'est fixé trois objectifs pour l'année scolaire 2020-2021 :

L'école augmentera l'accès à l'apprentissage dans la nature et la durée des activités. Les élèves de la 1^{re} à la 9^e année participeront au moins une demi-journée d'école par semaine à des programmes dans la nature en profitant des espaces naturels situés à proximité de l'école. En complément aux leçons en classe, la langue willìideh viendra s'intégrer aux activités quotidiennes sur les terres ancestrales.

Le personnel enseignant de l'école approfondira sa compréhension des programmes scolaires, des activités d'évaluation et de l'enseignement différencié à la lumière des programmes d'études des TNO. Pour ce faire, il s'engagera dans des activités de perfectionnement professionnel et fixera des objectifs en matière de pratiques d'enseignement et d'apprentissage.

L'école améliorera l'accès aux services de bien-être et de santé mentale pour les élèves et le personnel. Du temps sera consacré à bâtir la communauté et à renforcer les liens par suite de la fermeture de l'école et des restrictions accrues liées à la COVID-19. Les élèves et les employés auront accès à un conseiller en soins à l'enfance et à la jeunesse. De plus, le personnel scolaire prendra part à des activités de perfectionnement professionnel dans le but d'approfondir sa compréhension des pratiques tenant compte des traumatismes.

Rapport annuel – Sommaire

Le rapport annuel de l'Administration scolaire de district de Ndilo (ASDN) pour l'année scolaire 2021-2022 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent rendre compte de leurs activités, de leur conformité avec les directives sur l'éducation et de la mise en œuvre d'activités et d'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 réalisés pendant cette année scolaire, ainsi que les points à améliorer.

Si l'année scolaire 2021-2022 a été l'occasion de vivre des expériences enrichissantes, elle a aussi comporté son lot de difficultés. Pour faire fonctionner l'école dénée K'àlemi en sûreté pendant la pandémie, le personnel a dû repenser plusieurs de ses traditions, pratiques et routines. Ses membres ont travaillé avec ardeur pour conserver le côté accueillant et inclusif de l'école, même si les restrictions pour prévenir la COVID empêchaient la tenue d'événements comme des festins ou d'autres rassemblements. Les fermetures prolongées et l'accroissement des restrictions ont amené les enseignants à mesurer l'importance de l'apprentissage en personne. La récente année scolaire nous a particulièrement touchés à cet égard.

Nous inspirant de l'énoncé de la mission et de l'ambition de l'école dénée K'àlemi, nous nous étions fixé trois buts principaux pour 2021-2022. Ces buts ont structuré le plan d'amélioration de l'école et ont orienté l'année scolaire.

L'école dénée K'àlemi a accru le temps hebdomadaire accordé à l'enseignement du wilhìdeh yatì pour amener les élèves à maîtriser la langue orale et favoriser son apprentissage dans toutes les activités scolaires. Nous avons poursuivi l'intégration de la langue wilhìdeh aux leçons en classe et aux activités quotidiennes sur les terres ancestrales. Les élèves de la première à la neuvième année ont continué à passer un après-midi par semaine à l'extérieur dans le cadre du programme « Après-midis sur les terres ancestrales ». Les gardiens communautaires du savoir, les étudiants et les enseignants ont ainsi passé du temps en nature pour apprendre les techniques de survie. Le personnel en a profité pour améliorer sa compréhension du concept autochtone d'enseignement et d'apprentissage holistiques. Les enseignants ont peaufiné leur pratique en observant une classe qui pilotait un groupe et rendait des comptes à intervalle régulier. Les autres classes étaient encouragées en voyant leurs vis-à-vis gagner en dynamisme et en succès.

Le personnel de l'école a approfondi ses connaissances sur les fonctions exécutives du cerveau, élargi ses compétences en conception universelle et travaillé sur des stratégies pour soutenir les élèves dans leurs apprentissages et leur progrès scolaires. Les enseignants ont aussi perfectionné leurs compétences professionnelles dans ces fonctions exécutives; ils ont suivi la présentation virtuelle donnée à ce sujet par un psychopédagogue. Chaque participant a ensuite conçu un petit projet pour poursuivre son apprentissage. Les éducateurs ont testé plusieurs stratégies et ont ensuite présenté leurs conclusions au groupe. La majeure partie des enseignants ont aussi participé à un cours sur la fonction exécutive donné par la Foothills Academy.

Finally, the school has tried to increase the understanding of diversity and inclusion to favor good student-student and student-staff relations. In the classrooms, teachers have clearly addressed the various aspects of diversity (racial, sexual, neurological). They have sparked rich discussions on the differences between people and on the way to improve inclusion. Unfortunately, due to the impossibility of gathering, the results of the initiative remain to be measured. The school in K'alemi counts on pursuing this exciting initiative during the 2022-2023 school year.

Overall, the school year has been very satisfying and several major learnings have been achieved. Despite all the obstacles encountered on their way, the students have done a remarkable job of continuing to evolve in a pandemic context.

1. Administration and School Services

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

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

A. Governance of Education Bodies

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

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

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

- Superintendent – Cindi Valesnak
- Last Election – May 2019
- Members serve a three-year term. An election is called every 3rd May.
- Meetings occur monthly, but more often as required.
- The number of staff at the Ndilq District Education Authority is 1 (contracted superintendent services)
- The next election will happen in May 2022

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

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

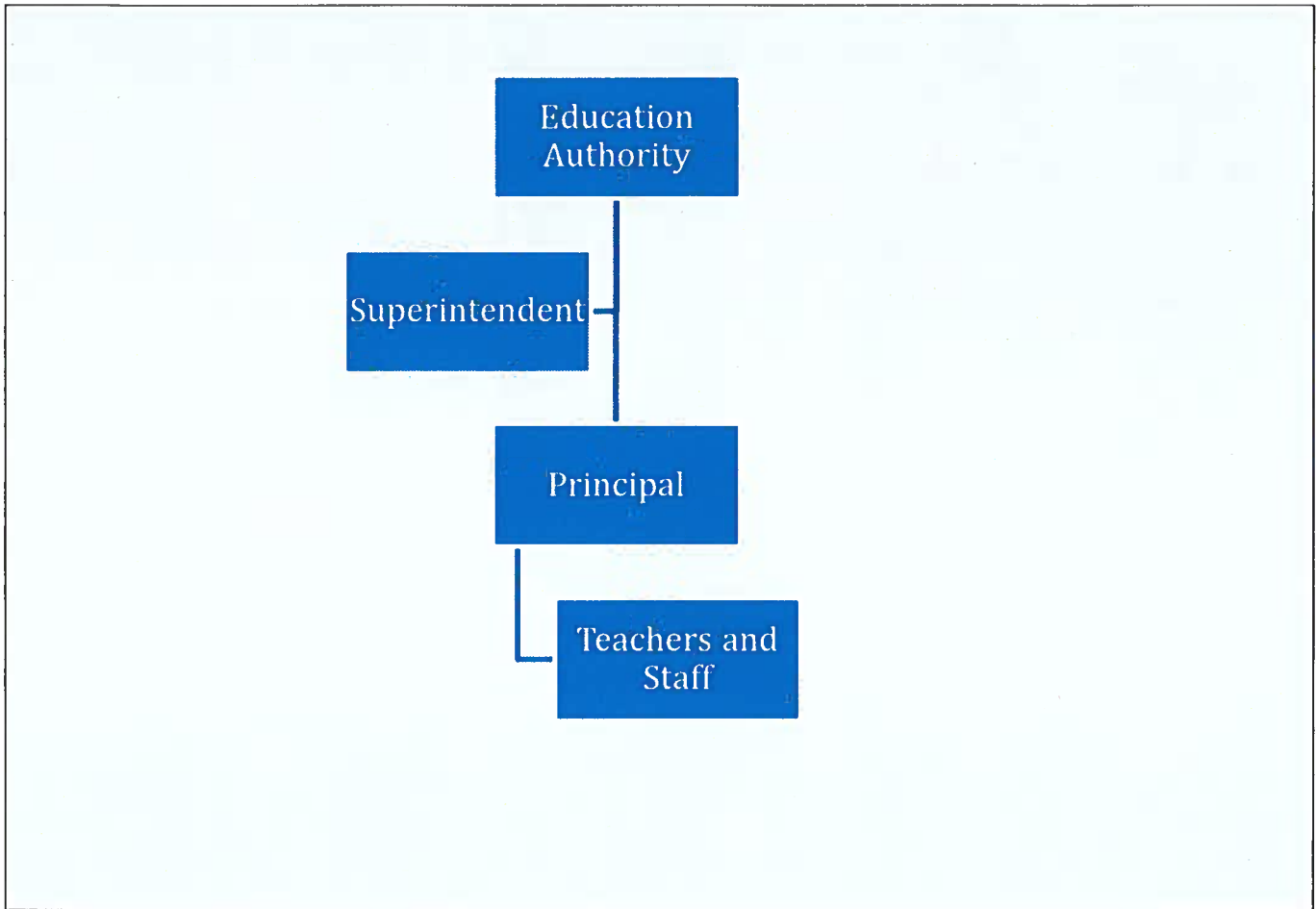
It should be noted that the role of the principal is different than at most schools in the NWT. The KDS principal often receives direction directly from the NDEA and is responsible for reporting to the NDEA. With support from the superintendent, the principal is responsible for developing the school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

An NDEA election occurred during the month of May 2022. One trustee resigned in May 2020; the NDEA is actively seeking a replacement. Current Ndilo District Education Authority members are:

1. Cecilie Beaulieu, Trustee
2. Theresa Black, Trustee
3. Myra Conrad, Trustee
4. Lila Erasmus, Vice Chairperson
5. Sarah Erasmus, Chairperson
6. Nyra Mackenzie, Trustee
7. Vacant Position

B. Functional Organizational Chart

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



C. Governance Training

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

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
Reviewing Education Act	Superintendent	DEA	A section at each regular meeting.	No	School closures due to Covid made training difficult.
Strategic planning with YKDFN Chief and Council	YKDFN	DEA	TBD	No	Due to Covid, YKDFN did not hold any more planning sessions.

D. Education Body Meetings

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

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
September 23, 2021	KDS	Yes	
October 21, 2021	KDS	Yes	
November 18, 2021	KDS	Yes	
January 20, 2022	KDS	Yes	
February 17, 2022	KDS	No	Meeting cancelled due to a death in community.
April 21, 2022	KDS	Yes	
May 19, 2022	KDS	Yes	
June 16, 2022	KDS	Yes	

E. School Profiles

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

Total Number of Schools in District	1	Total Anticipated Student Head Count	125
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School Name	Community	Grades Offered	Programming Highlights
K'alemi Dene School (KDS)	Ndilo	JK-12	<ul style="list-style-type: none"> • Priority on teaching and learning Wiliideh Yatù and culture • Several key cultural experiences throughout the school year • Increased time on-the-land with grades one through nine spending a half day each week. • Focus on social and emotional well-being • Access to a Child and Youth Care Counsellor • Extensive and inclusive food program serving breakfast, snack and lunch • Small multi-grade classes • Access to a Maker Space Lab • Focus on speech and language development in JK-grade 3 • Alternative High School Program option for high school students • Intensive focus on career readiness and future planning for high school students. • We anticipate returning to a regular schedule for the 2021-22 school year. High school students will no longer have their break times compacted.

F. Student Profiles

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

The Ndilq District Education Authority consists of one school that will house approximately 110 to 130 students in 2021-22 school year. When K'àlemì 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 Wiilhideh language and culture are integrated as much as possible.

K'àlemì 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 Wiilhideh Yatì lessons with a fluent speaker, seasonally appropriate culture camps and integrated lessons using Dene Kede. In addition to Key Cultural Experiences, grade 1-9 students spend one afternoon a week on the land to enhance land-based education.

The NDEA is committed to providing ALL KDS students with a safe and inclusive learning environment that is appropriate and respectful to their diverse strengths and needs, in classrooms with their age peers. At this time, approximately 43% of students are working on a regular education program with curriculum at their grade level with access to universal supports and strategies. Please note the small enrollment at KDS limits any other reporting of students on student support plans.

Being so close to the community of Yellowknife, KDS often attracts families from Yellowknife for the range of programming that is offered. We offer free bus service for those families, many of whom are low-income families. Over the years, our ridership has increased and in 2018-19, the NDEA made the decision to contract bus services and use a large bus with a dedicated route. However, it should be noted that KDS also provides transportation services to junior kindergarten students as the bus company cannot accommodate four-year old students. At this time, KDS is providing transportation for more than 60 students from Yellowknife to Ndilq.

At this time, we do not anticipate any changes in enrollment due to Covid-19. The number of families being homeschooled will remain the same.

G. Teacher Profiles

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

KDS maintains a teaching staff of six (6) JK to grade nine teachers, three (3) high school teachers, one (1) Alternative high school program teacher and five (5) educational assistants, one (1) program support teacher and one (1) principal. KDS will not experience a large staff turn over from 2020-21 to 2021-22, with only one (1) staff member with a continuing contract leaving.

All teaching staff are Yellowknife Education District No. 1 (YK1) employees and the NDEA adheres to the YK1 Collective Agreement. YK1 invoices the NDEA each month for cost of salaries and benefits.

Of the staff expected to return to KDS, five (5) members of our teaching staff have been employed at KDS for ten (10) years or more years.

KDS also employs a 0.5 Elder/Language Instructor, 0.6 cook and full-time janitor. These positions are hired through the Yellowknives Dene First Nation Band Office and invoiced back to the NDEA.

Due to Covid-19 protocols, extra janitorial services were required. KDS did not require additional teaching staff due to the Covid-19 restrictions, however, the use of substitute teachers and replacement staff increased greatly in 2020-21. We expect the same demand for substitute teachers and replacement staff for the upcoming school year as the screening protocols for Covid-19 are not expected to change.

2. Territorial Schools

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

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

A. Education Body Strategic Planning

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

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

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

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p>K'àlemì Dene School Mission Statement</p> <p>The NDEA is committed to providing quality education for our students by concentrating on the following four components of learning as identified in the KDS Vision and Mission Statement:</p> <ul style="list-style-type: none"> • Language and Culture • Academics and Technology • Dene Laws and Wellness • Physical Activity. <p>Through the development of these skills, students will grow and develop into respectful, healthy, diligent and strong Dene who will give back to their families, community and the North.</p> <p>Through discussions with the NDEA and KDS staff the following goals, which align with ECE's five shared priorities, have been set for the 2021-22 school year:</p> <ol style="list-style-type: none"> 1. KDS will increase Wiilìideh Yatı weekly instructional time to further develop students' oral proficiency levels and the whole school approach to language learning. 2. KDS education staff will increase their understanding of executive function and develop universal design skills and strategies to support students' executive function and their academic progress. 3. KDS will increase overall understanding of diversity and inclusion to support student-to-student and staff-to-student relationships.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with the 5 Shared Priorities.	100%	100%	
KDS will increase Wiilideh Yatu weekly instructional time to further develop students' oral proficiency levels and the whole school approach to language learning.	<p>School schedule that includes additional Wiilideh Yatu time.</p> <p>Staff will attend an increased number of Wiilideh Yatu classes.</p> <p>School schedule that includes additional classroom time with a fluent Wiilideh Yatu speaker.</p> <p>Students will welcome community members with a conversation in Wiilideh Yatu.</p>	<p>School schedule included additional Wiilideh Yatu time.</p> <p>Most staff attended an increased number of Wiilideh Yatu classes.</p> <p>School schedule included additional classroom time with a fluent Wiilideh Yatu speaker.</p> <p>When possible, students welcomed community members with a conversation in Wiilideh Yatu</p>	<p>Due to increased number of classes, some classroom teachers had to teach their own gym. We used Wiilideh Yati classes to provide teachers with prep time.</p> <p>Due to Covid restrictions student did not have many community members or visitors at the school.</p>
KDS education staff will increase their understanding of executive function and develop universal skills and strategies to support students' executive function and their academic progress.	<p>KDS education staff will participate in professional development focused on executive function.</p> <p>Classroom teachers and educational assistants will participate in research about executive function and universal design then present findings to staff.</p> <p>Professional learning communities will choose one resource about executive function and universal strategies to discuss.</p>	<p>KDS education staff participated in professional development focused on executive function.</p> <p>Classroom teachers and educational assistants participated in research about executive function and universal design then presented findings to staff.</p> <p>Professional learning communities chose one resource about executive function and universal strategies to discuss.</p>	
KDS will increase overall understanding of diversity	KDS teachers will explicitly teach about diversity including	KDS teachers explicitly taught about diversity	Due to Covid restrictions and school closures, it was not

<p>and inclusion to support student-to-student and staff-to-student relationships.</p>	<p>race, sexuality and neuro-diversity.</p> <p>KDS staff and students will celebrate and welcome diversity through bi-monthly school events (friendly contests, spirit days, etc.).</p> <p>Increased GSA activity throughout the school year.</p>	<p>including race, sexuality and neuro-diversity.</p> <p>KDS staff and students did not celebrate and welcome diversity through bi-monthly school events (friendly contests, spirit days, etc.).</p> <p>GSA activity did not increase throughout the school year.</p>	<p>possible to plan bi-monthly events or mix classes for GSA meetings.</p>
<p>Areas of Strength for the region</p>	<p>Despite a challenging school year, KDS was able to accomplish many of the set goals. Covid-19 continued to encourage staff to rethink many of “regular” practices and in many situations think of better programming. KDS staff was able to increase Wiliideh Yatı instructional time for learning new material and reinforcing previously learned language. The Afternoons-on-the-Land Program continued to provide students with increased access to cultural practices while encouraging children to enjoy the outdoors.</p> <p>Staff also increased their understanding of executive function. Classroom teachers embarked on their journeys and explored different strategies to help increase students’ flexible and critical thinking skills and attention spans.</p>		
<p>Areas for Development for the region</p>	<p>Some goals were not met due to the increased number of school closures during the 2021-22 school year. When open, both Covid restrictions and staff shortages made it difficult to implement plans.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>KDS continued to navigate the restrictions of Covid. The 2022-23 school year was more challenging due to the increased length of school closures. It was difficult to establish routines. As well, staff shortages due to illness increased significantly.</p>		

B. School Improvement Planning

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

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

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>K'alemi Dene School develops a yearly School Improvement Plan (SIP) in consultation with the NDEA and school staff. Due to Covid-19 and the increased planning and coordination required, the NDEA has prioritized three goals to ensure that KDS staff can implement them in a meaningful way. When the SIP plan is completed, the finished document is shared through our school website. The goals of the school improvement plan are guided by the KDS mission and vision statement and align with the priorities and goals as indicated earlier.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	
Areas of Strength for the region	KDS develops the School Improvement Plan in collaboration with the NDEA and staff which leads to a high level of commitment to the goals and activities described therein. This also helps to build leadership and expertise within the school staff.		
Areas for Development for the region	The number of reports/plans required can be cumbersome to complete in a timely fashion with a small leadership team.		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Some goals were not completed this year due to increased school closures and staff shortages due to illness.
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C. Annual School Reviews

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

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

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

Regional approach to the completion of Annual School Reviews , including any specific information related to the COVID-19 pandemic.	At the end of the school year, KDS staff will review and discuss the school improvement plan which will help to inform the annual review and the next year’s plan. This review will be guided using the key accountability questions outlined by ECE’s School Improvement Reporting Policy and Framework. The information gathered will help to build the School Improvement Plan for the following school year.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%	100%	
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region	Taking the time to review and reflect upon the school year, helps staff remain responsive to the needs of KDS.		
Areas for Development for the region	Lack of a reporting template makes it difficult to complete the Annual School Review with consistency.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	With the addition of ECE’s Accountability Framework, the School Improvement and Reporting Directive should be reviewed with small reporting bodies in mind.		

D. Staff Evaluations

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

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

Regional approach to the completion of Staff Evaluations, including any specific information related to the COVID-19 pandemic.	The KDS principal follows the process provided by ECE by using three formal observations that include a pre- and post- observation meeting and finishing with a Teacher Evaluation Report. KDS also uses a ten-minute walk through observation method, where the principal performs a short observation then follows with discussion about strengths and stretches. Staff evaluations are completed according to the schedule maintained by Yellowknife Education District No. 1.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	7	0	Completing staff evaluations was challenging with increased school closures and staff shortages.
Number of principals and assistant principals formally evaluated in the school year.	0	0	
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	0	0	
Number of Superintendents formally evaluated in the school year.	0	0	
Areas of Strength for the region	Being in a small school means that the principal gets to spend more time in classrooms with students and teachers. Informal observations happen regularly.		
Areas for Development for the region	The evaluation process needs to be refined to be more efficient. As it stands now, it is cumbersome.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Unfortunately, 2021-22 was not a "regular" teaching year. Due to school closures and staff shortages, staff evaluation did not get completed.		

E. Regional Training and In-Service

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

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

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Training and In-Service activities and themes are determined by school priorities which are developed in consultation with NDEA trustees and KDS staff. Once these are decided and the School Improvement Plan is developed, professional development activities are planned accordingly. Safety training for Covid-19 protocols will continued as required.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on shared priorities	100%	100%	
Number of administration days dedicated to training and in-service.	0	0	
% of collaborative STIP time dedicated to regional priorities	40%	40%	
Number of schools which implemented STIP as per the Ministerial Directive	1	1	
Areas of Strength for the region	<p>Training and in-services continue to be responsive to our students’ needs. For example, after a session of Autism Spectrum Disorder, staff were ready to learn more about the brain and executive function. The consultant was able to tailor the information specifically to the needs of the staff. As well, KDS is fortunate to have a many seasoned teachers on staff who are able to plan and implement training sessions.</p>		
Areas for Development for the region	<p>We often lack time to plan the training and in-services that we would like to see. We also have a limited access to substitute teachers for training that occurs during instructional days.</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<p>Covid-19 restrictions made it difficult to plan professional development activities. We will be excited to return to in-person professional development.</p>		

F. Literacy Coordinators

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

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

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.25	0.00	0.25	Unable to hire for the 0.5 position	0.25	

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

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

<p>Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>The KDS principal carries out the role of Literacy Coach. She ensures new teachers are introduced to the KDS Literacy Plan and that it is being implemented in each JK to grade 7 classroom. Implementation includes arranging for professional development, setting expectations for long range, unit and lessons plans, co-planning and coaching.</p> <p>At this time, it is not feasible to top the Literacy Coach position up to 0.50 as is expected by ECE. It is challenging to fill part-time positions.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. (Yes or No)	Yes	Yes	
Areas of Strength for the region	KDS continues to implement a strong Literacy Plan. This past year, the plan was enhanced by adding the Picture Exchange Communication System which has greatly helped teachers		

	provide students with strong literacy foundations.
Areas for Development for the region	KDS will continue to refine and improve our practices as the NDEA recognizes literacy as a priority for student success.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Not having a fully funded position makes it challenging to hire for the position. While the NDEA recognizes this position should be topped up to another 0.25, half time positions are still difficult fill.

G. Healthy Food for Learning

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

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

Regional Targets	
Relevance of the Healthy Foods for Learning program to regional priorities, including any specific information related to the COVID-19 pandemic.	KDS offers a healthy food program that includes breakfast, snack, and lunch each school day. The school opens early and serves cereal, yogurt and toast. Then for snack, students have access to fruit and granola bars. For lunch we serve sandwiches and vegetables three days/week, with hot lunch twice a week. For the month of September, the lunch program will serve sandwiches, veggies and cookies three days/week and hot lunch two days/week. The menu is developed using the Canadian Food Guide and when possible, locally source foods are used (and celebrated). The school also keeps some gift certificates for the grocery store on hand to help families in emergency situations.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, if applicable.	100%	100%	
Areas of Strength for the region	KDS offers a full food program for all of its students. Students have access to breakfast, snack, lunch and emergency food packages. The program is additionally funded through outside sources.		
Areas for Development for the region	KDS will increase the number of hot lunches served in the upcoming school year.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	The KDS Food Program serves many students and cost much more than ECE allocates. The program requires additional funds for both food and personnel.		

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Frequency of program <i>(Monday - Friday)</i>	Average number of children / youths served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
KDS	Breakfast Snack Lunch Emergency Food Cards	Monday to Friday	90-100	Everyone welcome	Yes	

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

H. Student Success Initiative

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

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

<p>SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.</p>	<p>In 2020-21, KDS completed a three-year project that introduced the Maker Space teaching pedagogy. Starting in 2021, we will begin another three-year project. Our goal is to develop a small library space in the school. Currently, each classroom has their own classroom library but the school does not have a central library. Our hope is to create a small space with quality books that support Indigenous authors and content, classroom learning and student engagement in reading.</p>
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<p>SSI Performance Indicators</p>	<p>Regional Targets</p>	<p>Achieved Results</p>	<p>Explanation of Difference (if applicable)</p>
<p>% of teaching staff from across the region who participate in SSI PD activities.</p>	<p>0%</p>	<p>0%</p>	
<p>% of support staff from across the region who participate in SSI PD activities.</p>	<p>0%</p>	<p>0%</p>	
<p>Areas of Strength</p>	<p>Our library space is operational and is accessible to all students. It is used regularly by two classes to support their in-class reading programs. Holdings reflect student interest and curricular topics, with a strong focus on Indigenous authors and content. Including diverse authors and perspectives has been a focus in selecting books. Students have responded positively to the books in the library, and have increased engagement in reading, particularly series of popular books.</p>		
<p>Areas for Development</p>	<p>Engaging all teachers and classes in using the library on a regular basis will be a goal for next year, as well as increasing our non-fiction holdings to support curriculum.</p>		
<p>Additional Comments, including any specific information related to the COVID-19 pandemic.</p>	<p>Maintaining class bubbles limited our ability to have shared reading programs (i.e. Buddy Reading) this year. We hope to re-introduce these programs next school year.</p>		

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? <i>(Yes/No)</i>	If No, why not?
KDS Library Project	Sept 2021 to June 2024	Yes and will continue for the next two years.	

I. Safe School Plans

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

The current cycle is:

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	KDS takes a collaborative approach to safety. It is everyone's job to ensure we have a safe and inclusive school and work environment. The NDEA is also grateful to YK1's support in this area.		
Areas for Development for the region	During the 2022-23 school year, KDS will explore additional ways to incorporate the Dene Laws into our Safe School Plan and programming.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	NDEA is fortunate to have YK1's support in this area. NDEA adopted YK1's policies and procedures and for the most part follows their lead in safe school initiatives and workplace safety.		

J. Healthy Relationship Programming

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

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

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

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

<p>Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.</p>	<p>KDS staff continue to use different programs than those endorsed by ECE. From JK to grade 7, we are using Second Step SEL and Bullying Prevention. Second Step is research-based, teacher-informed, and classroom-tested, and it promotes the social-emotional development, safety, and well-being of children from Early Learning through Grade 7. Using one program for several grades provides the school with common language around bullying, coping strategies and social-emotional development. For grade 8-12, KDS will continue to use the Fourth R – Health Physical Education and Healthy Relationships Plus Program.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	0	0	
% of schools with grade 4-6 students offering LEADS.	0	0	
% of schools with grade 7-9 students offering the Fourth R.	100%	100%	
% of schools with grade 10-11 students offering HRPP.	100%	100%	
Were there any difficulties accessing training for the above programs?	It is difficult for a small school to access training opportunities when they require multiple staff to be away from the building at the same time. It was especially difficult to access substitute teachers this school year.		

Are there any recommendations for making training for the above programs more accessible?	Offer the training at different time during the school year so that not all staff have to leave at the same time.
Areas of Strength for the region	KDS continues to offer Second Step SEL and Bullying Prevention Program. We have used the program for three years and teacher are familiar with it. They have been offered alternative programming, but have requested we continue with Second Step.
Areas for Development for the region	KDS staff and students are better equipped to recognize bullying, but need additional supports for when dealing with supporting children who engage in bullying behaviour.
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	The role-playing aspect of the Fourth R Program was delivered differently due to Covid-19 restrictions.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	KDS	JK to grade 7 will use Second Step lessons and pedagogy weekly. Grade 8-12 will use The Fourth R Program with their Health and CALM courses.	JK to grade 7 used Second Step lessons and pedagogy weekly. Grade 8-12 used The Fourth R Program with their Health and CALM courses.	

K. Second Language Education

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

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

School Name	Language of SL (Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̄chǫ)	Type of SL program (core, immersion, intensive)	Grades of SL program (per program type)	% of students enrolled (per program type)	Frequency of SL Program (min/week)	Actual Frequency of SL Program (min/week)	Explanation for difference (if applicable)
KDS	Wiilı̄deh Yatı̄	Core	JK-K	100%	45 min/week	90 min/week	
KDS	Wiilı̄deh Yatı̄	Core	Grade 1-9	100%	90 min/week	150 min/week	
KDS	Wiilı̄deh Yatı̄	Core	Grade 10-12	100%	75 hours/year	0 hours	Time and scheduling constraints due to course corrections from the past two years made it challenging to offer Wiilı̄deh Yatı̄ in the high school.

*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		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%	100%	The NDEA is only funded for 0.50 of a position.

B. Program Support Teachers

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

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

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
KDS	1.05	1.00	Unable to schedule or hire a 0.05 PST		1.00	

C. Support Assistants

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

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

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
KDS	1.95	6	Additional Educational Assistants are essential to the success of KDS programming. None are hired through Jordan's Principle at this time.	6	Hiring was challenging this school year. The positions were only filled by April 2022. No EA position were funded by Jordan's Principle.

D. Inclusive Schooling - Staff Development

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

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

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$11,629	\$11,629		\$5,184.25	Training opportunities were limited due to Covid-19. It was difficult to bring consultants in with strict visitor limitations.

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

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Non-Violent Crisis Intervention Training	New EAs	RISC	TBD	No	All staff were trained in 2020. Then new staff were hired too late in the school year.
Insights to Behaviour Courses	RISC, PST, EAs	ECE	Aug 27, Nov 1, Feb 11, June 3 KDS	Yes	
Professional development about executive brain function	All staff	Dean Educational and Psychological Consulting	August 26, October 22 KDS	Yes	
Learning Disabilities and Executive	Principal, PST, Teachers	Foothills Academy	TBD	Yes	

Function Course					
Right to Read Course	JK-grade 4 teachers that have not taken it	Foothills Academy	TBD	No	Course was not offered.

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

Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.	The NDEA and KDS make every effort to ensure that all students are included into age-appropriate classrooms and are supported to learn, contribute and participate as much as possible in all aspects of our learning community. This is accomplished through implementing best teaching practices that reduce barriers, building on students’ strengths, and using a collaborative approach that includes families whenever possible.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?	100%	100%	
% of staff trained, in the past two years, in the SBST process?	100%	100%	
Areas of Strength for the region	There is an established practice of collaboration amongst teachers and support assistants, so sharing of knowledge and expertise happens both formally and informally on a regular basis. Teachers are quick to identify needs and the administration is able to respond with training opportunities.		
Areas for Development for the region	Collaboration with YK1 on professional development regarding support plans has been helpful this year, and should continue in the future.		

Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.	There has been an increase in interest in Assistive Technology due to the challenges of online learning when closed for Covid, and teachers have been exploring different means of lesson delivery that increase accessibility as a result.
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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 (\$)
Merrill Dean	Professional development, 2 days	GNWT service unavailable	KDS	2 days	\$1,200
Continuum North	Speech language services, 2x/week, 7 weeks	GNWT service unavailable	KDS	7 weeks	Free – Continuum North supervised two SLP students who completed practicums at the school. Next time, we will pay for the supervisor’s time.
Capable Kids OT	Consultation/1 day	GNWT service unavailable	KDS	1 day	\$720

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

E. Assistive Technology

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

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

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student / etc.)	Total Over / Under Allocation (\$)
\$20,145	\$2406	Website subscriptions	5 classrooms	\$23,434
	\$3466	Literacy intervention books	Whole school	
	\$936	Picture Exchange Communication System resources	4 students	
	\$11859	Chromebooks with access to	Whole school – access to talk to text software is available as a tier one support	
	\$1028	Sensory supports	10 students	
	\$450	Ipad	2 students	

F. Healing and Counselling

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
KDS	\$17,850	\$17,850		A frosted window was added to the CYCC office for passive supervision	\$2,425	Opportunities were limited due to Covid-19. It was difficult to bring consultants in with strict visitor limitations.

G. Alignment of Student Supports

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

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

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<p>At KDS, we rely on process and collaboration to ensure that supports for students are strengths based and targeted to areas of development. Staff have already started the process to develop and review SSPs for the 2021-22 school year so they can be implemented in September. Teachers will participate in transition meetings in June. SSPs will also be reviewed at minimum three times during the year. Students will also have an opportunity to participate in the process. As well, the SBST will meet regularly to discuss IEPs, and changes to SSPs.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		Not able to comment due to small school population size and possibility of identifying individuals.
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
Number of students not able to participate in the Common Learning Environment in their home community.	0	0	
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%	100%	

% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100%	100%	
Number of students in temporary residency situations or homebound for whom education programs are provided.	0	0	
Number of times per month that the RISC meets with PSTs via video/phone conference?	1	1	KDS PST joins the YK1 monthly meeting
Number of times per year that the RISC meet with the PSTs in person	Daily	Daily	
Areas of Strength for the region	KDS uses an SSP “menu” in order to include student input into SSPs. Teachers find greater engagement from students using this tool. Classroom support plans complemented the Class Review process this year, and helped teachers develop flexible, inclusive supports in their classrooms.		
Areas for Development for the region	We are continuing to develop and implement effective IEPs for students with ASD, based on training received in May 2021. Executive function supports are beginning to be explicitly incorporated into SSPs.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	KDS is fully using the strengths-based IEP at this time. Both families and staff prefer the new approach and are more engaged with the process.		

H. Flexible Instructional Strategies

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

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

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.</p>	<p>At KDS, we strive to meet the needs of all our students. Over the years, we have created an ongoing process to ensure that staff are building relationships with their students and working collaboratively with our team to meet their students’ needs. Through SBST meetings, transition planning, class review and professional development, teachers discuss flexible teaching strategies that will work for their class and individual students. Flexible teaching strategies are further supported by the PST and RISC through co-teaching and planning. This year our professional development will focus on executive function and developing structures to universally support it.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	100%	100%	
% of support assistants who receive support through adequate scheduled time with PST.	100%	100%	
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%	100%	
% of schools that have a fair process for equitable access to extra-curricular activities?	100%	0	No extra-curricular activities due to Covid.
Areas of Strength for the region	Teachers, support assistants, and PST meet a minimum once a week, and more frequently when needed, to develop plans and troubleshoot.		
Areas for Development for the region	Scheduling group meetings (division, support assistants, etc) is challenging due to schedule limitations. These meetings would help connect learnings from professional development to action in the classroom.		

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

This year, teachers and PSTs met one on one, as it was difficult to schedule division meetings due to Covid staffing limitations. The collaborative time was missed.

I. School-based Support Team

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

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

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.	The KDS SBST meets monthly and follows the 30-minute problem solving process. The team meets for a half day each month and during this time 3-4 student profiles are reviewed. Minutes are kept for these meetings. Teachers are asked to refer students to the SBST, as well as the principal/RISC and PST. SBST meetings are also held to develop IEPs and more challenging SSPs.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of schools that have an established an operational SBST by the end of the first month of school.	100%	100%	
% of teachers accessing the SBST	100%	100%	
% of schools that are using referral forms to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	
% of schools that include CYCCs in SBST meetings.	100%	100%	
% of SBST meetings that focus on developing strategies to support classroom teachers.	100%	100%	

% of SBST meetings that focus on solving specific problems.	100%	100%	
% of SBST meetings that address systemic issues in the school.	100%	0	This year, the referrals did not bring up systemic issues, but rather focused on specific students/challenges.
Areas of Strength for the region	Teachers and support assistants are given coverage to attend SBST meetings, so they are prioritized and not "extra" at the end of the day. We follow the 30-minute problem solving method, which we have found to be effective for enacting change in the classroom.		
Areas for Development for the region	Clearly defining the scope/purpose of SBST meetings for teachers to streamline referrals will be a priority for next year. Examining referral data to look for systemic issues would help us identify school wide challenges.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Covid safety protocols occasionally impacted action plans for students – for example, mixing classroom bubbles or staff in order to address a particular issue was not possible.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	KDS	Monthly meetings 120 minutes/ month	November – 150 min February – 150 min April – 30 min May – 180 min June – 240 min	School closures limited meetings in September, October, and January.

J. Review of SSPs and IEPs

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

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

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.</p>	<p>KDS has a standardized approach to developing SSPs and IEPs that all teachers follow with the support of the PST and principal. Classroom teachers start by contacting parents regarding their child’s SSP or IEP to gather their input. Once the SSP or IEP is written, parents are given the opportunity to review the document. The PST and classroom teachers meet to review SSPs and IEPs at each reporting term and changes are made as necessary. When a student is referred to the SBST, if they have an SSP or IEP in place it is reviewed during the meeting. As well, older students review their SSP and provide input through a “menu of supports” created by the KDS PST.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who are developing SSPs for which they are responsible.	100%	100%	
% of teachers who are developing IEPs for which they are responsible	100%	100%	
% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	100%	100%	
% of parents participating in developing IEPs for those students requiring them <i>(more than signing)</i> .	100%		Not able to comment due to small school population size and possibility of identifying individuals.
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%	100%	
% of students participating in developing their own SSPs, when required and appropriate.	100%	100%	

<p>% of students participating in developing their own IEP, when required and appropriate.</p>	<p>100%</p>		<p>Not able to comment due to small school population size and possibility of identifying individuals.</p>
<p>% of schools with plans or strategies in place to increase student participation in SSP and IEP creation</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Teachers have established strong relationships with families, and encourage families to advocate for their children and their learning needs.</p>		
<p>Areas for Development for the region</p>	<p>Collaboration with YK1 on professional development regarding support plans has been helpful this year, and should continue in the future.</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, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.	At KDS, we strive to meet the Priority Time-Use targets through scheduled meeting time including professional learning communities, assessment-to-instruction and class reviews. These meetings help determine how support will be directed to maximize priority time use targets. PST is responsible for managing time-use through a year plan.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	100%	
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	100%	
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%	100%	
% of PSTs allocated as less than a 1.0 FTE	0%	0%	
Areas of Strength for the region	Flexibility – PST is able to adjust schedule to meet with teachers on an as needed basis. Support typically is given in shorter, intensive periods for specific needs, as well as ongoing for general inclusive school practices. Support assistants have shown significant growth in the strategies they are using to work with students in small groups or one on one.		
Areas for Development for the region	In a JK-12 school, a wide range of challenges arise. It is difficult for one person to have expertise and experience in all these areas.		

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

Due to staff absences due to Covid, many adjustments
needed to be made to planned activities. Not all
activities could go ahead when support assistants
were absent.

4. Indigenous Languages and Education

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

A. Regional Indigenous Language and Education Coordinators

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

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

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
0.50	0.50		0.50	

B. Indigenous Language and Education Teams

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

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

Indigenous Language and Education Team			
School	ILE Team Composition <i>(Principal, PST, etc.)</i>	Meeting Frequency	Explanation if ILE Team was not in place or active <i>(if applicable)</i>
KDS	<ul style="list-style-type: none"> • Principal • Indigenous Language and Culture Coordinator • Indigenous Language Instructor • One (1) Classroom Teacher 	Once/Term	ILE team met and confirmed ILE plans. The team also offered suggestions for activities as public health restrictions lifted and to help planning for the next school year.

C. Indigenous Language Instructors

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
KDS	1.43	1.5	Increased to a half time position for hiring purposes.	1.5	

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

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

Accommodations made to maintain Indigenous language instruction in the region, if any?	The Indigenous Language Instructor is an Elder and fluent Willihideh speaker, but does not have any training in education. The 2021/22 school year will be her third full year with KDS. To ensure lessons are successful and engaging for students, we have partnered her with a teacher to help provide support in curriculum delivery and classroom management. We recognize that our Elder holds valuable knowledge and we are fortunate to have created a collaborative teaching team to deliver the <i>Our Languages Curriculum</i> . Classroom teachers are also present for lessons to further support classroom management, small group activities and student engagement.	Our Indigenous Language Instructor and coordinator taught together as planned. Our Indigenous language instructor also spent additional time in classrooms with the support of the classroom teacher.
Plans to recruit and retain language teachers, if any?	We are continually seeking professional development opportunities (like ECE's In-services for Our Languages Curriculum and the University of Alberta's Canadian Indigenous Languages and Literacy Development Institute) to help further our Indigenous Language Instructor's understanding of teaching and learning. KDS is also always bringing in new Community Resource People in hopes of recruiting new and long-term Indigenous Language Instructors for the school. If possible, KDS would support a community to participate in the MAPs program with Indigenous Language Instructor.	Our Language Instructor is interested in continued education and professional development but is uncomfortable participating in online training. She plans to participate in in-person training next year.
Challenges and/or barriers	<ul style="list-style-type: none"> A lack a fluent of speakers 	When public health restrictions lifted, we were able to renew and build relationships with two

faced in the region?	<ul style="list-style-type: none"> Some of the trained language speakers in the region are not interested in working at the school. 	Elders who are also fluent speakers.
What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?	Our current Indigenous Language Instructor is an Elder, her health and safety is our utmost priority during the Covid-19 pandemic. At this time, we are prepared to have our Indigenous Language Instructor work from home and use technology if necessary.	Our Language Instructor successfully participated in remote learning.

D. Indigenous Education

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) & Source (If applicable)
KDS	\$30,600	\$30,600		\$38,435	While we did overspend, school closures, staff shortages and longer periods of cold weather made it difficult to run programming. We are also up against many groups trying to access the same cultural experts from the community for the same types of seasonal camps.	\$13,555 Take a Kid Trapping

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

School	Elder in-Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
KDS	Y	Y	By seasonal activity	Indigenous Education	

E. Building the School-Community Relationship

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

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

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>KDS has created a welcoming and open environment. Staff work diligently to welcome community members into the school by greeting people into the school and asking for assistance when learning about YKDFN content. The new Afternoons-on-the-Land programming has also encouraged increased community members interactions as community members often stop and learn about our programming. It makes our culture programming visible to the community. If Public Health measures allow, we will resume traditional community events, but will continue to host our modified events in the meantime.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
<p>% of schools with Elders hired for regular school programming,</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>KDS traditionally hosts many community feasts and events throughout the school year. We able to bring back community events in June was public health restrictions had lifted. Elders participated in these events.</p>		
<p>Areas for Development for the region</p>	<p>The majority of staff have completed the Kairos Blanket Exercise more than once. KDS is looking for additional learning in this area.</p>		

<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>We resumed our whole-school Duck Plucking contest and hosted a graduation feast.</p>
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<p>ILE Action Plan Goal for Building the School-Community Relationship</p>		
<p>School</p>	<p>Goal</p>	<p>Explanation on status of goal</p>
<p>KDS</p>	<p>Students will welcome and have a simple conversation with school visitors and community members in Wilhdeh Yatı.</p>	<p>Many fluent language speakers are elderly. For the majority of the school year we did not invite fluent Elders into the school due to the risks from COVID 19. We began to rebuild these relationships in the spring.</p>

<p>Community Involvement in Schools</p>		
<p>School</p>	<p>Type of involvement of community members in school events and projects</p>	<p>Type of involvement of community members in on the land experiences</p>
<p>KDS</p>	<p>Elders – bird and animal preparation - Prayer Parents – Duck Plucking - Graduation</p>	<p>Trappers/Hunters - fish camp - Beaver/muskrat trapping Language Instructor – canoe trip</p>

F. Strengthening Training for Northern Educators

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

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

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>To seamlessly integrate language and culture into schools, classrooms and planning, it is necessary to have a deep understanding of the culture and history of our school's community. The NDEA is committed to ensuring that KDS educators have access to professional development and cultural opportunities. This includes participating in a minimum of two Cultural Orientation days, professional readings, opportunities to attend related conferences, scheduled planning time to integrated language culture and opportunities to contribute to the school's whole school language approach. Staff at KDS are also expected to attend Key Cultural Experiences with their classes and participate in Wiilideh Yatı classes.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools holding local Teacher Cultural Orientation Days.	100%	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participating.	100% of staff will participate in a Residential School Awareness TBD	100% of staff did not participate in a Residential School Awareness Training to be determined.	Presenters could not enter school at the beginning of the year and this is topic deserves more than a video-conference.
% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%	100%	
Areas of Strength for the region	In addition to two days of Teacher Cultural Orientation Days, KDS has several strategies in place to strengthen KDS staff's understanding of YKDFN language and		

	culture and Indigenous perspectives. Staff participate in weekly language lessons with their students. As well there is additional time in the schedule for playing games in Wiilhideh Yatı. We also hire community experts to teach specific skills such as mitten making, discussing treaty rights and more.
Areas for Development for the region	We often struggle to have book community experts to share information with our staff. Many do not feel comfortable speaking with groups of adults.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Our language instructor worked remotely at the start of the school year until we were certain there would not be an outbreak related to the start of the school year.

ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	Goal	Explanation on status of goal
KDS	KDS staff will attend an increased number of Wiilhideh Yatı classes.	The majority of staff members did attend an increased number Wiilhideh Yatı classes. Unfortunately, due to scheduling conflicts some teachers were given this time as prep time as no other time was available to them.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities local Cultural Orientation Days.	KDS	<ul style="list-style-type: none"> • Wiilhideh Yatı training day • Canoe training • Sewing lesson 	<ul style="list-style-type: none"> • Wiilhideh Yatı training day • Some teacher participated with their students in Wiilhideh Yatı classes • Skinning ptarmigans and grouse • A number of teachers involved our Language Instructor in sewing projects for 	KDS had grouse and ptarmigan so we used this opportunity for staff learning.

			<p>their students.</p> <ul style="list-style-type: none"> • Beading was offered as an option one PD day. • Our Language Instructor and an EA participated in our canoe program. • Several teachers advanced canoe and white-water rescue training. • Two staff members participated in a YK1 10 days canoe trip with Elders. 	
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G. Fostering Student Wellbeing

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

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

<p>Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)</p>	<p>Student wellbeing and resiliency has always been a priority of the NDEA. KDS staff take great care to create a welcoming environment for students, families and community members. KDS prioritizes relationships with our students and families.</p> <p>This school year, KDS will focus on developing students' language proficiency to continue foster students' sense of well being so that they may become more familiar with their language. As well, KDS staff will further their learning about Indigenous principle of Holism and how we teach the whole child.</p>
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ILE Action Plan Goal for Fostering Student Wellbeing

School	Goal	Explanation on status of goal
KDS	<p>KDS will strengthen students' identity by increasing Williideh Yatı lessons.</p> <p>KDS staff will increase their understanding of the Indigenous teaching and learning principle of Holism.</p>	<p>This year, students from grades 1-9 had daily language lessons.</p> <p>We conducted staff sessions about the concept of Holism and related language. We also developed a language unit and piloted it with our grade 6/7 class.</p>

School	What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
KDS	<ul style="list-style-type: none"> • On-the-land afternoons – getting kids outside and practicing their culture • Key Cultural Experience • Williideh Yatı Language Lessons • Spending time Elders, Knowledge Keepers and community members during camps, classes and events. 	<p>Indigenous school staff were part of all these activities.</p> <p>Key cultural experiences always include trappers, hunters and (where possible) Elders.</p>

	<ul style="list-style-type: none"> Professional development for staff. 	Staff were part of language lessons, and PD sessions throughout the year.
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H. Indigenizing Teaching and Learning Practices

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

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

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<p>KDS will continue to strengthen our approach to Indigenizing teaching and learning practices. The NDEA recognizes the importance of strengthening staff’s understanding of Indigenous worldviews so that they can provide culturally appropriate teaching and learning practices. Dene Kede will remain the foundational planning document with additional support from the Our Languages Curriculum. For the 2021-22 school year, KDS will focus on the Indigenous practice principle of Holism.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
<p>% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Spiral Learning – our camps and outdoor program enable students to return to the same activities with increasing levels of understanding and hands-on skills as they are ready.</p> <p>Experiential Practices – our outdoor program ensures students are regularly “on the land,” participating in Cultural activities.</p>		

Areas for Development for the region	Holism and Relational learning – we made progress in exploring these concepts with our staff and some students this year.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal
KDS	KDS education staff will specifically develop teaching and learning practices that focus the Indigenous principle of holism.	We conducted staff sessions about the concept of Holism and related language. We also developed a language unit and piloted it with our grade 6/7 class.

School Specific Performance Indicators	School	Wise Practice
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	KDS	<p>Experiential Learning – Key cultural experiences and outdoor program.</p> <p>Spiral – all students participating in outdoor program and culture camps. They revisit and increase level of knowledge and participation in activities as they mature.</p>

1. Indigenizing Content for Curricula & Programming

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

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

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>Providing students with a culturally relevant education remains a priority of the NDEA. KDS will continue to provide teachers with dedicated time throughout the school year to integrate Indigenous (specifically YKDFN focused) content into their long range, unit and lesson plans. Teachers also have access to our School Elder, Language and Culture Coordinator, and community resource people as needed.</p> <p>During the next three school years, KDS will be developing a library with the help of Student Success Initiative funding. KDS will dedicated a portion of this library to Indigenous authors and content so that teachers and students are able to efficiently include these in their lessons.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%	100%	
Areas of Strength for the region	Many teachers are now integrating Wiilideh Yatì paragraphs into all their students’ projects.		
Areas for Development for the region	We need to encourage all teachers to incorporate the language into project-based learning and other assignments.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	KDS continues to prioritize language and culture into all aspects of the school.		

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming

School	Goal	Explanation on status of goal
KDS	KDS will increase the amount of literature by Indigenous authors and including Indigenous content across the curricula in the new library (a Student Success Initiative).	Indigenous authors and stories were an important priority in the development of our school library.

School Specific Performance Indicators	School	Wise Practice
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	KDS	Our grade 8/9 class sewed gloves or mittens. Students incorporated beadwork if they were ready to try that more advanced skill. Students also had the option of using fur that we had trapped and tanned for trim or to make an entire fur mitten.

J. Offering Key Cultural Experiences

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

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

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>Since 2020-21, KDS has started a two-pronged approach to Key Cultural Experiences. First, KDS will continue to provide several Key Cultural Experiences throughout the 2021-22 school year as they are the cornerstone of our cultural programming. These experiences are coordinated and organized with YKDFN community members and cultural experts. They will include: berry picking, duck plucking, net fishing, and trapping and snaring.</p> <p>Second, KDS will continue to offer our Afternoons-on-the-Land program. Grade 1-9 students spend one afternoon per week on the land by the school. Students engage in cultural activities, practice survival skills, and spend time enjoying the outdoors. We have set up a tent frame and wood stove to support the program.</p> <p>All land programming follows the recommendations and restrictions from the OCPHO.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%	100%	
Areas of Strength for the region	Our students experienced numerous key cultural experiences throughout the year. We were able to resume our middle-school canoe trip once public health measures were lifted in the spring.		
Areas for Development for the region	To resume our high-school canoe trip and snowshoe trip next school year.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	We were not confident that we could put enough Covid safety protocols in place to make overnight trips safe.		

ILE Action Plan Goal for Key Cultural Experience

School	Goal	Explanation on status of goal
KDS	<ul style="list-style-type: none"> • KDS will restart overnight camps that did not happen in 2020-21 due to Covid. • KDS will continue to offer Key Cultural Experience that revolve around the seasonal Dene calendar of living from the land. • KDS will continue to offer the Afternoon-on-the-Land program where grade 1-9 students spend a half day on the land/week engaging in cultural activities, learning survival skills, and enjoying being on the land. 	<ul style="list-style-type: none"> • KDS restarted our canoe program in the spring. • KDS continued to offer Key Cultural Experience that revolve around the seasonal Dene calendar of living from the land. • KDS continued to offer the Afternoon-on-the-Land program where grade 1-9 students spend a half day on the land/week engaging in cultural activities, learning survival skills, and enjoying being on the land.

School Specific Performance Indicators	School	Wise Practice
<p>Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.</p>	KDS	<p>Our students from grades 1-12 had the opportunity to go beaver and muskrat trapping. We worked with a trapper to take our students out on the land. We worked with another trapper to flesh and dry the furs. On the land, we practiced the vocabulary for the animals and their "houses."</p>

K. Strengthening Core and Immersion Indigenous Language Instruction

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

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

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

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.</p>	<p>For the 2021-22 school year, KDS will increase Wìlìdeh Yatù weekly instructional time to further develop students’ oral proficiency levels and our whole school approach to language learning. This will be done through scheduling additional time for Wìlìdeh Yatù lessons and additional time that our Elder spends in classrooms working with students. In the unfortunate event of another school closure, our Indigenous Language Instructor is prepared to teach online.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
# of new ILIs in the region	0	0	
Areas of Strength for the region	KDS has been able to develop new games and resources every year. This year included “Holism” resources and several new songs for elementary students.		
Areas for Development for the region	Next steps will include the creation of games with and without text supports.		

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

Over the past two years, we have increased the number of Wìlìdeh Yatı instructional minutes and strengthen our whole school approach to language learning.

ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming

School	Goal	Explanation on status of goal
KDS	<ul style="list-style-type: none"> • KDS will increase the amount and frequency of Wìlìdeh Yatı instruction. • KDS schedule will include more classroom visits with Indigenous Language Instructor. 	<ul style="list-style-type: none"> • KDS increased the amount and frequency of Wìlìdeh Yatı instruction. • KDS schedule included more classroom visits with Indigenous Language Instructor.

L. Engaging Community in Indigenous Language Programs

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

<p>Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)</p>	<p>Covid-19 has greatly affected the way in which community events are hosted. During the 2020-21 school year, KDS staff worked diligently to look at past events and how those events were still possible, with a new lens. The results were remarkable. From planning a Christmas Tree Walk to an outdoor family scavenger hunt, community events were still possible. For the 2021-22 school year, we will continue to refine these events so they include Willideh Yatıı. KDS will also continue to invite community members to join Key Cultural Experiences and other school initiatives.</p>
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ILE Action Plan Goal for Engaging Community in Indigenous Language Programs		
School	Goal	Explanation on status of goal
KDS	KDS will include a language component in each community event.	KDS was only able to host one community event – our graduation in the spring. We included a Prayer in the language.

M. Employing a Whole School Approach to Language Use

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

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

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.</p>	<p>For the 2021-22 school year, KDS will increase Wiliideh Yatı weekly instructional time to further develop students and staff’s oral proficiency levels and our whole school approach to language learning. This will be done through scheduling additional time Wiliideh Yatı lessons and additional time that our Elder spends in classrooms working with students. Each week will include useful language to use around the school and a phrase of the week.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
<p>% of schools with Indigenous language signage throughout the school.</p>	<p>100%</p>	<p>100%</p>	
<p>% of schools with initiatives in place to promote a Whole School Approach to Language Use.</p>	<p>100%</p>	<p>100%</p>	
<p>% of schools hosting activities and events that promote, use and celebrate Indigenous languages.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>All teachers enthusiastic to use the language in their classrooms. KDS took a personalized approach to helping each classroom meet their language goals. Classroom teacher met early in the year with our language and culture team, then resources were developed specifically for each classroom.</p>		
<p>Areas for Development for the region</p>	<p>It is often difficult to have signage around the school translated to Wiliideh Yatı, for example our mission and vision statement. The YKDFN language centre is often short staffed and busy with many projects.</p>		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	KDS continues to endeavour to increase language learning at the school.
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ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
KDS	<ul style="list-style-type: none"> • KDS will increase the amount and frequency of Wiliideh Yatu instruction. • KDS schedule will include more classroom visits with Indigenous Language Instructor. 	<ul style="list-style-type: none"> • KDS increased the amount and frequency of Wiliideh Yatu instruction. • KDS schedule included more classroom visits with Indigenous Language Instructor.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	KDS	<ul style="list-style-type: none"> • KDS schedule will be developed to include more instructional minutes for Wiliideh Yatu that include both classroom teacher and educational assistants. • KDS schedule will include more classroom visits with Indigenous Language Instructor. • KDS students and staff will learn a phrase of the week. • KDS daily prayer will be done completely in Wiliideh Yatu. 	<ul style="list-style-type: none"> • KDS schedule included more instructional minutes for Wiliideh Yatu that include both classroom teacher and educational assistants. • KDS schedule included more classroom visits with Indigenous Language Instructor. • KDS students and staff learned a phrase of the week. • KDS daily prayer was done completely in Wiliideh Yatu. 	

N. Community Support

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

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

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Ndilo	\$14,025	\$14,025	\$	\$17,250	Community support people <ul style="list-style-type: none"> • Wood for tent frame • Elders to work in school • Sewing projects for CTS course • Ducks for duck plucking • Equipment for programming 	While we overspent, it was a challenging year. We purchased more equipment than we intended because it was challenging to get community cultural experts to work on different projects.

Appendix B: Operating Plan - Operating Budget

Please see separate attachment

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

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

	2021-2022 Budget	2020-2021 Approved Budget	2020-2021 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	2,885,000	2,721,000	2,721,000
SSI (Schedule 8)			
Northern Distance Learning (Schedule 8)			
Minority Language (Schedule 8)			
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions			58,300
Sub-Total ECE	2,885,000	2,721,000	2,779,300
GNWT Other Contributions	25,000	23,700	25,000
Total GNWT	2,910,000	2,744,700	2,804,300
Federal Government Jordan's Principle (Schedule 8)	78,000	78,000	78,800
Federal Government Other			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	500	500	500
Donations	0	25,000	500
Other	19,300	7,000	12,600
Total Generated Funds	19,800	32,500	13,600
TOTAL REVENUES	3,007,800	2,855,200	2,896,700
<u>EXPENSES</u>			
Administration (see Schedule 2)	92,500	95,000	87,700
School Programs (see Schedule 2)	2,192,400	2,146,900	1,990,100
Operations and maintenance (see Schedule 2)	0	0	
Inclusive Schooling (see Schedules 2&3)	709,000	615,800	677,300
Indigenous Languages and Education (see Schedules 2 & 4)	299,000	272,700	200,700
Student/Staff Accomodations (see Schedule 2)	0	0	
Debt Service			
Other			
Sub-Total Expenses Before Amortization	3,292,900	3,130,400	2,955,800
Amortization (see Schedule 6)			
TOTAL EXPENSES	3,292,900	3,130,400	2,955,800
ANNUAL OPERATING SURPLUS (DEFICIT)	-285,100	-275,200	-59,100
ACCUMULATED SURPLUS (DEFICIT) OPEN *	1,121,860	1,153,711	1,180,960
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	836,760	878,511	1,121,860

c *Accumulated Operating Surplus exclusive of investment in TCAs, and LED Reserve. CSFTNO excludes liability to GNWT.

Reconciliation of Total Closing Accumulated Surplus:

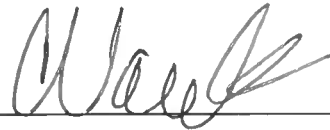
Closing Operating Surplus from above	836,760	878,511	1,121,860
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	0	0	0
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Total Closing Accumulated Surplus	836,760	878,511	1,121,860

Approvals

Operating Plan



Education Body Chair



Superintendent

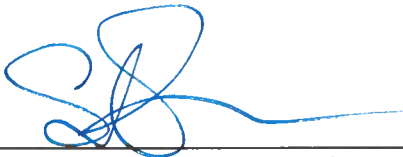
June 30, 2022

Date

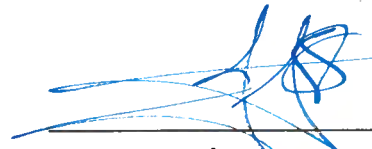
June 30, 2022

Date

Annual Report



Education Body Chair



Superintendent

Sept 27, 2022.

Date

09/27/22

Date

**K'alemi Dene School
(Ndilo District Education Authority)**

Financial Statements

June 30, 2022

K'alemi Dene School
(Ndilo District Education Authority)

Financial Statements

June 30, 2022

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Management Discussion and Analysis

Introduction

This Management Discussion and Analysis is prepared for the Ndilo District Education Authority (NDEA) to promote transparency and accountability.

NDEA Vision: “Building our children’s future by teaching and learning the Dene way.”

Mission Statement: K’alemi Dene School is committed to providing quality education for our students by concentrating on the 4 components of learning:

- Language and culture
- Academics and technology
- Dene Laws and Virtues
- Physical and Active Living

Through the development of skills in these areas, students will grow and develop into respectful, healthy, diligent, and strong Dene who will give back to their families, community, and the North.

The vision and mission statement were developed during a community meeting in the Spring of 2010. Each year, the NDEA hosts a community meeting, where the vision and mission statements are discussed, and community input is gathered. Both statements and input from NDEA and community meetings shape the learning priorities and planning for the K’alemi Dene School as reflected in the NDEA Operating Plan for the 2021-22 school year.

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. Members serve a three-year term. The NDEA is responsible for one school, K’alemi Dene School (KDS). All members serve on the financial committee.

Current NDEA Board Members:

Sarah Erasmus	Chair Person
Theresa Black	Vice Chairperson
Cecilie Beaulieu	Trustee
Myra Conrad	Trustee
Nyra Mackenzie	Trustee
Violet Sangris	Trustee

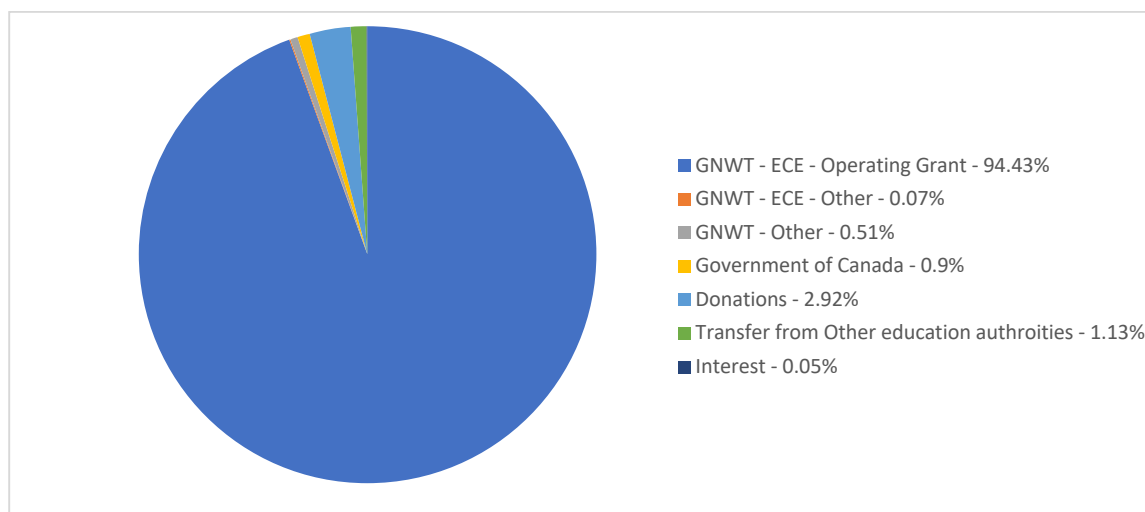
Ndilo District Education Authority Administration:

Cindi Vaselenak	Former Superintendent of Yellowknife Education District No. 1
Jameel Aziz	Current Superintendent of Yellowknife Education District No. 1
Meagan Wowk	Principal of K’alemi Dene School

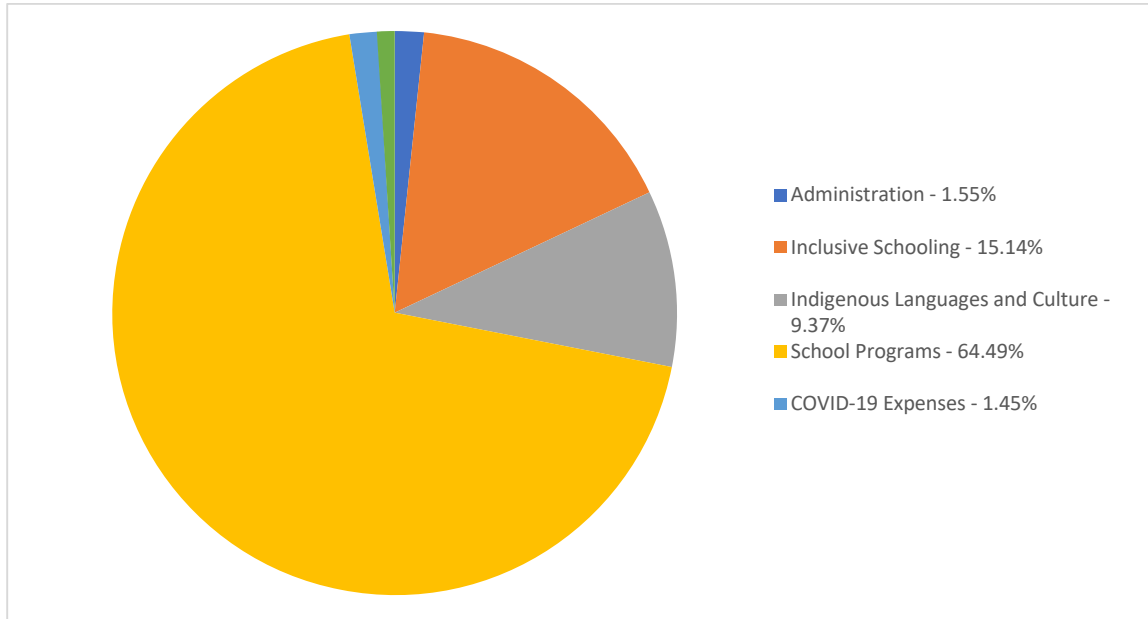
Key Financial Highlights

- In 2021-22, KDS had an enrollment of 131.5 full time students from junior kindergarten to grade 12. For the past 3 years enrollment has increased by approximately 10 students/year.
- The NDEA has an accumulated surplus of \$1,244,969. This decreased from \$1,291,522 in 2021. A healthy surplus is required to manage upcoming maternity leaves, fluctuating enrolment and the prospect of upcoming complex needs students.
- The NDEA can maintain a staff of approximately 20 full time employees. Most positions are funding by ECE’s school funding formula, but the NDEA feels there are other positions required to deliver quality programming like the Food Service Assistant, JK Bus Driver and Bus Monitor, and additional Education Assistants.
- Due to Covid-19, KDS has expanded to nine classrooms to meet all the requirements from the Office of the Chief Public Health Officer. In order to do this, we converted the Culture Room into a classroom. The Language and Culture Instructor now conducts lessons by moving each classroom. All classrooms are multi-grade splits.

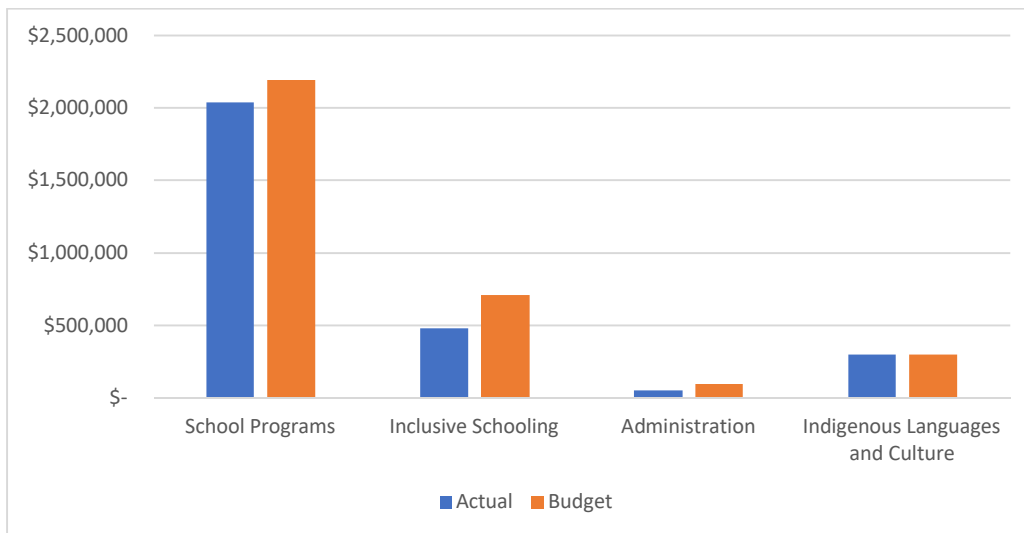
Operating Revenue for the NDEA in 2022



Expenses by program for the NDEA in 2022



Operating expenditure actuals compared to budget for NDEA in 2022



NDEA Enrolment (FTE) by school and by grade as of September 30, 2021

School	Grades														
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	HS
KDS	7	12	12	9	12	10	10	10	6	9	6	5	15	12	3
Enrolment Total	7	12	12	9	12	10	10	10	6	9	6	5	15	12	1.5

HS = Home School Students. There were two home school students in 2021-22. They count as 0.5 each.

During the 2021-22 school year, the NDEA employed:

Positions	Number of staff
Classroom Teachers	9
Language Instructor/Elder*	1
Indigenous Language and Culture Coordinator	1
PST	1
Educational Assistants	5
Food Service Assistant*	0.7
JK Bus Driver*	0.6
JK Bus Monitor*	0.5
Custodian*	1
Principal/Regional Inclusive Coordinator	1
Total NDEA Staff	20.8

Please note the NDEA contracts superintendent services from Yellowknife Education District No. 1 (YK1). All instructional staff are employees of YK1 and follow the YK1 Collective Agreement. YK1 invoices the NDEA for salaries and benefits. The employees with asterisks are employees of the NDEA.

Operating Environment

Strengths and Opportunities

KDS is a small community school that serves students and families from junior kindergarten to grade 12. We have a comprehensive culture program that includes an Elder, Wiilideh Yatli Instructor and Indigenous Language and Culture Coordinator. Language classes follow the new

curriculum *Our Languages* developed by the Department of Education, Culture and Employment (ECE). KDS plans several key cultural experiences for using the seasonal Yellowknives Dene First Nation calendar. For example, students experienced berry picking in September and net fishing in January. Enhancing our language and culture program remains a priority to the NDEA and we continue to seek opportunities to expand our programming and capacity for delivering quality programming.

We provide an inclusive education environment that many families from Yellowknife seek out. We also ensure all of our families have access to transportation, a food program and integrated services in the school. It is the priority of the NDEA to maintain small classroom sizes. This ensures that classroom teachers have the time required to meet individual needs.

At this time, KDS has received additional funding to support an Alternative High School program for students who have not been successful in the traditional model. We feel it is important to meet these students needs by providing flexible scheduling and other supports to help them complete courses and provide supports for healthy living.

Weaknesses and Threats

As identified by the Early Development Instrument (EDI) and Middle Development Instrument (MDI), many of our students enter school with vulnerabilities in their different areas of their development. Both the EDI and MDI are assessments mandated by ECE and administered in kindergarten, grade four and grade seven.

There are also a number of poverty, addictions and mental health issues facing our students and families. It is critical that interagency partnerships are established so that proactive supports can be put into place.

As well, the lack of gymnasium continues to threaten KDS programming and enrollment. The NDEA is grateful to YKDFN for the use of the Ndilq Community Gym. Unfortunately, this space is frequently used for meetings, funerals and other community events. The community gym is also small and not adequate for older students. This often hinders skill development because students do not have the space to run drills or multiple games. KDS often loses students to other Yellowknife schools due to inadequate gymnasium space.

Lack of classroom space continues to provide challenges to the types of programming we can offer and hinders opportunities for growth. To accommodate programming changes, the activity room and computer room have been converted to classrooms. We are often at loss for space for counselling and health services.

Fluctuating enrollment has the potential to threaten funding and the programs offered. When one or two families move away, students switch schools or a low birth year, these factors can dramatically affect enrollment, thus funding.

Financial Condition

The Authority's financial assets Decreased from \$1,370,790 to \$1,365,552. A large portion of this increase relates to larger balance of cash at the end of the year. This year the net financial assets (financial assets less liabilities) were \$1,240,524 compared to \$1,287,522 in the prior year.

The Authority had an operating deficit of \$46,553 for the year. This deficit is mainly attributed to additional expenses relating to the surplus plan. The accumulated surplus at year end is \$1,244,969

Accounts payable and accrued liabilities have increased from \$41,205 to \$63,591 due to the timing in which the CRA payroll remittances were paid.

The Yellowknife Education District No. 1 payable is zero in 2022, same as in 2021. In 2022, the June, July, and August wages were paid before year-end. As such, there is no outstanding payable balance.

In 2021, the NDEA received 94% of its funding from the GNWT. The core funding increased from \$2,857,174 to \$2,940,175 in the current year. The NDEA received funding from the Government of Canada from the Jordan's Principle program to subsidize the cost of transportation and non-instructional staff in 2022, but has not accessed those funds since. Other revenue in the current year of funding mainly consists of donations for the food program in 2022.

Management Responsibility for Financial Reporting

To the Minister of Education, Culture and Employment
Government of Northwest Territories

Management's Responsibility for Financial Reporting with respect to the school year ended June 30, 2022

The Management Discussion and Analysis, Financial Statements, Schedules and Notes herein submitted have been reviewed by management. They provide full disclosure and accurately reflect the financial and non-financial condition of K'alemi Dene School ("the Education Authority") in all material respects and in accordance with Canadian Public Sector Accounting Standards (CPSAS) as well as the Financial Administration Manual (FAM) and the Financial Administration Manual for Education Authorities (FAMEA) of the Government of the Northwest Territories.

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of the Education Authority have been conducted within the statutory powers of the Authority. The operations and administration of the Education Authority as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the *Education Act*, *Financial Administration Act*, CPSAS, FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the Authority's Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

Management hereby asserts that auditors have been provided with all relevant records and documentation as well as unrestricted access to the same. Management is not aware of any undisclosed irregularities involving management or employees with either current or potential impact on financial results, fraud or suspected fraud, disbursements made for purposes not consistent with an appropriation, irregular commitments including those in the form of guarantees, violations or possible violations of laws or regulations, claims or litigation, known or suspected environmental site contaminations or of any other undisclosed environmental or safety hazards within its jurisdiction.

The auditors annually provide an independent, objective audit for the purpose of expressing an opinion on the financial statements in accordance with Canadian generally accepted auditing standards. The auditors also consider whether the transactions that have come to their notice in the course of this audit are, in all significant respects, in accordance with specified legislation and directives from the Department of Education, Culture, and Employment (ECE) of the Government of the Northwest Territories.

Approved and confirmed on behalf of the Education Authority

 **Principal**

Meagan Wowk
September 28, 2022

Independent Auditors' Report

**To the Minister of Education, Culture and Employment
Government of Northwest Territories
and to the Members of K'alemi Dene School**

Report on the Financial Statements

We have audited the accompanying financial statements of K'alemi Dene School (the "Education Authority") which comprise the statement of financial position as at June 30, 2022 and the statement of changes in net financial assets, statements of operations and statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, except for the possible effect of the matters described in the *Basis of Qualified Opinion* paragraph, these financial statements present fairly, in all material respects, the financial position of K'alemi Dene School as at June 30, 2022 and its operations, change in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Qualified Opinion

In common with many not-for-profit organizations the Education Authority derives of revenue from donations and fundraising activities, the completeness of which is not susceptible to satisfactory audit verification. Accordingly, verification of donation revenues was limited to the amounts recorded in the records of the Education Authority. Therefore, we were not able to determine whether any adjustments might be necessary to donations - general, operating surplus, cash flows from operations, for the years ended June 30, 2022 and 2021, financial assets as at June 30, 2022 and 2021 and accumulated surplus as at July 1, 2021 and 2020 and June 30, 2022 and 2021 years. Our audit opinion on the financial statements for the year ended June 30, 2021 was modified accordingly because of the possible effects of this limitation in scope.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Authority in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified opinion.

Other Information

Management is responsible for the other information. The other information comprises the Management Discussion and Analysis, but does not include the financial statements and our auditors' report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independent Auditors' Report (continued)

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Education Authority's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Education Authority or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Education Authority's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Education Authority's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

Independent Auditors' Report (continued)

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Education Authority's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Education Authority to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Report on Compliance with Specified Authorities

In conjunction with the audit of the financial statements, we have audited transactions of the Education Authority coming to our notice for compliance with specified authorities. The specified authorities against which compliance was audited are the Government of the Northwest Territories - Department of Education, Culture and Employment.

In our opinion, the transactions of the Education Authority that came to our notice during the audit of the financial statements have complied, in all material respects, with the specified authorities referred to above.

Management is responsible for the Education Authority's compliance with the specified authorities named above, and for such internal control as management determines is necessary to enable the entity to comply with the specified authorities.

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the financial statements are in compliance with the specified authorities referred to above.

Crowe MacKay LLP

**Yellowknife, Northwest Territories
September 28, 2022**

Chartered Professional Accountants

K'alemi Dene School
(Ndilo District Education Authority)

Statement of Financial Position

As at June 30, 2022 2021

Financial Assets

Cash and cash equivalents (Note 5)	\$ 817,625	\$ 1,281,728
Portfolio investments (Note 8)	528,694	77,649
Due from the Government of Canada (Note 11)	19,233	11,413
	1,365,552	1,370,790

Liabilities

Accounts payable and accrued liabilities	63,591	41,205
Payroll liabilities	2,288	-
Leave and termination benefits (Note 15)	59,149	42,063
	125,028	83,268

Net Financial Assets **1,240,524** 1,287,522

Non-Financial Assets

Prepaid expenses (Note 18)	4,445	4,000
----------------------------	-------	-------

Accumulated Surplus (Note 30) **\$ 1,244,969** \$ 1,291,522

Represented By:

Operating Fund	\$ 1,214,772	\$ 1,261,325
High School Travel Fund	30,197	30,197
	\$ 1,244,969	\$ 1,291,522

Approved on behalf of the Education Authority

 Chairperson

 Trustee

K'alemi Dene School
(Ndilo District Education Authority)

Statement of Operations

For the year ended June 30,	2022	2022	2021
	Budget	Actual	Actual
Revenue			
Government of the Northwest Territories (GNWT)			
ECE regular contributions	\$2,885,000	\$2,940,175	\$2,857,174
ECE other contributions (Note 27)	-	2,300	91,760
Total ECE	2,885,000	2,942,475	2,948,934
GNWT Other contributions (Note 28)	25,000	15,895	34,130
Government of Canada			
Jordan's Principle (Schedule 5)	78,000	27,973	78,808
Total Government of Canada	2,822,700	27,973	78,808
Education authority generated funds			
Donations - general	19,300	90,791	30,141
Transfers from other education authorities	-	35,161	-
Investment income	500	1,424	442
	3,007,800	3,113,719	3,092,455
Expenses (Schedule 1)			
School programs	2,192,400	2,038,075	1,859,369
Inclusive schooling	709,000	478,480	669,092
Administration	92,500	49,131	23,648
Indigenous Language and Culture	299,000	296,138	253,110
COVID-19 Expenses	-	45,714	97,865
Surplus Plan	-	223,432	-
Jordan's Principle	-	29,302	78,809
	3,292,900	3,160,272	2,981,893
Operating surplus before other items	(285,100)	(46,553)	110,562
Other items			
Grant in-kind - GNWT assets provided at no cost (Note 19)	-	226,653	226,653
Rent expense - GNWT assets provided at no cost (Note 19)	-	(226,653)	(226,653)
	-	-	-
Operating surplus	(285,100)	(46,553)	110,562
Opening accumulated surplus	1,291,522	1,291,522	1,180,960
Closing accumulated surplus	\$1,006,422	\$1,244,969	\$1,291,522

K'alemi Dene School
(Ndilo District Education Authority)

Statement of Changes in Net Financial Assets

For the year ended June 30,	2022	2021
Operating surplus	\$ (46,553)	\$ 110,562
Change in prepaid expenses	(445)	(911)
Increase in net financial assets	(46,998)	109,651
Net financial assets, beginning of year	1,287,522	1,177,871
Net financial assets, end of year	\$ 1,240,524	\$ 1,287,522

K'alemi Dene School
(Ndilo District Education Authority)

Statement of Cash Flows

For the year ended June 30,	2022	2021
Cash provided by:		
Operating Activities		
Operating surplus	\$ (46,553)	\$ 110,562
Change in non-cash assets and liabilities		
Decrease in accounts receivable	-	475
Decrease in accounts payable and accrued liabilities	22,385	2,619
Decrease in payroll liabilities	2,288	-
Increase (decrease) in leave and termination benefits	17,086	(5,079)
Decrease in amounts due from Government of Canada	(7,820)	(1,338)
Increase in prepaid expenses	(445)	(911)
	33,494	(4,234)
Cash provided by (used in) operating transactions	(13,059)	106,328
Investing Activity		
Re-invested interest	(451,044)	-
Increase (decrease) in cash and cash equivalents	(464,103)	106,328
Cash and cash equivalents, beginning of year (Note 5)	1,281,728	1,175,400
Cash and cash equivalents, end of year (Note 5)	\$ 817,625	\$ 1,281,728

K'alemi Dene School

Schedule 1 Details of Expenses

For the year ended June 30,								2022	2022	2021
	School Programs	Inclusive Schooling (schedule 2)	Administration	Indigenous Language and Culture Program (schedule 3)	COVID-19 Expenses	Jordan's Principle (Schedule 4)	Surplus Plan	Total	Budget	Total
Salaries										
Teachers' salaries	\$ 1,193,682	\$ 372,443	\$ -	\$ 194,842	\$ 1,092	\$ -	\$ -	\$ 1,762,059	\$ 1,460,000	\$ 1,990,933
Instruction assistants	-	-	-	-	-	-	-	-	929,000	-
Non-Instructional staff	-	-	-	-	-	27,939	-	27,939	133,000	27,094
Board/Trustee honoraria	1,500	-	14,045	1,190	-	-	-	16,735	15,000	13,517
Total Salaries	1,195,182	372,443	14,045	196,032	1,092	27,939	-	1,806,733	2,537,000	2,031,544
Employee Benefits										
Employee benefits and allowances	367,811	76,096	1,754	41,735	104	34	-	487,534	-	352,135
Leave and termination benefits	10,400	4,457	-	2,229	-	-	-	17,086	-	(5,079)
Total Employee Benefits	378,211	80,553	1,754	43,964	104	34	-	504,620	-	347,056
Services Purchased or Contracted										
Advertising/printing/publishing	634	-	-	-	-	-	-	634	-	-
Bad debts expense (recovery)	-	-	-	-	-	-	-	-	-	475
Insurance and permits	(1,434)	-	-	-	-	-	-	(1,434)	-	5,745
Interest and bank charges	225	-	479	-	-	-	-	704	-	643
Maintenance and repairs	27,632	-	24,178	-	-	-	192,026	243,836	135,000	4,575
Postage/communication	16,051	-	-	-	4,337	-	-	20,388	-	35,533
Professional/technical services	81,010	24,152	-	26,487	-	-	-	131,649	85,000	133,908
Rentals/leases	-	-	-	20,293	-	-	17,458	37,751	2,000	-
Student transportation (busing)	79,923	949	-	-	-	-	-	80,872	84,000	82,479
Travel	19,860	-	-	-	-	-	-	19,860	12,000	12,981
Utilities	-	-	-	-	-	-	-	-	1,800	763
Total Services Purchased or Contracted	223,901	25,101	24,657	46,780	4,337	-	209,484	534,260	319,800	277,102
Total Materials/Supplies/Freight	240,781	383	8,675	9,362	40,181	1,329	13,948	314,659	436,100	326,191
Total Expenses	\$ 2,038,075	\$ 478,480	\$ 49,131	\$ 296,138	\$ 45,714	\$ 29,302	\$ 223,432	\$ 3,160,272	\$ 3,292,900	\$ 2,981,893

K'alemi Dene School

Schedule 2 Details of Inclusive Schooling Expenses

For the year ended June 30,

2022

	General Inclusive Schooling	Total
Salaries		
Teachers' salaries	\$ 372,443	\$ 372,443
Total Salaries	372,443	372,443
Employee Benefits	\$ 80,553	80,553
Services Purchased or Contracted		
Professional/technical services	24,152	24,152
Student transportation (busing)	949	949
Total Services Purchased or Contracted	25,101	25,101
Total Materials/Supplies/Freight	383	383
Total Expenses	\$ 478,480	\$ 478,480

K'alemi Dene School**Schedule 3****Details of Indigenous Language and Culture Program Expenses**

For the year ended June 30, 2022

	Student Instruction
Salaries	
Teachers' salaries	\$ 194,842
Language consultants	-
Instruction assistants	-
	196,032
Employee Benefits	43,964
Services Purchased/Contracted	
Maintenance and repairs	-
Professional/technical services	26,487
Rentals/leases	20,293
Travel	
	46,780
Materials/Supplies/Freight	9,362
Total	\$ 296,138

K'alemi Dene School**Schedule 4
Jordan's Principle**

	June 30, 2022 Actual	June 30, 2021 Actual	July 1, 2021 - March 31, 2022 Actual	April 1, 2022 - June 30, 2022 Actual
Revenue				
Government of Canada	\$ 38,428	\$ 78,808	\$ 30,255	\$ 8,173
Transferred from deferred revenue	-	-	-	-
Contribution repaid	-	-	-	-
Total Revenue	38,428	78,808	30,255	8,173
Expenses				
Personnel	27,973	29,671	27,973	-
Transportation	-	48,375	-	-
Materials and supplies	1,329	-	-	1,329
Rent and utilities	-	-	-	-
Total Expenses	29,302	78,808	27,973	1,329
Surplus	\$ 9,126	\$ -	\$ 2,282	\$ 6,844
Deferred Revenue	\$ -	\$ -	\$ -	\$ -

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

1. Nature of Operations

K'alemi Dene School (the "Education Authority") was established on June 25, 2013 under the *Education Act* of the Northwest Territories by order of the Minister of the Government of Northwest Territories (the "GNWT"). Its purpose is to administer and maintain the standards of educational programs in N'Dilo as defined under the Act. A full range of instructional programs ranging from kindergarten through grade 12 are offered by the Education Authority.

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

The Education Authority is a public body performing a function of Government in Canada. Paragraph 149(1)(c) of the *Income Tax Act* provides that a public body performing a function of Government in Canada is exempt from taxation.

2. COVID-19

On March 11, 2020, the World Health Organization categorized COVID-19 as a pandemic. The potential economic effects within the Education Authority's environment and in the global markets due to the possible disruption in supply chains, and measures being introduced at various levels of government to curtail the spread of the virus (such as travel restrictions, closures of non-essential municipal and private operations, imposition of quarantines and social distancing) having had a material impact on the Education Authority's operations .

To mitigate the risk of the virus spreading in the community, the school was required to close for a period of time during the year. This has led to temporary suspension in the delivery of some services outlined per funding agreements, which resulted in a large portion of funding being deferred to the subsequent fiscal period. To address the challenges posted by the pandemic, the Education Authority recieved \$89K additional funding from the Department of Education, Culture and Employment during in the previous years, the purpose of which was to provide COVID-19 related cost offsets for the reopening of the school in the fiscal year. The unused portion will continue to be used in the subsequent periods to fund COVID-19 related expenses

3. Significant Accounting Policies

(a) Basis of Accounting

These financial statements have been prepared in accordance with Canadian public sector accounting standards as recommended by the Public Sector Accounting Board (PSAB) of the Chartered Professional Accountants of Canada.

The financial statements have, in management's opinion, been properly prepared with reasonable limits of materiality. The basis of accounting refers to the timing of when revenue and expense items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized for all funds. Under the basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

Notes to Consolidated Financial Statements

June 30, 2022

3. Significant Accounting Policies (continued)

(b) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques.

(c) Financial Instruments

Financial assets originated or acquired or financial liabilities issued or assumed in an arm's length transaction are initially measured at their fair value. In the case of a financial asset or financial liability not subsequently measured at its fair value, the initial fair value is adjusted for financing fees and transaction costs that are directly attributable to its origination, acquisition, issuance or assumption. Such fees and costs in respect of financial assets and liabilities subsequently measured at fair value are expensed.

Financial assets subsequently measured at amortized cost include cash and cash equivalents, portfolio investments, and accounts receivable.

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, and payroll liabilities.

At the end of each reporting period, management assesses whether there are any indications that financial assets measured at cost or amortized cost may be impaired. If there is an indication of impairment, management determines whether a significant adverse change has occurred in the expected timing or the amount of future cash flows from the asset, in which case the asset's carrying amount is reduced to the highest expected value that is recoverable by either holding the asset, selling the asset or by exercising the right to any collateral. The carrying amount of the asset is reduced directly or through the use of an allowance account and the amount of the reduction is recognized as an impairment loss in operations. Previously recognized impairment losses may be reversed to the extent of any improvement. The amount of the reversal, to a maximum of the related accumulated impairment charges recorded in respect of the particular asset is recognized in operations.

(d) Non-Financial Assets

Prepaid expenses and other non-financial assets are accounted for as assets by the Education Authority because they can be used to provide government services in future periods. These assets do not normally provide resources to discharge the liabilities of the Education Authority.

(e) Tangible Capital Assets

All buildings and works, furniture, equipment, and vehicles are the property of the GNWT. The Minister grants to the Education Authority full occupancy and use of such facilities and equipment required for the administration and delivery of the education programs within the community. Tangible capital assets with a value in excess of \$50,000 are recorded at cost and amortized in accordance with the Financial Administration Manual guidelines of the GNWT and they are not included on the statement of financial position. Capital assets with a value of less than \$50,000 are recorded as a current expense.

June 30, 2022

3. Significant Accounting Policies (continued)

(f) Revenue Recognition

Government Transfers

Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met, except to the extent that transfer stipulations give rise to an obligation that meets the definition of a liability. Transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Transfer revenue is recognized in the statement of operations as the stipulation liabilities are settled.

Operating transfers are recognized as revenue in the period in which the events giving rise to the transaction occur, providing the transfers are authorized, any eligibility criteria have been met, and reasonable estimates of the amounts can be determined.

GNWT - Regular Contributions

The regular contributions from the GNWT are determined by a funding formula, based on student enrolment and price and volume fluctuation, and are received in monthly installments. The Education Authority retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT.

Other Contributions

The Education Authority follows the deferral method of accounting for contributions from funding arrangements. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are deferred and recognized as revenue in the year in which the related expenses are incurred.

Other Revenue - Donations

Donations are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured.

Contributed Services

The school bus used by the Education Authority is the property of the Yellowknives Dene First Nation. The fair value of the use of the bus is estimated to be equivalent to the cost of bus passes that the Education Authority would have had to purchase. As such, a bus pass expense and corresponding revenue has been reported in the Statement of Operations. The fair value of these services is \$8,250 (2021 - \$5,250).

Deferred Revenue

Deferred revenue consists of funds received in advance of providing the services or acquiring the goods. These amounts are taken into revenue when the eligible expenses are incurred.

Investment Income

Investment income is recognized when received or receivable, if the amount can be reasonably estimated.

Notes to Consolidated Financial Statements

June 30, 2022

3. Significant Accounting Policies (continued)

(f) Revenue Recognition (continued)

Special Purpose Funds

School activity funds which are fully controlled by the Education Authority with respect to when and how the funds available can be disbursed are included. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising, contributions or fees paid related to a specific planned benefit. Examples might include planned student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

Student activity funds which are controlled by students or parties other than the Education Authority are not included even if custody of the funds is held by the Education Authority. Examples of excluded funds might be student clubs or associations for which the Education Authority has no ongoing responsibility of liability for losses.

High School Travel Fund: This fund is set up for the delivery of student trips. It has been recognized as a special purpose fund.

(g) Budget Data

The *Education Act* of the Northwest Territories requires that Education Authorities prepare an annual budget, as outlined in Section 128 and 129.

The priorities and funding allocations are determined by the Board of Trustees and the budget is legally adopted by a motion of the Board of in accordance with Section 135(3) of the *Education Act*.

Board approved budgets are submitted to the Minister of Education, Culture and Employment for final approval as directed by Sections 117(2) k, l and m of the *Education Act*.

The annual budget includes estimates of revenues, expenses and the net operating surplus (deficit). Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Authority.

The budget may be amended within a given fiscal year in accordance with Education Authority policy, regulations and approved budget procedures. The budget data presented in the financial statements reflects the Minister approved budget for the school year.

(h) Measurement Uncertainty

The preparation of these financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenue and expenses during the period. Actual results could differ from these estimates.

(i) Inventories Including Materials and Supplies

Inventories of books, materials, supplies and other expendables purchased by the Education Authority are treated as expenses during the year of acquisition and are not recorded on the statement of financial position.

June 30, 2022

3. Significant Accounting Policies (continued)

(j) Payroll Liabilities

Teacher payrolls for July and August 2022 were recognized and paid as of June 30, 2022. As such, they are not accrued as year-end.

(k) Post-Employment Benefits, Compensated Absences and Termination Benefits

Under the terms and conditions of employment, education board employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment. Eligibility is based on a variety of factors including place of hire, date of employment commenced, and reason for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. The expected cost of providing these benefits is recognized as employees render service. Termination benefits are also recorded when employees are identified for lay-off. Compensated absences include sick, special, parental and maternity leave. Accumulating non-vesting sick and special leave are recognized in the period the employee provides service, whereas parental and maternity leave are event driven and are recognized when the leave commences. An actuarial valuation of the cost of these benefits (except maternal and parental leave) has been prepared using data provided by management and assumptions based on management's best estimates.

(l) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed. Transfers include grants and contributions and are recorded as expenses when the transfer is authorized and eligibility criteria have been met by the recipient.

(m) Foreign Currency Translation

The Education Authority only transacts in Canadian dollars. As such, there is no foreign currency translation.

(n) GNWT Tangible Capital Assets Provided At No Cost

The school buildings occupied by the Education Authority are the property of the GNWT. The fair value of the use of the building is estimated to be equivalent to the current year amortization of the building as such a rent expense and corresponding grant in-kind has been reported in the Statement of Operations.

(o) Net Financial Assets (Debt)

The Education Authority's financial statements are presented so as to highlight net financial assets (debt) as the measurement of financial position. The net financial assets (debt) of the Education Authority is determined by its financial assets less its liabilities. Net financial assets (debt) combined with non-financial assets comprises a second indicator of financial position, accumulated surplus.

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

3. Significant Accounting Policies (continued)

(p) Segment Disclosure

The Schedule of Operating Fund - Detail of Expenditures has been prepared in accordance with PS Handbook Section PS 2700 – Segment Disclosures. The segments selected are to enable users to better understand the government reporting entity and the major revenue and expense activities of the Board. For each reported segment, revenue and expenses represent amounts directly attributable to each segment. Segments include:

School Programs: pertains to the delivery of instructional services that falls under the basic public education mandate.

Inclusive Schooling: pertains to access to quality education for all students by effectively meeting their diverse needs.

Administration: pertains to the delivery of board governance and central office administration and maintenance.

Indigenous Languages and Culture: pertains to Indigenous language resource development, support for language teachers and instructors, and enhance community engagement.

COVID-19 Expenses: pertains to expenses incurred during the year to address issues caused by the COVID-19 pandemic.

High School Travel: pertains to the delivery of student trips.

Jordan's Principle: pertains to the provision of products, services and supports related to health, social, and educational needs of the First Nations students at the Authority.

(q) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds an environmental standard. A liability would be recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when all the following criteria are met: an environmental standard exists; contamination exceeds the environmental standard; the Education Authority is directly responsible or accepts responsibility and a reasonable estimate of the amount can be made. The best estimate of the liability includes all costs directly attributable to remediation activities and is reduced by expected net recoveries based on information available as at June 30, 2022.

At each financial reporting date, management reviews the carrying amounts of the liability. Any revisions required to the amount previously recognized are accounted for in the period revisions are made. Management of the Education Authority has concluded that there is no contamination that exceeds environmental standards and as a result, there are no liabilities for contaminated sites.

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

4. Future Accounting Changes

Revenue, Proposed Section PS 3400

Effective, July 1, 2023, Education Bodies will be required to adopt PS 3400 Revenue. This standard provides guidance on how to account for and report on revenue. Specifically, it differentiates between revenue arising from transactions that include performance obligations and transactions that do not have performance obligations. The impact of these standards on the consolidated financial statements is currently being assessed.

5. Cash and Cash Equivalents

Cash and cash equivalents represent cash held in a bank account with the Royal Bank of Canada (RBC).

6. Special Purpose Funds

The Education Authority does not have special purpose funds.

7. Restricted Assets

The Education Authority does not have restricted assets.

8. Portfolio Investments

The Education Authority has two, one-year guaranteed investment certificate (GIC) with the Royal Bank of Canada (RBC). One GIC (\$77,650) has an interest rate of 0.550% (2021 - 0.400%) per annum and matures on July 04, 2022. The second GIC (\$451,044) has an interest rate of 1.800% (2021- 0%) per annum and matures on May 04, 2023.

9. Inventories

The Education Authority does not have inventories.

10. Contribution Repayable

The Education Authority does not have contribution repayable.

11. Due from the Government of Canada

	2022	2021
Goods and Services Tax receivable	\$ 19,233	\$ 11,413

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

12. Capital Lease Obligations

The Education Authority does not have capital lease obligations.

13. Pensions

The Education Authority makes contributions to the Northern Employee Benefits (NEBS) Pension Plan ("the Plan"), which is a multi-employer plan, on behalf of some members of its staff. The Plan is a defined benefit plan which specifies the amount of the retirement benefit to be received by the employees based on the length of service and rates of pay.

The amount contributed to the NEBS pension was \$123,178 (2021 - \$128,037). The contributions are calculated at a rate of 8% of earning and allowances (employee and employer contribution for a total of 16%). The maximum pensionable earnings is \$193,715 for January 2022, and \$183,838 for January 2021. The maximum monthly contributions is \$3,420 for January 2022, and \$3,246 for January 2021.

NEBS is an employer owned program and as such the Education Authority will be liable for its portion of any shortfall. The Plan serves 3,655 Employee Members and 118 Employer Members (total active, disabled and on leave 2,046).

As of January 1, 2022, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be \$65,900,000 - funded ratio 124% (2021 - \$45,100,000 and 118%) on a going concern valuation basis. Solvency analysis was not performed in the January 1, 2022, valuation report. For the January 1, 2021 report the Plan had a solvency ratio deficiency of \$164,720,000 and a solvency ratio of 66.0%. Solvency is calculated for the purposes of determining obligations only in the event of a plan wrap up. Any potential deficiency in termination payments is guaranteed to be paid over the next 10 years or less, depending on the position of the fund.

As of April 2004, the OSFI has exempted NEBS from compliance with the Pension Benefits Standards Act (PBSA). On April 2015, the Legislative Assembly passed The Northern Employee Benefits Act (Bill 12) which was enacted October 1, 2015. NEBS is now operating under Bill 12.

14. Long-Term Debt

The Education Authority does not have long-term debt.

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

15. Leave and termination benefits

In addition to the pension benefits, the Education Authority provides severance (resignation and retirement), removal and compensated absence (sick, special, maternity and parental leave) benefits to its employees. The benefit plans are not pre-funded and thus have no assets, resulting in a plan deficit equal to the accrued benefit obligation.

Severance benefits are paid to the Education Authority's employees based on the type of termination (e.g. resignation versus retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being employee category and length of service. The benefits under these two categories were valued using the projected unit credit methodology.

Compensated absence benefits for all staff are accrued as employee render service and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to employee or dependent illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under compensated absence benefits were actuarially valued using the expected utilization methodology.

Valuation results

The actuarial valuation was completed as at March 31, 2022. The effective date of the next actuarial valuation is March 31, 2023. The liabilities are actuarially determined as the present value of the accrued benefits at March 31, 2022 and the results extrapolated to June 30, 2022. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the Education Authority.

	Severance and Removal	Compensated Absences	2022	2021
Changes in Obligation				
Accrued benefit obligation, beginning of year	\$ 24,586	\$ 9,219	\$ 33,805	\$ 33,812
Current period benefit cost	3,510	977	4,487	4,714
Interest accrued	878	323	1,201	988
Benefits payments	-	(803)	(803)	(9,004)
Actuarial (gains)/losses	(10,717)	(5,694)	(16,411)	3,295
Plan amendments	13,580	-	13,580	-
Accrued benefit obligation, end of year	(31,837)	(4,022)	(35,859)	(33,805)
Unamortized net actuarial gain/(loss)	(20,638)	(2,652)	(23,290)	(8,265)
Accrued benefit liability	\$ (52,475)	\$ (6,674)	\$ (59,149)	\$ (42,070)

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

15. Leave and termination benefits (continued)

	Severance and Removal	Compensated Absences	2022		2021	
Benefit expenses						
Current service cost	\$ 3,510	\$ 977	\$ 4,487	\$	4,714	\$
Interest costs	878	323	1,201	\$	988	\$
Amortization of actuarial gains	(1,709)	329	(1,380)	\$	(1,777)	\$
Plan amendment	13,580	-	13,580	\$	-	\$
Total expense	\$ 16,259	\$ 1,629	\$ 17,888	\$	3,925	\$

The discount rate used in the 2022 fiscal year to determine the accrued benefit obligation was an average of 2.7% (2021 - 2.7%). The expected payments during the next five fiscal years are:

	Severance and Removal	Compensated Absences	Total	
	\$	\$	\$	
2022	2,996	20	3,016	
2023	3,001	53	3,054	
2024	3,245	40	3,285	
2025	3,581	31	3,612	
2026	3,691	24	3,715	
	\$ 16,514	\$ 168	\$ 16,682	

16. Trust Assets Under Administration

The Education Authority does not have trust assets under administration.

17. Tangible Capital Assets

The Education Authority does not have tangible capital assets.

18. Prepaid Expenses

	2022	2021
Vehicle licenses and insurance	\$ 4,445	\$ 4,000

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

19. GNWT Tangible Capital Assets Provided At No Cost

	Cost	Accumulated Amortization	2022 Net Book Value	2021 Net Book Value
Buildings	\$ 9,066,125	\$ 2,379,857	\$ 6,686,268	\$ 6,686,268

Rent expense of \$226,653 (2021 - \$226,653) equal to the current year amortization of the tangible capital assets was offset by a grant in-kind.

20. Contingencies

As of the audit report date, the Education Authority does not have contingencies.

21. Related Parties

The Education Authority is related in terms of common ownership to all GNWT created departments, agencies and corporations. The Education Authority enters into transactions with these entities in the normal course of business. The Education Authority is provided with various administrative services by the GNWT, the value of which is not reflected in these financial statements. The administrative costs include legal services by the Department of Justice, insurance coverage, payroll services and internal audit services by the Department of Finance, and utilities and maintenance by Public Works and Services. Transactions with related parties and balances at year-end not disclosed elsewhere in the financial statements are summarized in this note.

	Accounts receivable 2022	Allowance 2022	2022 Net 2022	2021 Net 2021
Due from related parties				
Government of the Northwest Territories				
Health and Social Services	\$ 475	(475)	\$ -	\$ 475

Revenue from related parties

	2022	2021
Government of the Northwest Territories		
Department of Education, Culture and Employment	\$ 2,942,475	\$ 2,946,634
Department of Environment and Natural Resources	13,555	8,000
Department of Municipal and Community Affairs	1,500	15,600
Department of Health and Social Services	840	-
Dettah District Education Authority	35,161	-
Total revenues from related parties	\$ 2,993,531	\$ 2,970,234

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

21. Related Parties (continued)

	2022	2021
Expenses paid to related parties		
Government of the Northwest Territories	\$ 940	\$ -
Yellowknife Education District #1	2,148,551	2,198,899
Total expenses to related parties	\$ 2,149,491	\$ 2,198,899

22. Budget Data

The *Education Act* of the Northwest Territories requires that Education Bodies prepare an annual budget, as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Education Body which includes the establishment of a tax levy to support the approved budget in accordance with Section 135, Assessment and Taxation, of the *Education Act*.

The annual budget includes estimates of revenue and expenditures for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Authority.

The budget figures presented are those approved by the Trustees of the Education Authority on June 17, 2021.

23. Economic Dependence

The Education Authority receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that the Education Authority's operations would be significantly affected.

24. Financial Instruments

The Education Authority is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risks from the Education Authority's financial instruments is provided by type of risk below. The Education Authority is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risks from the Education Authority's financial instruments is provided below by type of risk below.

a) Credit risk

Credit risk is the risk of financial loss to the Education Authority if a debtor fails to make payments of interest and principal when due. The Education Authority is exposed to this risk relating to its cash and accounts receivable.

The Education Authority holds its cash in accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation.

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

24. Financial Instruments (continued)

The Education Authority's maximum exposure to credit risk is as follows:

	2022
Cash and cash equivalents	\$ 817,625
Portfolio investments	<u>528,694</u>
Maximum credit risk exposure	<u>\$ 1,346,319</u>

At March 31, 2022, there were no accounts receivable past due and no impaired accounts receivable.

The Education Authority does have concentration of credit risk. Concentration of credit risk is the risk that a customer has a significant portion of the total accounts receivable and thus there is a higher risk to the Education Authority in the event of a default. At March 31, 2022 receivables from one (2021 - one) customers comprised 100% (2021 - 100%) of the total accounts receivable. The Education Authority reduces this risk by monitoring overdue accounts.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and method used to measure the risk.

b) Liquidity risk

Liquidity risk is the risk that the Education Authority will not be able to meet all cash outflow obligations as they come due. The Education Authority has liquidity risk in accounts payable and accrued liabilities, and payroll liabilities of \$65,879 (2021 - \$41,205). The Education Authority has a credit facility with a limit up to \$30,000.

The Education Authority mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise.

The table below shows when various financial assets and liabilities mature:

Financial assets	Up to 6 months
Cash and cash equivalents	\$ 817,625
Portfolio investments	<u>528,694</u>
Total financial assets	<u>\$ 1,365,552</u>
Total financial assets - prior year	<u>\$ 1,370,790</u>

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

24. Financial Instruments (continued)

Financial liabilities	Up to 6 months
Accounts payable and accrued liabilities	\$ 63,591
Total financial liabilities	\$ 65,879
Total financial liabilities - prior year	\$ 41,205
Net total	\$ 1,299,673
Net total - prior year	\$ 1,329,585

There have been no significant changes from the previous year in the exposure to risks or policies, procedures and method used to measure the risk.

c) Interest rate risk

Interest rate risk is the risk that the future cash flows of a financial instrument will fluctuate because of changes in interest rates. The Education Authority has exposure to interest rate risk on its portfolio investments of \$528,694 (2021 - \$77,649). These investments may be adversely affected by a change in the interest rates.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and method used to measure the risk.

25. Expenses by Object

	Budget 2022	Actual 2022	Actual 2021
Compensation	\$ 2,537,000	\$ 2,311,353	\$ 2,378,600
Materials and freight	436,100	314,659	326,191
Services purchased/contracted	319,800	534,260	277,102
	\$ 3,292,900	\$ 3,160,272	\$ 2,981,893

26. Comparative Figures

The financial statements have been reclassified, where applicable, to conform to the presentation used in the current year.

K'alemi Dene School
(Ndilo District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

27. ECE Other Contributions

	2022	2021
Government of the Northwest Territories, Department of Education, Culture and Employment		
Self Regulation	\$ 2,300	\$ 2,300
COVID-19 Support	-	89,460
	\$ 2,300	\$ 91,760

28. GNWT Other Contributions

	2022	2021
Department of Municipal and Community Affairs		
After School Activity Program	\$ 1,500	\$ 15,600
Department of Environment and Natural Resources		
Take a Kid Trapping Program	13,555	8,000
Department of Health and Social Services		
Drop the Pop Program	840	2,930
Department of Finance		
Personal Computing and Internet Connectivity Devices Funding	-	7,600
	\$ 15,895	\$ 34,130

29. Contingent Assets

The Education Authority does not have any contingent assets.

30. Accumulated Surplus

A statement of funds and surplus have been prepared as follows:

Details of Funds

For the year ended June 30,	2022	2021
OPERATING FUND		
Balance, beginning of year	\$ 1,261,325	\$ 1,150,763
Operating surplus	(46,553)	110,562
Balance, end of year	\$ 1,214,772	\$ 1,261,325
HIGH SCHOOL TRAVEL FUND		
Balance, beginning of year	\$ 30,197	\$ 30,197
Balance, end of year	\$ 30,197	\$ 30,197

Education Accountability Framework

Sahtú Divisional Education Council

Annual Report

For the 2021-22 School Year



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Operating Plan - Executive Summary

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

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

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

The Sahtú Divisional Education Council (DEC) is the Education Body that has, since 1988, been responsible for the delivery of all Junior Kindergarten (JK)- 12 programs in the five Sahtú communities. For the 2021 - 2022 school year, the Sahtú Divisional Education Council has identified the following priorities in the Growing Forward Together: Strategic Priorities 2020 - 2025 document.

Increasing Academic Achievement through Advocacy and Support

The Sahtú DEC will strive to ensure equitable access to learning for all students. The Education Body will advocate through the District Education Authority (DEA), DEC, the GNWT, and other political arenas to strengthen equitable access to education for all Sahtú students, including the use of technology (availability of devices, an increase in bandwidth, and access to the Internet). Schools will also celebrate student success throughout the year. Physical, emotional, spiritual, and intellectual aspects of the whole student will be recognized and celebrated. The Sahtú DEC recognized through the forced at-home learning during the Spring 2020, that access to technology, including bandwidth, in-home internet, and the lack of individual devices, are barriers for the students in the region. The Education Body will strongly advocate for strengthening the technological resources available to Sahtú students as we recognize technology as a way to increase access to learning and achievement in schools.

Becoming a Capable Person in the NWT

The Sahtú DEC will support schools in strengthening students in the areas of physical, emotional, spiritual, and intellectual wellness. Student wellness will be supported through a balance between in-school support and a strong on-the-land program. The Restorative Practices approach will be modelled in each school, beginning in grades 6 - 9 in 2021/22, and broadening to include all grade levels by the end of 2023. Indigenous language, culture and traditions will be a focal point in all five Sahtú schools through the implementation of the Whole School Approach to Language Use. In addition to a focus on wellness and identity, schools will prepare students with integrated skills, attitudes and capabilities to better make use of postsecondary and work opportunities after Grade 12.

Strengthening Language, Culture & Identity

Schools within the Education Body will provide rich on-the-land opportunities to develop traditional skills, building relationships with Elders and Traditional Experts, and experience life in a cultural camp. To strengthen the Indigenization of education in schools, a whole school approach will be implemented and in which all staff will be expected to participate. Schools will strengthen the focus on North Slavey (Dene Kede) language development through various opportunities. Two of the five Sahtú schools will continue to offer a Junior Kindergarten / Kindergarten North Slavey (Dene Kede) language immersion program.

Promoting a Respectful and Responsible Learning & Working Environment

The Education Body will advocate for equitable access to learning and diverse choices in programming in small schools. The Sahtú DEC will advocate for improvements to school facilities and grounds, an increase in the availability of Northern Distance Learning programs, and the security of staffing (including teachers, a school secretary, support staff and school custodians).

An open channel between the school and community is a key component of student success. Sahtú schools will look to strengthen parental engagement to improve student attendance and to support and improve academic achievement. Parental and community feedback will be sought in an effort to bring about changes and joint successes, which are constantly identified and celebrated.

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Planning during the Pandemic

The return to school plans for each Sahtú school have been finalized and approved by the Office of the Chief Public Health Officer. The staff and DEA are highly anticipating the return to some sense of normalcy in August 2021 but continuing to follow the restrictions. The priorities laid out in this Operating Plan are based on the current return to school plans and cannot anticipate changes required by the Office of the Chief Public Health Officer.

Annual Report - Executive Summary

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

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

Our vision for learning in the Sahtú Divisional Education Council is to enable all students to reach high levels of achievement and to ensure each student develops the knowledge, skills and competencies they need to become responsible Northwest Territories citizens.

Every student deserves a great education and student well-being, and learning must be at the centre of every decision we make. It is our goal - and responsibility - that every student feels connected and engaged in their learning and has the tools, resources, opportunities and support they need to thrive.

Knowing who our students are is at the very core of this work. We must understand, about each and every student, what their strengths, interests and lived experiences are; what biases we might have that may affect their learning. Striving for quality education has resulted in significant gains in Literacy and Numeracy for our students. Sahtú Divisions staff, including regional staff, principals, teachers and support staff, work for a common purpose, a shared vision and mission for our students:

Mission Statement: The Sahtú Divisional Education Council, working in partnership with the Divisional Education Authorities and others, will provide culturally relevant educational opportunities for all students who will experience success in a caring school environment and become lifelong learners.

In 2021-2022, despite disruptions due to the COVID-19 pandemic, the Sahtú Divisional Education Council did their best to stay the course with our main initiatives and priorities:

- Increasing academic achievement through advocacy and support
- Becoming a capable person in the NWT
- Strengthening Language, Culture & Identity
- Promoting a Respectful and Responsible learning & working environment

Areas we highlight and celebrate:

- The Healthy Food Program continued to be supported through the GNWT, ECE, SDEC and donations from communities and organizations to ensure that all students can access healthy foods each school day and meet physical wellness needs.
- Positive healthy relationship building through different programs, such as TAMI (Talking About Mental Illness), MindUp, Fourth R, Health Relationship Plus and the Zones of Regulation. Programs were implemented in the schools to support the social and emotional well-being of students.
- Indigenizing Education has seen growth in the Sahtú region. Indigenous Language Instructors have collaborated on several occasions throughout the year. The ILIs worked on strengthening the language program through improvements of the Dene Kede dictionary and developing curriculum in a meaningful and authentic way.
- In 2021-2022, the Land and Culture Coordinators position was implemented in each school to enrich the on-the-land experiences for students.

Areas for stretch and challenge:

- Setting targets for systemic assessments will be a priority moving forward. The SDEC will need to consider any gaps due to learning disruptions throughout the 2 ½ years of the COVID-19 pandemic. We are hoping that the 2022-2023 school year will allow the collection of data in order to motivate and improve learning achievement scores.
- Addressing attendance issues in Sahtú schools. The COVID-19 pandemic caused many disruptions in the opening of schools across the region and getting students to return to school was a challenge. In the next school year, schools will be tasked with engaging students and families in order to address the low attendance rates.

Cadre de responsabilisation en éducation

Conseil scolaire de division du Sahtú

Rapport annuel

pour l'année scolaire 2021-2022



Plan de fonctionnement – Sommaire

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

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

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

Depuis 1988, c'est le Conseil scolaire de division du Sahtú qui est responsable de la prestation de tous les programmes de maternelle à 12^e année dans les cinq collectivités de la région du Sahtú. Depuis 1998, elles toutes ces collectivités ont des classes de 10^e à 12^e année.

Le Conseil scolaire de division du Sahtú a identifié les priorités suivantes pour l'année scolaire 2020-2021 en appliquant le processus de planification stratégique :

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

On s'efforcera de garantir un accès équitable à l'apprentissage pour tous les élèves. Par l'intermédiaire de l'administration scolaire de district, du conseil scolaire de division, du gouvernement des Territoires du Nord-Ouest et d'autres instances politiques, le Conseil scolaire travaillera à renforcer l'accès équitable à l'éducation pour tous les élèves du Sahtú, qui passera notamment par l'accès à la technologie (disponibilité des appareils, augmentation de la capacité de la bande passante et accès à Internet). Les écoles célébreront également la réussite des élèves tout au long de l'année. Les aspects physiques, émotionnels, spirituels et intellectuels de chaque élève seront reconnus et valorisés. Le Conseil scolaire de division du Sahtú a remarqué qu'avec l'apprentissage à la maison obligatoire au printemps 2020, l'accès des élèves à la technologie (bande passante, Internet à domicile, manque d'appareils individuels) est un réel obstacle dans la région. On travaillera activement à augmenter la disponibilité des ressources technologiques pour les élèves du Sahtú, car elles favorisent grandement l'accès à l'apprentissage et la réussite scolaire.

Devenir une personne compétente aux TNO. Le Conseil scolaire apportera son soutien aux écoles pour favoriser le bien-être physique, émotionnel, spirituel et intellectuel des élèves du Sahtú. Le bien-être des élèves sera assuré par un équilibre entre le soutien scolaire et un solide programme dans la nature. La langue, la culture et les traditions autochtones seront au cœur des

cinq écoles du Sahtú grâce à la mise en œuvre d'une approche scolaire globale. En plus de mettre l'accent sur le bien-être et l'identité, les écoles formeront les élèves à l'intégration des compétences, des attitudes et des capacités qui leur permettront de saisir pleinement la chance de faire des études postsecondaires et de travailler après la 12^e année.

Une langue, une culture et une identité plus fortes. Les écoles offriront des activités sur les terres ancestrales permettant aux élèves d'acquérir des compétences traditionnelles, de tisser des liens avec les aînés et les détenteurs du savoir traditionnel autochtone, et de faire l'expérience des camps culturels. Les écoles se concentreront davantage sur le perfectionnement de l'esclave du Nord comme langue, au moyen de diverses activités. Deux des cinq écoles du Sahtú, et possiblement une troisième, proposeront un programme d'immersion linguistique en prématernelle et maternelle. Afin de consolider l'autochtonisation de l'enseignement dans les écoles, une approche scolaire globale faisant participer tous les employés sera mise de l'avant.

Faire la promotion d'un environnement d'apprentissage et de travail qui favorise les comportements respectueux et responsables. Nous voulons qu'il y ait un accès équitable à l'apprentissage et une variété de choix de programmes dans les petites écoles. Le Conseil scolaire de division du Sahtú cherchera à promouvoir l'amélioration des installations et des cours d'école, l'élargissement de l'offre de programmes d'apprentissage à distance du Nord ainsi que la sécurité des employés (enseignants, secrétaire d'école, personnel de soutien, concierges). Une communication ouverte entre l'école et la communauté est un élément déterminant de la réussite des élèves. Les écoles du Sahtú aimeraient mobiliser davantage les parents pour accroître l'assiduité des élèves et favoriser la réussite scolaire. La rétroaction des parents et de la communauté sera sollicitée dans le but d'apporter des changements et de connaître des succès communs, continuellement reconnus et célébrés.

Les plans de réouverture des écoles du Sahtú ont été finalisés et approuvés par le Bureau de l'administrateur en chef de la santé publique. Nous espérons le moins de perturbations possible au cours de l'année scolaire. Les écoles du Sahtú et le Conseil scolaire de division du Sahtú commenceront à planifier les mesures à prendre dans le cas d'une vague de contamination qui entraînerait la fermeture d'écoles en 2020-2021. Si des fermetures se produisent bel et bien, les priorités définies dans ce plan de fonctionnement seront modifiées pour tenir compte de nos capacités et de notre accès.

Rapport annuel – Sommaire

Le rapport annuel du Conseil scolaire de division du Sahtú (CSDS) pour l'année scolaire 2021-2022 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent rendre compte de leurs activités, de leur conformité avec les directives sur l'éducation et de la mise en œuvre d'activités et d'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 réalisés pendant cette année scolaire, ainsi que les points à améliorer.

Voici l'ambition pédagogique du Conseil scolaire de division du Sahtú : permettre à tous les élèves d'atteindre de hauts niveaux de réussite et d'acquérir les connaissances, les capacités et les compétences nécessaires pour devenir des citoyens ténois responsables.

Chaque élève mérite une excellente éducation; chaque décision que nous prenons doit prendre en compte son bien-être et son apprentissage. Nous avons comme but – et comme responsabilité – que chaque élève se sente intégré, qu'il se mobilise pour apprendre, et qu'il ait les outils, les ressources, les occasions et le soutien nécessaires pour bien se débrouiller.

Notre connaissance des élèves constitue le fondement de ce travail. Nous devons comprendre les forces, les intérêts et les expériences de chacun d'eux, ainsi que reconnaître les biais dans notre approche qui peuvent affecter leur apprentissage. L'éducation de qualité que nous essayons d'offrir a permis à nos élèves d'améliorer sérieusement leurs résultats en lecture, écriture et mathématiques. Le personnel de la division du Sahtú, les directeurs, les enseignants et le personnel de soutien de toute la région : tous travaillent dans un but commun, et partagent l'ambition et la mission qui consistent à servir les élèves.

Énoncé de mission : Le Conseil de division du Sahtú, en collaboration avec les administrations scolaires de district et d'autres organisations, donnera à tous les élèves l'occasion de s'éduquer dans le respect de leur culture, de réussir dans un environnement scolaire bienveillant et d'apprendre toute leur vie.

En 2021-2022, malgré les perturbations causées par la pandémie de COVID-19, le Conseil scolaire de division du Sahtú a fait de son mieux pour maintenir ses principales initiatives et priorités :

- Défendre les intérêts des élèves et leur offrir du soutien pour favoriser la réussite scolaire
- Aider les élèves ténois à devenir des personnes compétentes
- Renforcer la langue, la culture et l'identité
- Promouvoir un environnement d'apprentissage et de travail respectueux et responsable

Réussites à souligner :

- Une fois de plus, le Programme d'alimentation saine a été financé par le GTNO et le MÉCF, le CSDS et les dons des collectivités et d'autres organisations. Ainsi, chaque jour d'école, tous les élèves disposent de nourriture saine et comblent leurs besoins physiques.
- Nous avons implanté différents programmes, comme Parlons de la maladie mentale (TAMI), MindUp, Quatrième R, Relations saines Plus et les Zones de régulation, pour établir des relations positives et saines à l'école et favoriser le mieux-être socioaffectif des élèves.
- On adapte de plus en plus l'enseignement aux cultures autochtones dans la région du Sahtú. Des enseignants en langues autochtones ont collaboré avec nous plusieurs fois en cours d'année. Ils ont

renforcé le programme de langues en améliorant le dictionnaire Dene Kede et en développant le curriculum de façon importante et pertinente.

- En 2021-2022, dans chaque école, nous avons créé le poste de coordonnateur au territoire et à la culture; le titulaire est chargé d'enrichir les expériences des élèves sur les terres ancestrales.

Points à améliorer :

- Nous devons en priorité établir les cibles des futures évaluations systémiques. Le CSDS devra analyser toutes les anomalies associées aux perturbations dans les apprentissages causées par les 2 ½ ans de la pandémie de COVID-19. Nous souhaitons que l'année scolaire 2022-2023 nous permette la collecte de données suffisantes pour bien cerner et améliorer le taux de réussite des apprentissages.
- Nous devons régler le problème du manque d'assiduité dans les écoles du Sahtú. La pandémie de COVID-19 a causé de multiples perturbations dans l'ouverture des écoles de la région et nous avons eu du mal à ramener les élèves en nos murs. Dans la prochaine année scolaire, les écoles seront tenues de mobiliser les élèves et les familles concernés pour rehausser le taux d'assiduité.

1. Administration and School Services

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

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

A. Governance of Education Bodies

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

The Sahtú Divisional Education Council (SDEC) is a corporate body and an agency of the government of the Northwest Territories. It was created under the authority of the NWT Education Act and has a mandate to provide Junior Kindergarten to Grade 12 education for all children in the Sahtu communities of Colville Lake, Fort Good Hope, Norman Wells, Tulit'a and Délı̄ne.

In each of these communities, a District Education Authority (DEA) is elected every three years during the month of October. The most recent elections were held in October 2018 and the term for the current DEAs will run until October 2021. Each DEA selects a trustee representative to the Sahtú regional education body – the Divisional Education Council (DEC).

At the first meeting in December of the election year, the Sahtú DEC selects a chair. At all subsequent meetings of that DEC, the Chair's community sends a second trustee, as the Chair only votes to break a tie and takes a more regional view on most questions.

The Sahtú DEC hires a superintendent who in turn, hires all of the professional staff at the board office and, indirectly, in the schools of each community. The DEC meets four times a year and provides educational governance by way of motions and policy creation.

Membership of the Sahtú Divisional Education Council:

Karea Peachey – Chairperson (Norman Wells)

Heather Bourassa – Alternate Chairperson / Fort Good Hope member

Dorathy Wright – Norman Wells member

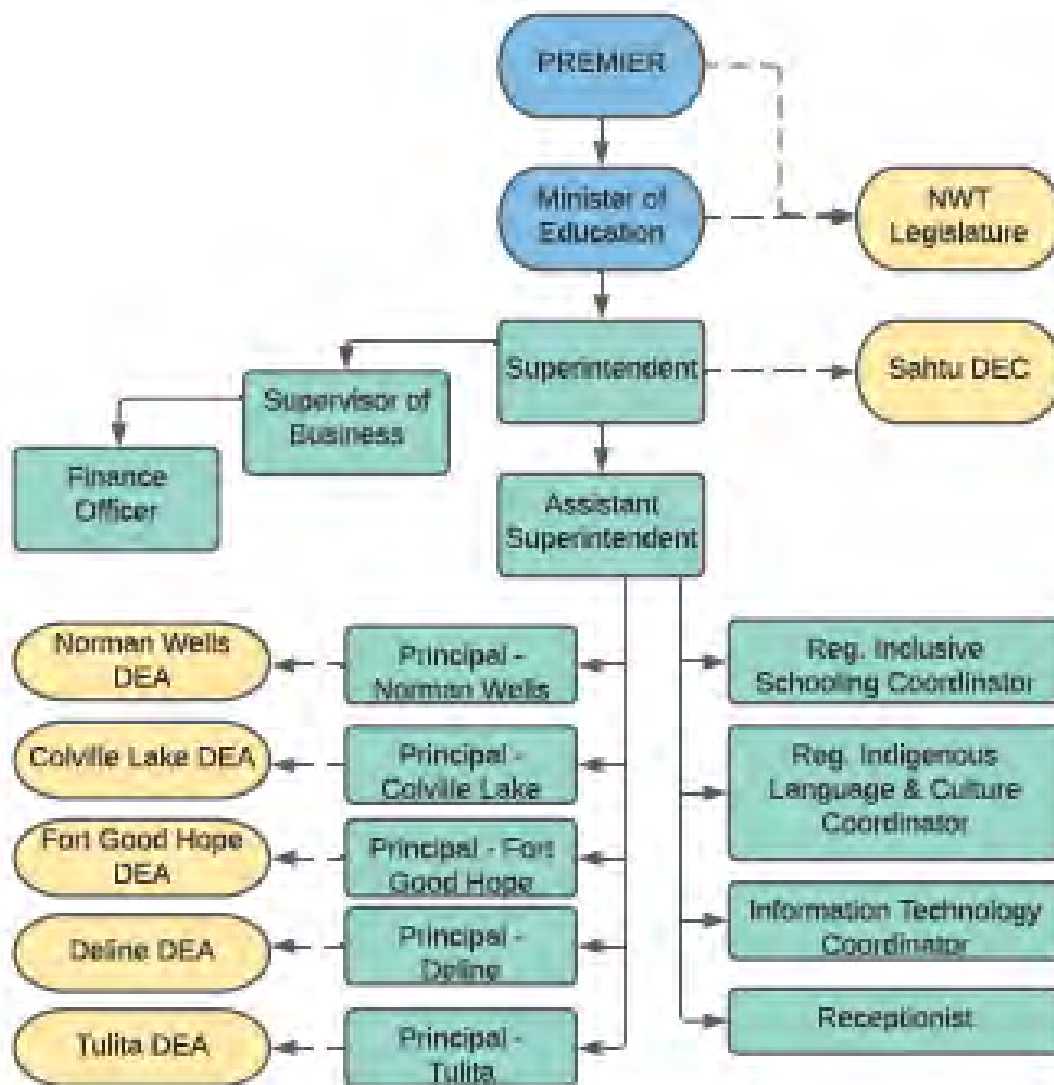
Sharon Tutcho – Colville Lake member

Miranda Baton-Taneton – Délı̄ne member

Sally Horassi – Tulita member

B. Functional Organizational Chart

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



C. Governance Training

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

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
New members training	ECE/ Superintendent	DEA & DEC members	Norman Wells - January 2022	Yes	
Policy development & best practices	Alberta School Councils Association	DEC	Virtually - April 2022	No	One member opted to attend a different conference (in-person) and the other members were unable to attend due to personal commitments

D. Education Body Meetings

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

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
August 25, 2021	Virtually	No	Meeting was moved to September 13 due to scheduling conflicts
November 2021	Virtually	No	Meeting was moved to December 15 due to scheduling conflicts
February 2022	Virtually	Yes	
			An additional half day virtual meeting was held on March 24, 2022
April 2022	Norman Wells	No	Meeting was changed to 2-days and held on May 3 and 4

E. School Profiles

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

Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.

Total Number of Schools in District	5	Total Anticipated Student Headcount	535
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School Name	Community	Grades Offered	Programming Highlights
Colville Lake School (CLS)	Colville Lake	JK – 12	<ul style="list-style-type: none"> • Extensive on-the-land programming • Full-time food preparation program • Individualized targets in reading and numeracy through the support of a coach • Northern Distance Learning
ᑭᐱᑲᑲᑲ Ayha School (EAS)	Délıne	JK – 12 and Alternate High School	<ul style="list-style-type: none"> • North Slavey JK – K Language Immersion class • Alternate high school program • Enhanced North Slavey Language program • Enhanced on-the-land programming for grades 8 – 12 • Northern Distance Learning
Chief T'selehye School (CTS)	Fort Good Hope	JK – 12	<ul style="list-style-type: none"> • Guided reading blocks • Naizeza 15 & 25 • Career and Education programming • Winter on-the-land camp • Northern Distance Learning
Chief Albert Wright School (CAWS)	Tulit'a	JK – 12 and Alternate High School	<ul style="list-style-type: none"> • North Slavey JK – K Language Immersion class • Alternative high school program • Skills Canada curriculum • Integrated North Slavey language throughout the school • Northern Distance Learning
Mackenzie Mountain School (MMS)	Norman Wells	JK - 12	<ul style="list-style-type: none"> • Guided reading and numeracy blocks • Increased electives in high school • Significant offering of -1 courses in high school • Northern Distance Learning

F. Student Profiles

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

The Sahtú Region comprises five communities and each community has a JK-12 school. North Slavey is the heritage language of the region. Population, income, school population ethnicities, and school program type data are described below.

The NWT Bureau of Statistics estimates community population totals as of July 01, 2020 as follows:

Sahtú Totals	2,616
Colville Lake	151
Déłıne	603
Fort Good Hope	610
Norman Wells	735
Tulit'a	517

Sahtú Income Distribution in 2018, as reported by the NWT Bureau of Statistics, is as follows:

	% of persons with income <\$15,000	% of persons with income between \$15,000-\$50,000	% of persons with income > \$50,000
Sahtú	24	37	39
Colville Lake	-	-	-
Déłıne	26	43	31
Fort Good Hope	30	43	27
Norman Wells	12	22	65
Tulit'a	33	42	25

An August 2021 snapshot of Sahtú community school demographics shows ethnic backgrounds as follows:

Student Total	557
Dene	444
Inuit	6
Métis	30
Non-Aboriginal	64
Southern Aboriginal	2
Unclassified	11

In May 2021, Sahtú Inclusive Schooling demographics showed that there were 355 students (64%) on Regular Education Programs and 186 (34%) students on Student Support Plans. The number of students on support plans for enrichment was below 1% of the school population. Students on Modified Education Plans comprised 10% of the student population, and 15 students on Individual Education Plans comprised 3% of the school population.

G. Teacher Profiles

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

The Sahtú has 61 teachers on strength - three teachers hold regional roles: RISC, RILE and IT - five principals lead schools in five Sahtú communities. While the majority of teachers originate from southern provinces, the Sahtú employs 15 northern teachers. Six northern educators are Indigenous language instructors and nine are northern trained teachers in JK-9 roles.

Twenty-two teachers left the Sahtú in 2020-2021 which included one retirement; this is approximately a 36% turnover rate. This is a significant increase compared to past years. Through Jordan's Principle funding, five interventionist positions and two JK / K Language Immersion positions were created for the 2021 - 2022 school year.

The annual teacher turnover rate fluctuates between 10 and 25%, with a high in the COVID-19 period of 36%. The Sahtú recognizes that teachers who are from the north or choose to invest the majority of their teaching careers in the north, bring stability and continuity; trusting relationships with students, parents and communities are built over time. Similarly, continuity of programming and teacher capacity are built over time. Teacher turnover disrupts continuity of programming, especially in small schools. Challenge exists when a high investment in teacher learning does not yield long term results because of teacher turnover. While separation from family / loved ones and the challenge of geographic isolation are main drivers in teacher turnover, and are factors beyond the control of education bodies, the Sahtú works strongly to mitigate other factors that may cause teachers to leave. Other factors include access to available adequate and affordable housing which is a factor outside the jurisdiction of education bodies. The Sahtú education body invests heavily in teacher learning and capacity building to build resilience in teachers facing challenges within teaching contexts for which southern teacher education and southern teaching experience may not have adequately prepared them.

The Sahtú estimates a student-teacher ratio of approximately 11:1 in the 2021-2022 school year.

2. Territorial Schools

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

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

A. Education Body Strategic Planning

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

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

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

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p>Professional Learning Communities (PLCs) and the practice of using evidence and data to inform change and growth leverage improved outcomes for students. Sahtú schools will move from an introductory to emergent stage in this teacher practice. Training and support will be offered virtually during the COVID-19 pandemic. School-based literacy and numeracy support and training will similarly be offered virtually.</p> <p>Teacher training in reading and numeracy instruction continues and school-based targets will be established, monitored and measured. Effectiveness will be monitored through school-based PLCs. North Slavey language development will be strengthened through the whole school approach of language use, building on the introductory phase last year and with the target of emergent to established practice in all Sahtu schools. Whole school cultural activities and the on-site presence of Elders and community experts will be curtailed during COVID-19; however, schools will use creativity and ingenuity to provide rich cultural and language learning experiences for children and youth.</p> <p>Indigenization of teaching and learning will continue through supporting teacher growth virtually and with the expectation that all schools move from an introductory to emergent practice of Indigenization.</p>
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Regional Performance Indicators	Regional Targets	Achieved	Explanation of Difference (if applicable)
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		Results	
% of regional priorities and goals that align with the 5 Shared Priorities.	100%	100%	
1. Student achievement in Literacy and Numeracy	Literacy and numeracy student achievement will be a focus in each school's School Improvement Plan. Student data is reported on throughout the year. PLCs are implemented to build a collaborative approach to improvement.	50%	Constraints due to COVID-19 curtailed in-person coaching of teachers in reaching numeracy and literacy goals. While virtual teacher support and student assessments continued, disruptions due to COVID-19 were experienced in carrying out improvement plans.
2. Language and Culture	Language and culture continue to be a high priority in the Sahtu. A whole school approach will be implemented and in which all students and staff will be expected to participate.	50%	All Sahtu schools identify that while strong efforts were made to prioritize language and culture, constraints due to COVID-19 adversely impacted cultural programming.
3. Student & Educator Wellness	Student and teacher wellness will be supported through a balance between in-school support and a strong on-the-land program. Schools will begin the implementation of a Restorative Practices approach to relationship building and conflict resolution.	50%	In the spring of 2022, land programming resumed with COVID-19 precautions still curtailing full cultural programming. Twenty educators in the fall of 2021 participated in Restorative Practices training over six weeks to support positive student behaviours and improved mental health and wellbeing within schools.
4. Personalized and Inclusive Education	Schools will advocate for equitable access to learning and diverse choices in programming in small schools. Students with exceptionalities will be supported through various programming scaffolds and staff training will be provided to ensure the best supports are available.	50%	Internet access posed hurdles to equitable access to student learning when remote learning was needed due to COVID-19 constraints, despite ongoing efforts to alleviate accessibility. Support professionals' on-site visits were curtailed or cancelled due to COVID-19 and virtual supports were substituted where feasible.
5. Key Competencies	Schools will strengthen students in the areas of physical, emotional, spiritual, and intellectual wellness.	50%	Within the constraints of COVID-19 school programming, Sahtu schools worked diligently to strengthen key competencies but identified substantial

			challenges due to the constraints.
Areas of Strength for the region	Virtual teacher learning and training to strengthen competencies in regional priorities continued, despite the constraints of in-person and on-site visits due to COVID-19. Substantial ongoing virtual professional development occurred in the focus areas of reading, writing and restorative practices. Similarly, professional learning communities were supported virtually throughout the year, with in person training resuming in May 2022. Indigenous language support and training was delivered virtually monthly. The Sahtu Region has invested substantial planning in addressing how best to bridge from pandemic-impacted schooling to 2022 – 2023 priorities and goals.		
Areas for Development for the region	Capacity loss, due to high teacher turnover, adversely impacts the Sahtu region as teacher training does not necessarily translate to improved student outcomes. Continuous training and support in attaining regional goals and priorities is needed while simultaneous strong efforts to retain teachers are needed.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Evidence and data collected in May 2022 points to the need for remediation and targeted support in many areas of school life to ameliorate gaps exacerbated by COVID-19 impacts on schooling since March 2020.		

B. School Improvement Planning

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

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

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Each school will develop school improvement plans by September 30, 2021. These plans will be developed in consultation with the school DEA and community.</p> <p>School improvement planning will reflect the concerns and needs of individual schools but align with overall regional goals. These overarching strategic goals include increasing academic achievement in literacy and numeracy; becoming a capable person in the NWT; strengthening language, culture and identity; and promoting a respectful and responsible learning and working environment.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	50%	100% of Sahtu schools develop school improvement plans in consultation with DEAs. Wider community consultation takes place in some communities but is an area for growth in the region.
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	50%	Consistency in yearly public consultation and yearly publication of school improvement plans on school websites is required.
Areas of Strength for the region	Sahtu school principals consult with DEAs and school staff in the development of school improvement plans and share these plans with the Superintendent. Strong efforts are		

	made to reflect local and regional priorities and to outline alignment of how to address common areas of concern.
Areas for Development for the region	Annual community consultation in the fall to develop school improvement plans, publication of school improvement plans on school websites, and annual reviews of achievement in the spring are areas for development.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Wider community consultation such as community meetings were severely curtailed in the period March 2020 to May 2022 due to COVID-19 health requirements.

C. Annual School Reviews

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

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

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

<p>Regional approach to the completion of Annual School Reviews, including any specific information related to the COVID-19 pandemic.</p>	<p>In 2021-2022, Annual School Reviews will be fully implemented in all five Sahtú schools. Annual School Reviews are still in the pilot stage for the region; therefore changes may be made on how to fully implement the reviews. Due to COVID-19 restrictions and travel limitations, a large part of the review for each school will be conducted virtually.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>% of schools in the region for which Annual Reviews are completed.</p>	<p>100%</p>	<p>0%</p>	<p>Sahtu school principals reported in May 2022 on the attainment of goals set out in the school improvement plans. However, formal annual school reviews did not take place; protocols and ongoing practices throughout the school year to support formal Annual Reviews were not in place in the Sahtu in 2021 - 2022.</p>
<p>% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Strategic education plans for each school community are in place (2020 - 2025) and each school develops annual improvement plans in consultation with DEAs and school staff.</p>		
<p>Areas for Development for the region</p>	<p>Annual school reviews, and the protocols and processes implemented throughout the school year to support these reviews, will be implemented in the 2022 - 2023 school year. While all schools will be introduced to annual school</p>		

	reviews with shared expectations for the school year, two schools will undertake full implementation to pilot best ways forward for the Sahtu.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Implementation of Annual School Reviews was sidelined during the pandemic period March 2020 – May 2022. Implementation is scheduled for September 2022 with a phased-in approach where two schools conduct full implementation and all Sahtu schools are in progress toward fulfilling requirements of annual school reviews.

D. Staff Evaluations

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

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

<p>Regional approach to the completion of Staff Evaluations, including any specific information related to the COVID-19 pandemic.</p>	<p>Teacher and principal evaluations are conducted according to the evaluation cycle. In 2021 - 2022, evaluations of performance will be conducted of all teachers on probation, those teachers reaching the fourth year since their last performance appraisal, those teachers whose professional competence requires confirmation, and those teachers who personally request this option. New principals will receive a final evaluation report at the end of year two. Principals not involved in a formal evaluation are expected to be working on a professional growth plan in consultation with the Assistant Superintendent.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	35	27	Teacher and principal changeover in one school interrupted the evaluation cycle. Evaluation cycle will resume in 2022 - 2023.
Number of principals and assistant principals formally evaluated in the school year.	3	2	Principal changeover mid-year interrupted formal evaluation cycle.
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	4	2	RISC changeover interrupted formal evaluation cycle.
Number of Superintendents formally evaluated in the school year.	1	1	
Areas of Strength for the region	The Sahtu region conducts formal teacher, principal and coordinator evaluations according to the evaluation cycle.		
Areas for Development for the region	High turnover requires a high number of evaluations each year which adds substantially to evaluators' workloads. Mitigating high turnover is a priority to ameliorate multiple negative impacts in education processes.		

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

On-site visits were greatly reduced due to COVID-19 which impacted parts of the evaluation requirements; demands of teaching and learning within the COVID-19 parameters required adaptation of the evaluation process as and when necessary.

E. Regional Training and In-Service

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

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

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Regional training and in-service will be conducted virtually and reflect the COVID-19 health and safety requirements of the OCPHO at the time of the training. An in-person Sahtu Regional Teachers' Conference is planned for February 7 - 9, 2022 providing COVID-19 health and safety requirements allow. Virtual training will replace in-person training in the event COVID-19 restrictions are still in place.</p> <p>Regional priorities include Professional Learning Communities functioning to analyse evidence and implement changes in teaching and learning; improved mental health and student well-being in focus grades 6 - 9; restorative practices in focus grades 6-9; writing growth and achievement in grades 1-9; improved numeracy outcomes in grades 1 - 9; and improved achievement in reading in grades 1-9.</p> <p>Social Emotional Learning competencies will be developed in grades 6 - 9 in focus areas of writing and numeracy. Shared priorities include strengthening the Whole School Approach to North Slavey Language Use in all schools and increasing Indigenization of content and pedagogy in all Sahtú schools.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	75%	75%	
% of Regional training and in-service focused on shared priorities	25%	25%	
Number of administration days dedicated to training and in-service.	1.5	1.5	
% of collaborative STIP time dedicated to regional priorities	50%	50%	
Number of schools which implemented STIP as per the Ministerial Directive	5	5	
Areas of Strength for the region	The Sahtu region was able to pivot to virtual training and in-service in the fall of 2021 and resume in-person training		

	<p>in May 2022 with the easing of health restrictions. This agility by Sahtu coordinators, educators and school staff is highly commendable. For example, the Sahtu Regional Teachers' Conference was delivered virtually, February 7 – 9, and post-conference educator surveys showed it was very well received by educators. The Sahtu region also now has a clear grasp of what training is best delivered in-person to meet contextual needs and what training can be offered remotely. Drawbacks to virtual training became apparent and calls for resuming in-person training where possible in 2022 – 2023 have been widely received.</p>
Areas for Development for the region	<p>Attaining the right mix of cost-effective virtual training and in-person context-responsive training is an area for development. Agility to use both effectively is sought.</p>
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<p>In the spring of 2022, the Sahtu region prioritized areas for remediation and intervention based on the emergence from the pandemic. Regional training and in-service will resume in-person in 2022 – 2023, with some training allowing for hybrid delivery of virtual and in-person.</p>

F. Literacy Coordinators

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

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

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

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

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

Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.	The Assistant Superintendent has the responsibility to oversee the implementation of a comprehensive literacy program across the region. In this role, the Assistant Superintendent supports the Literacy/Numeracy Interventionist in each school (funded through the Jordan's Principle funding), monitors reading assessment data, and guides school-based teams to reflect on student reading data. Due to COVID-19, virtual meetings will occur rather than traveling to the schools.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. (Yes or No)	Yes	Yes. The Sahtu Literacy Action Plan informed programming and literacy assessments for 2021 – 2022 and was foundational to the revised Regional Literacy Action Plan for 2022 – 2023.	
Areas of Strength for the region	Consistency in literacy programming and assessments, under the umbrella approach of balanced literacy, has		

	<p>meant interruptions to in-person learning have been less impactful than might have been. As soon as in-person learning resumed, literacy programming engaged, and assessments show the gaps, while present, are less wide than educators anticipated. Measurable reading and writing growth occurred and areas to target in 2022 – 2023 were established by the end of June 2022 using benchmark assessments in reading (grades 1 – 6) and writing (grades 1 – 12).</p>
<p>Areas for Development for the region</p>	<p>With 30% teacher turnover across the region in year 1 and year 2 of the pandemic, additional time and resources are needed to build teacher capacity to effectively address literacy gaps and to build strong balanced literacy programs in schools. It is difficult to sustain and build upon literacy gains when there is high turnover of educators across the grades. Similarly, professional learning communities, which build educator capacity to target improved achievement in reading and writing, undergo substantial change in membership due to teacher turnover.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>In 2022 – 2023 target areas in reading and writing have been identified for remediation and intervention, however, approaches that build wider competencies ensure that all students will grow in literacy competencies.</p>

G. Healthy Food for Learning

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

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

Regional Targets	
Relevance of the Healthy Foods for Learning program to regional priorities, including any specific information related to the COVID-19 pandemic.	All Sahtú schools offer daily breakfast programming. In addition, three Sahtú schools offer daily mid-morning and mid-afternoon healthy snack programming. Using Jordan's Principle funding, Colville Lake School has a full-time foods coordinator to prepare meals/snacks for students. One Sahtú school offers lunch programming for students unable to go home for lunch due to transportation constraints. Under COVID-19 safety protocols, food programming in Sahtú schools strictly adheres to the Office of the Chief Public Health Officer guidelines, which includes plated or individually packaged foods. Buffet-style serving is not permitted.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	100%	100%	
Areas of Strength for the region	Sahtu schools in 2021 – 2022 provided substantial food programming while in-person learning was underway, and all schools found ways to continue access to healthy foods when learning was virtual. Examples of the latter include bagged breakfast or snack options for pick up or drop off at student homes. Family food packs were also delivered to homes during the pandemic or were accessible to families. Schools were innovative in supplementing food security for students, routinely provided during in-person learning, however, safely continuing even during remote learning.		
Areas for Development for the region	Sharing best practices in healthy food programming and effective ways to overcome common challenges, for example, staffing of breakfast coordinator positions, is needed going forward so that all schools thrive equally in this programming.		

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

The vital necessity of this programming was especially evident during remote learning due to COVID-19. School-community connections through the supplemental food deliveries were important. As in-person learning resumes, lessons learned about food security during COVID-19 are important to be shared.

School Name	Type of food program(s) offered (Breakfast, Lunch, Snack, etc.)	Frequency of program (Monday – Friday)	Average number of children / youth served daily	Criteria to participate (Low income, fee, Everyone welcome, etc.)	Was the program delivered as planned? (Yes/No)	If No, why not?
CLS	breakfast	Monday – Friday	50	everyone welcome	Yes, however, it was implemented by teachers despite funding available for a full-time Foods Coordinator.	Staffing of a Foods Coordinator did not occur due to labour shortages.
	snacks				Yes, however, it was implemented by teachers.	Staffing of a Foods Coordinator did not occur due to labour shortages.
EAS	breakfast	Monday – Friday	80	everyone welcome	Yes	
	snacks				Yes	
CTS	breakfast	Monday – Friday	90	everyone welcome	Yes	
	snacks				Yes	
CAWS	breakfast	Monday – Friday	80	everyone welcome	Yes	
	snacks				Yes	
	evening snacks	Monday – Thursday	3	everyone welcome	Yes	
MMS	breakfast & snacks	Monday – Friday	100	everyone welcome	Yes	
	snacks				Yes	
TOTAL			403		Yes	

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

H. Student Success Initiative

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

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

<p>SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.</p>	<p>This is the fourth year of the Sahtú SSI project to focus on Professional Learning Communities' (PLCs) introduction, development and implementation in bringing about school change. The contractor has led principals and school staff to identify school goals and areas of school improvement and assisted in the establishment of professional learning communities to lead school change. PLCs now focus reading, writing, numeracy, Indigenous language learning and other regional and school initiatives to focus improved teaching and learning in these priority areas.</p> <p>In the 2021 - 2022 school year, PLCs in each school will be the primary drivers of school improvement. Identifying areas for growth, making decisions based on student evidence, and using data to guide decision-making, are areas staff will develop and implement. PLCs will also measure progress and growth in the regional target areas, over the school year. The numeracy contractor, also hired through SSI, will support PLC teams and Numeracy Interventionists through teacher training in support of improved numeracy achievement.</p>
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region who participate in SSI PD activities.	100%	100%	
% of support staff from across the region who participate in SSI PD activities.	100%	100%	
Areas of Strength	Sahtu educators work with student evidence and student learning data in collaborative PLCs to determine next steps in student growth. These		

	regularly scheduled professional conversations using evidence now occur in all five schools whereas in prior years uptake was sporadic and momentum was difficult to maintain.
Areas for Development	Building leadership capacity within PLCs so there are direct links between self efficacy, gathering evidence, and improved student achievement and outcomes is necessary so that schools are less reliant on the contractor and centralised leadership to set the direction and course. When educators within PLCs see themselves as agents of change and instigators of growth in achievement and outcomes, transformative positive impacts can occur in schools.
Additional Comments, including any specific information related to the COVID-19 pandemic.	Routine professional conversations about student learning growth and achievement occurred throughout 2021 – 2022 mostly in virtual meetings with the contractor and assistant superintendent present. In-person on-site PLCs resumed in May 2022. Principals and educators were able to monitor growth in target areas and were also ready to identify next steps and gaps that need to be addressed in 2022 – 2023.

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? (Yes/No)	If No, why not?
Sahtú Professional Learning Communities	2021 - 2022	Yes	

I. Safe School Plans

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

The current cycle is:

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	50%	In some schools the review was collaborative and in-depth, while in other schools the review appeared optional. In September 2022, a thorough review of safe school plans is mandatory.
Areas of Strength for the region	All schools have been agile in creating safe school plans and adjusting as needed. Reviews and feedback received in 2021 – 2022 will be reflected in changes to plans in 2022 – 2023.		
Areas for Development for the region	Personal Emergency Response Plans (PERPs) did not appear in all Sahtu safe school plans. In 2022 – 2023 all safe school plans will contain individualized and responsive PERPs.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	In-person training, where possible, substantially bolsters healthy relationships programming. Reduced access to in-person training during COVID-19, and required intermittent remote learning for students, contributed to less effectiveness of healthy relationship programming in 2021 – 2022.		

J. Healthy Relationship Programming

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

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

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

The following tables detail the region's approach for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.</p>	<p>Integral to the attainment of healthy and effective relationships with peers and others is the ability to engage in social interactions in a skilled way. Social and emotional learning (SEL) programs are intentional and teach students about self-awareness, self-regulation, responsible decision making, and engaging with others in a respectful, empathetic manner.</p> <p>As part of the development of Safe School Plans, principals are responsible for supporting and monitoring the implementation of healthy relationship programming within the school. Due to high staff turnover, training for teachers will be needed to achieve regional implementation targets. With COVID-19 restrictions, training for teachers will take place virtually (where ever possible).</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	100%	25%	Interruptions in student learning and teacher training due to COVID-19, resulted in lower participation in WITS.
% of schools with grade 4-6 students offering LEADS.	100%	25%	Interruptions in student learning and teacher training

			due to COVID-19, resulted in lower participation in LEADS.
% of schools with grade 7-9 students offering the Fourth R.	100%	100%	
% of schools with grade 10-11 students offering HRPP.	100%	100%	
Were there any difficulties accessing training for the above programs?	No difficulties in accessing training. However, because of high teacher turnover, training is needed each year.		
Are there any recommendations for making training for the above programs more accessible?	A regional approach, in which a representative from each school comes together in person for training and collaboration in one location, is the most effective approach for Sahtu educators.		
Areas of Strength for the region	There is consistency in delivery of Fourth R and HRPP across schools, grades 7-11.		
Areas for Development for the region	There is little consistency in delivery of WITS and LEADS, JK-6.		
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	In-person training, where possible, substantially bolsters healthy relationships programming. Reduced access to in-person training during COVID-19, and required intermittent remote learning for students, contributed to less effectiveness of healthy relationship programming in 2021 - 2022.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	CLS	100%	50%	4 th R and HRPP are being used. Little evidence of WITS and LEADS.
	EAS	100%	50%	4 th R and HRPP are being used. Little evidence of WITS and LEADS
	CTS	100%	50%	4 th R and HRPP are being used. Little evidence of WITS and LEADS
	CAWS	100%	50%	4 th R and HRPP are being used. Little evidence of WITS and LEADS
	MMS	100%	75%	4 th R and HRPP are being used. Some evidence of WITS and LEADS.

K. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

School Name	Language of SL (Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)	Type of SL program (core, immersion, intensive)	Grades of SL program (per program type)	% of students enrolled (per program type)	Frequency of SL Program (min/week)	Actual Frequency of SL Program (min/week)	Explanation for difference (if applicable)
CLS	North Slavey	Core	JK – 9	100%	200	200	
		Core	Naizeza 15/25/35 (full year)	30%	375	375	
EAS	North Slavey	Core	1 – 9	100%	200	200	
		Immersion	JK – K	100%	1650	1650	
		Core	Naizeza 15/25/35 (full year)	25%	375	375	
CTS	North Slavey	Core	JK – 9	100%	200	200	
			Naizeza 15/25 (Semester 2 only)	25%	450	450	
CAWS	North Slavey	Core	1 – 9	100%	200	200	
		Immersion	JK – K	100%	1650	1650	
		Core	Naizeza 15/25 (one semester each)	25%	375	375	
MMS	North Slavey	Core	JK – 9	72%	200	200	
			Naizeza 15/25 (full year)	25%		200	
	French	Core	JK – 9	28%	200	200	

*Please include a row per school /per language /per type of instruction

L. Northern Distance Learning

Northern Distance Learning (NDL) provides opportunities for small community high school students to have equitable access to higher-level academic courses. Schools participating in NDL are responsible for ensuring that an In-Class Support Person (ISP) is retained to support students during their NDL classes, all classroom supplies are purchased and to ensure a classroom with access to a long-distance telephone and document camera is provided. All other equipment and supplies for the NDL program are provided.

The following tables detail the number of allocated, budgeted and actual (ISPs) in place to provide support to Northern Distance Learning program, and the explanation for any variance between each.

School Name	Allocated (\$)	Education Body Contribution (\$)	Total Budgeted (\$)	Actual (\$)	Explanation for Difference (if applicable)
CLS	\$0	\$0	\$0	\$0	No funding was provided to CLS. The NDL program was not operational in SY 2021-2022
EAS	\$36,750	\$5,000	\$41,750	\$1,307	
CTS	\$73,500	\$5,000	\$78,500	\$44,112	Funding was provided to include a second endpoint for course delivery, but due technical issues, the second endpoint was not installed
CAWS	\$71,500	\$10,000	\$81,500	\$34,906	
MMS	\$33,750	\$5,000	\$38,750	\$6,917	Students were not registered during the second semester of the NDL therefore an in-class support person was not needed
TOTAL	\$215,500	\$25,000	\$240,500	\$87,242	Although schools hired an in-class support person, the funding provided exceeded what was needed to cover the

					cost of the positions
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School	Number of ISPs in place	Number of years at the school per ISP	Source of each ISP <i>(CUSO volunteer, local hire, etc.)</i>	Successes and challenges related to ISPs
CLS	1	1	local hire	Availability of a local hire.
EAS	1	1	local hire	Availability of a local hire.
CTS	1	2	local hire	Availability of a local hire.
CAWS	1	1	local hire	Availability of a local hire.
MMS	1	1	local hire	Availability of a local hire.

The following tables detail the regions to regions approach, and includes regional and school specific performance indicators and targets set for the upcoming school year related to Northern Distance Learning, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Northern Distance Learning, including any specific information related to the COVID-19 pandemic.</p>	<p>Northern Distance Learning (NDL) in the Sahtú is available to eligible students in grades 10-12 who are completing -1 course pathways and who maintain success in -1 courses. NDL is offered to fill the need for -1 courses, where scheduling of teachers on strength does not allow for the required courses to be taught face-to-face in the school year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
<p>% of eligible high schools offering NDL programming. <i>(NDL schools / Eligible high schools x 100)</i></p>	100%	100%	
<p>% of NDL courses completed with credits acquired within the school year, based on total # of enrolment. <i>(# of courses passed / # of course enrolments x 100)</i></p>	100%	80%	Student withdrew from the course for personal reasons unrelated to academic performance.
<p>% of NDL students passing diploma exams (for NDL courses) written within the school year. <i>(# of exams passed / # of exams written x 100)</i></p>	100%	45%	A substantial number of Sahtu students are still not meeting the requirements of standardized diploma exams.
<p>% of diploma exam marks (for NDL courses) with a <15% difference from the school awarded mark. <i>(# of exams with <15% difference / # of exams written x 100)</i></p>	100%	20%	Exam performance substantially lags behind classroom and course performance.
<p>Areas of Strength or promising practices for the region, including examples of positive impacts that NDL may have had on students.</p>	<p>There is a substantial increase in the number of students successfully completing -1 courses in the Sahtu and therefore more students are graduating with -1 courses. It is feasible that more students are graduating in a timely manner, as a result. The Sahtu will begin gathering this data in a systematic way beginning 2022 – 2023.</p>		
<p>Areas for Development for the region</p>	<p>The Sahtu plans to strengthen communication with parents and caregivers about graduation requirements and course selection and course grades required for post-secondary entrance to specific programs. The RISC and CEA will provide presentations in each community in 2022 – 2023.</p>		

Additional Comments for the region including any specific information related to the COVID-19 pandemic.	NDL enrolment and course completion were not adversely impacted by COVID-19 as far as we can tell in 2021 – 2022.
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Number of students participating in at least one NDL course, per school, per year.	CLS	2	1	
	EAS	4	3	
	CTS	4	2	
	CAWS	4	1	
	MMS	4	2	
Number of NDL courses offered by school. <i>(8 available per year for schools with one end point / 16 available per year for schools with two end points)</i>	CLS	8	8	
	EAS	8	8	
	CTS	12	12	
	CAWS	16	16	
	MMS	8	8	
Number of NDL endpoints actively in use, per school, per year. <i>(one endpoint or two endpoints)</i>	CLS	1	1	
	EAS	1	1	
	CTS	2	2	
	CAWS	2	2	
	MMS	1	1	

School Specific Reporting	School	School level Reporting
Top one or two challenges experienced with the implementation of NDL	CLS	Student attendance and hiring of an ISP have been main challenges.
	EAS	Student attendance and student readiness to engage with challenging academic work have been challenges.

at each participating school.	CTS	Student attendance and student readiness to engage with challenging academic work have been challenges in some instances.
	CAWS	Student preparation to engage with challenging academic work has been a challenge in some instances.
Top one or two supports that would help schools better implement NDL next year at each participating school.	MMS	Enrolment of students in each semester has been a challenge as -1 courses have been offered in person historically.
	CLS	Final course marks in January and June should consider the reporting deadlines at the school hosting NDL. Closer alignment would allow NDL students to receive report cards closer to the time that students, staff, and parents are requiring the information. Sahtu NDL data - if compiled by NDL / ECE - would allow for sharing successes and challenges and proactive planning. Currently there is no centralized way to capture NDL data for a region and if this could be facilitated, the data could be used to target improvements.
	EAS	As above.
	CTS	As above.
	CAWS	As above.
	MMS	As above.

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for programs, processes, and personnel that meet expectations and standards identified in the *Guidelines for Inclusive Schooling* (2016), to effectively support classroom teachers and improve student success. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	1.0		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%	0%	

B. Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
CLS	1.00	1.00			1.00	
EAS	1.00	1.00		.5 / .5	1.00	In January 2022, the PST vacated her position. The vacancy was advertised without any suitable candidates; therefore the position was shared between two teachers on staff.
CTS	1.05	1.00			1.00	0.05 funding was used to offset the salaries of the Support Assistants
CAWS	1.00	1.00			1.00	
MMS	1.34	1.00			1.00	0.34 funding was used to offset the salaries of the Support Assistants
TTAL	5.39	5.00	The funding received from the GNWT was below the actual cost. Funding from other Inclusive Schooling locations was used to cover the shortfall of funding provided by the GNWT		5.00	

C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Please ensure that Support Assistants funded through Jordan's Principle and Children's First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
CLS	0.90	3.2	3 Support Assistant (0.8 PY) positions are funded through the Jordan's Principle and the Child First Initiative	3.2	Supplemental funding through Jordan's Principle and the Child First Initiative
EAS	1.59	4.8	4 Support Assistant (0.8 PY) positions are funded through the Jordan's Principle and the Child First Initiative	4.8	Supplemental funding through Jordan's Principle and the Child First Initiative
CTS	1.95	2.8	1 Support Assistant (0.8 PY) position is funded through the Jordan's Principle and the Child First Initiative	2.8	Supplemental funding through Jordan's Principle and the Child First Initiative
CAWS	1.41	2.8	2 Support Assistant (0.8 PY) positions are funded through the Jordan's Principle and the Child First Initiative	2.8	Supplemental funding through Jordan's Principle and the Child First Initiative
MMS	2.47	4.9	3 Support Assistant (0.8 PY) positions are funded through the Jordan's Principle and the Child First Initiative	4.9	Supplemental funding through Jordan's Principle and the Child First Initiative
TOTAL	8.33	18.5	The funding received from the GNWT was below the actual cost. Funding from other Inclusive Schooling locations was used to cover the shortfall of funding provided by the GNWT	18.5	13 Support Assistant positions are funded through the Jordan's Principle and the Child First Initiative and 5.5 Support Assistant position were funded through GNWT funding

D. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$76,056	\$76,056		\$29,595	COVID-19 related restrictions had an adverse impact on the utilization of the staff development expenses.

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
IEP Renewal Training Modules	PST / Principals	Shelley Moore w/RISC & ECE	TBD/Virtual & in-person	Yes	
Kids in the Know	PST/Principals/ Educators/SA	Canadian Centre for Child Protection	Self-Directed/ Virtual & recorded	No	Travel delays and school closures and disrupted learning due to the COVID-19 pandemic interfered with scheduled PD
Regulation 101	PST/Educators/ SA	Inclusive Schooling	TBD/Virtual & live	No	School closures and disrupted learning due to the COVID-19 pandemic interfered with the scheduled PD
Safe and Caring Schools & PERP	PST/Principals/ SBST	Inclusive Schooling	TBD/Virtual & live	No	School closures and disrupted learning due to the COVID-19

					pandemic interfered with the scheduled PD
Inclusive & Play-based Learning Environments	PST/JK-K Educators/SA	ECE	TBD/Virtual & live	No	School closures and disrupted learning due to the COVID-19 pandemic interfered with the scheduled PD
Restorative Practices	PST/Principals/ Educators	North Shore Restorative Justice in Education Initiative	Sept 15, 22, 29, 2021 Oct 6, 13, 20, 2021/ Virtual	Yes	
Foundations in FASD	PST/Principals/ Educators/SA	CanFASD	Self-Directed/ Virtual & recorded	Yes	
FASD for School Staff – Level II	PST/Principals/ Educators/SA	CanFASD	Self-Directed/ Virtual & recorded	No	School closures and disrupted learning due to the COVID-19 pandemic interfered with the scheduled PD
Building Independence	PST/SA	TBST	TBD/Virtual & live	No	School closures and disrupted learning due to the COVID-19 pandemic interfered with the scheduled PD
Healthy Relationships Training	PST/Educators	SSWD	TBD/Virtual & live	Yes	
PBIS in the Classroom	PST/Principals/ Educators/SA	RISC & Center on PBIS	TBD/Virtual, live & recorded	No	School closures and disrupted learning due to the COVID-19 pandemic interfered with the scheduled PD

The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>The Sahtú will continue to conduct inclusive schooling professional development virtually primarily, and assess opportunities for in-person professional development on a case-by-case basis, while accounting for the most up-to-date COVID-19 protocols and recommendations. The Regional Inclusive Schooling Co-ordinator (RISC) works closely with the Program Support Teacher (PST) in each school to identify training needs for teachers and support assistants. All training is provided through the RISC or professionals with expertise in inclusive schooling and addressing special needs and exceptionalities. PSTs conduct the majority of school-based coaching and training of teachers and support assistants in areas related to creating student support plans, flexible strategies, differentiation and implementation of support plans and individual education plans. This regional approach aligns with the priorities of developing capable NWT persons, promoting respectful and responsible learning and working environments, and increasing academic achievement and holistic wellness through regional advocacy and support.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
<p>% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?</p>	<p>100%</p>	<p>20%</p>	<p>School closures and disrupted learning due to the COVID-19 pandemic interfered with the scheduled PD</p>
<p>% of staff trained, in the past two years, in the SBST process?</p>	<p>100%</p>	<p>0%</p>	<p>School closures and disrupted learning due to the COVID-19 pandemic interfered with the scheduled PD</p>
<p>Areas of Strength for the region</p>	<p>Two schools have long-term PSTs in their role and are familiar with the SSP / IEP processes.</p>		

Areas for Development for the region	Three of the PSTs are new to their role and in one school, the PST vacated the position in January and the school was unable to fill the vacancy with an incoming teacher. Teacher / principal / PST turnover is high in some schools and therefore training is required each year.
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.	

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	Reason for using a contractor rather than a GNWT-provided service <i>(GNWT service unavailable, etc.)</i>	School(s) impacted by Service	Length of Contract	Total (\$)
Continuum North	Assessments and Consultation	Services unavailable	all	As-and-when	\$61,159
SIVA (Non-Violent Intervention Crisis)	Training for whole staff	Services unavailable	EAS	Two days	\$7,090

** This table refers to contractors procured using Inclusive Schooling funding, and does not include others such as those procured by Jordan's Principle / Child First Initiative Funding.*

E. Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student/ etc.)	Total Over / Under Allocation (\$)
\$75,456	\$1,158	Instant and digital cameras	Each school	\$39,135
	\$145	Handwriting grips	Each school	
	\$126	Fine motor and social skills	Each school	
	\$1,082	Fine motor and social skills	Each school	
	\$900	JK / K equipment	CTS	
	\$528	SEL classroom kit	CLS, Grade 1	
	\$325	SEL classroom material	CLS, K	
	\$210	AB books	EAS	
	\$1,500	Play kitchen	CLS, K	
	\$391	Books	EAS, Grade ¾	
	\$335	Pretend and play stuffed animals	MMS, Primary	
	\$110	CG Resources	MMS	
	\$1,000	Building supplies	CAWS, Breakfast and reading area	
	\$921	Self regulation materials	CAWS, Breakout room	
	\$2,010	Material and equipment	MMS, JK / K	
	\$5,363	Material and equipment	CAWS, Breakout room	
	\$4,315	3D printer cart and simple machines	CTS	
	\$611	Digital microscope	CTS	
	\$7,069	Sensory and self regulation materials	CTS	
\$7,671	Sensory and self regulation materials	EAS		

	\$1,188	Sensory and self regulation materials	EAS	
	\$500	Building supplies	EAS, Breakout room	
	\$1,677	Visual learner supplies	EAS	

F. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
CLS	\$20,355	\$16,406		Continuum North (contract)	\$13,989	School closures and disrupted learning due to the COVID-19 pandemic interfered with some programming
EAS	\$23,696	\$19,746		Continuum North (contract)	\$13,944	School closures and disrupted learning due to the COVID-19 pandemic interfered with some programming
CTS	\$25,769	\$21,796		Continuum North (contract)	\$9,567	School closures and disrupted learning due to the COVID-19 pandemic interfered with some programming
CAWS	\$22,065	\$18,115		Continuum North (contract)	\$10,315	School closures and disrupted learning due to the COVID-19 pandemic interfered with some programming
MMS	\$26,379	\$22,429		Continuum North (contract)	\$13,344	School closures and disrupted learning due to the COVID-19

						pandemic interfered with some programming
TOTAL	\$118,264	\$98,515	Under allocated to offset the costs of the Support Assistant salaries			

G. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region's approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<p>The RISC will conduct at least one (1) in-person visit to each school in the Sahtú, always considering the most up to date COVID-19 restrictions and recommendations, to support the development, alignment and review of Student Support Plans (SSPs) and Individual Education Plans (IEPs). The RISC will also monitor the alignment of student supports through virtual check-ins with PSTs and further in-person support visits, as needed. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time but are reviewed at least once every reporting period (3-4 times per year) in the Sahtú. A copy of the SSP or IEP is sent home at reporting periods. School principals and the RISC monitor that SSPs are finalized in a timely manner and support teachers in applying differentiated instruction and individualized strategies to support each student's growth.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	10%	School closures and disrupted learning due to the COVID-19 pandemic interfered with the implementation of the supports

Number of students not able to participate in the Common Learning Environment in their home community.	0	0	
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	Approximately 10%	50%	
% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100%	50%	School closures and disrupted learning due to the COVID-19 pandemic interfered with the scheduled training
Number of students in temporary residency situations or homebound for whom education programs are provided.	0	0	
Number of times per month that the RISC meets with PSTs via video/phone conference?	2	2	
Number of times per year that the RISC meet with the PSTs in person	3	3	
Areas of Strength for the region	The SDEC has an established relationship with Continuum North and the Inclusive Schooling Student Support team continues to offer professional development and support		
Areas for Development for the region	Continue to build relationships with community organizations that provide similar programming to increase wellness opportunities for the students		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

H. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region's approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.	Principals are informed at the beginning of the school year of expectations regarding setting up conditions to support teachers and support assistants in the use of flexible instructional strategies. The RISC and Assistant Superintendent monitor implementation of and provide professional development opportunities for flexible instructional strategies throughout the school year.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	100%	50%	School closures and disrupted learning due to the COVID-19 pandemic interfered with regular, on-going supports
% of support assistants who receive support through adequate scheduled time with PST.	100%	50%	School closures and disrupted learning due to the COVID-19 pandemic interfered with regular, on-going supports
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%	50%	School closures and disrupted learning due to the COVID-19 pandemic interfered with regular, on-going supports
% of schools that have a fair process for equitable access to extracurricular activities?	100%	0%	Extracurricular activities were cancelled due to school closures and disrupted learning caused by the COVID-19 pandemic
Areas of Strength for the region			
Areas for Development for the region	A greater implementation of universal classroom support across the region.		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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I. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students' needs and to reduce barriers to students' success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region's approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.	School-based Support Teams will be encouraged to meet weekly but required to meet at least twice each month for approximately 30-45 minutes to address specific and systemic school issues. Minutes of meetings are kept at the school by the PST, and global reporting is done monthly by the principal and the PST to the SDEC in the form of monthly reports. The Sahtú will build on previous years' successful work with the Territorial-based Support Team when issues cannot be resolved in-house and where outside expertise is needed. All meetings will follow the most up to date COVID-19 restrictions and recommendations.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have established an operational SBST by the end of the first month of school.	100%	100%	SBST teams were established, but not operational
% of teachers accessing the SBST	100%	25%	School closures and disrupted learning due to the COVID-19 pandemic interfered with teachers regularly accessing the SBST
% of schools that are using referral forms to notify SBST about specific student needs.	100%	50%	School closures and disrupted learning due to the COVID-19 pandemic, thus less observations of behaviour requiring SBST services
% of schools that keep written records of SBST meetings.	100%	25%	More consistent meeting minutes needs to be recorded and maintained at

			the school-level
% of schools that include CYCCs in SBST meetings.	100%	75%	CTS had a vacant CYCC position for the entire school year (CLS does not have a full-time CYCC and are serviced by NTCS)
% of SBST meetings that focus on developing strategies to support classroom teachers.	50%	50%	
% of SBST meetings that focus on solving specific problems.	25%	25%	
% of SBST meetings that address systemic issues in the school.	25%	25%	
Areas of Strength for the region	Schools with long-term staff (with little to no turnover) have operating SBSTs		
Areas for Development for the region	The goal is for all schools to have SBSTs that have members aware of the different supports available		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	CLS	Minimum 2 per month/45 mins each	No	School closures and disrupted learning due to the COVID-19 pandemic interfered with regularly scheduled meetings
	EAS	Minimum 2 per month/45 mins each	No	School closures and disrupted learning due to the COVID-19 pandemic interfered with regularly scheduled meetings
	CTS	Minimum 2 per month/45 mins each	No	School closures and disrupted learning due to the COVID-19 pandemic interfered with regularly scheduled meetings
	CAWS	Minimum 2 per month/45 mins	No	School closures and disrupted learning due to

		each		the COVID-19 pandemic interfered with regularly scheduled meetings
	MMS	Minimum 2 per month/45 mins each	No	School closures and disrupted learning due to the COVID-19 pandemic interfered with regularly scheduled meetings

J. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student's parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region's approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.</p>	<p>Always taking the most up to date COVID-19 restrictions and recommendations into account, parents and students (where appropriate) will be included in the development of SSPs and IEPs through either in-person, teleconference calls or virtual conferences. The expectation is that parents receive a mailed copy of SSPs and IEPs at each school reporting period. SSPs and IEPs can be reviewed and changed at any time, but in the Sahtú these reviews coincide, at minimum, with reporting periods, at least three or four times per year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who are developing SSPs for which they are responsible.	100%	100%	
% of teachers who are developing IEPs for which they are responsible	100%	100%	
% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	100%	100%	
% of parents participating in developing IEPs for those students requiring them <i>(more than signing)</i> .	100%	100%	
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%	100%	
% of students participating in developing their own SSPs, when required and appropriate.	100%	75%	While the opportunity was provided for students to be involved in the process, not all students were willing to engage
% of students participating in developing their own IEP, when required and appropriate.	100%	25%	While the opportunity was provided for students to be involved in the process, not

			all students were willing to engage
% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	100%	100%	
Areas of Strength for the region			
Areas for Development for the region	In the next school year, the RISC and PSTs will review the differences between an accommodation and a modified plan, to make the most informed decision regarding planning for students. Next steps will involve training teachers to also recognize the differences between modifications and accommodations when providing support for students, using the Universal Design Learning model.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST's time should be devoted to **teacher support activities**
- no more than 25% of the PST's time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region's approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.	PST priority time-use targets in the Sahtú will align with the ECE guidelines of at least 60% of their time used to supporting teachers, 25% of their time used to support students with complex needs and only 15% of their time used for other functions within the school. The RISC will monitor the implementation of this guideline during monthly meetings.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	100%	
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	100%	
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%	100%	
% of PSTs allocated as less than a 1.0 FTE	0%	0%	
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
1.00	1.00	1.00	1.00	

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school's ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation of the was not in place or active during the year.

Indigenous Language and Education Team			
School	ILE Team Composition (Principal, PST, etc.)	Meeting Frequency	Explanation if ILE Team was not in place or active (if applicable)
CLS	Principal, Indigenous Language Educator, Support Assistant	monthly	Meets frequently, but due to COVID could not meet monthly
EAS	Principal, Program Support Teacher, Indigenous Language Educator	monthly	Meets frequently, but due to COVID could not meet monthly
CTS	Principal, Program Support Teacher, Indigenous Language Educator, Support Staff	bi-monthly	Meets frequently, but due to COVID could not meet bi-monthly
CAWS	All staff	every 4 weeks	Meets frequently, but due to COVID could not meet every 4 weeks
MMS	Principal, Program Support Teacher, teachers, Indigenous Language Educator, support assistants	every 2 nd Thursday	Meets frequently, but due to COVID could not meet every 2 nd Thursday

C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual ILI (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
CLS	1.00	1.00		1	
EAS	1.22	1.25		1.25	
CTS	1.43	1.40		1.40	
CAWS	1.10	1.00		1	
MMS	1.25	1.00		1	
TOTAL	6.00	5.65	Under allocated to offset the costs of the ILI salaries	5.65	Under allocated to offset the underfunding of ILI salaries

Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.

Some Regions have indicated difficulty in filling ILI positions. The following table details the planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

Accommodations made to maintain Indigenous language instruction in the region, if any?	The Sahtú will actively apply for the mentoring funding through the NWTTA to support current Instructors. We are excited by the programs ECE is working on to increase current capacity and to engage potential candidates for future teaching positions.	N/A
Plans to recruit and retain language teachers, if any?	The Sahtú is anticipating a significant turnover in Language teachers over the next few years. In 2021-2022, we will be looking to engage language speakers in the community to identify interested candidates.	Fluent speaking classroom helpers were hired to assist in increasing language fluency in our current ILIs.
Challenges and/or barriers faced in the region?	Finding suitable courses and the need to leave the region to access courses is a challenge in the Sahtú.	Courses, such as CILLDI, were not offered due to COVID-19 restrictions.
What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?	None	COVID-19 did not hinder our ability to fill ILI vacancies, however training new staff was challenging due to the restrictions. Training and workshops were held virtually

		and this did not provide the same degree of support and learning as if in-person.
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D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) & Source (If applicable)
CLS	\$37,750	\$37,750		\$15,464	Cultural days, Elders Program and Community Resource People programming was disrupted or cancelled due to COVID-19	
EAS	\$44,100	\$44,100		\$26,014	Cultural days, Elders Program and Community Resource People programming was disrupted or cancelled due to COVID-19	
CTS	\$44,100	\$44,100		\$29,587	Cultural days, Elders Program and	

					Community Resource People programming was disrupted or cancelled due to COVID-19	
CAWS	\$42,900	\$42,900		\$25,163	Cultural days, Elders Program and Community Resource People programming was disrupted or cancelled due to COVID-19	
MMS	\$40,500	\$40,500		\$24,560	Cultural days, Elders Program and Community Resource People programming was disrupted or cancelled due to COVID-19	
TOTAL	\$209,350	\$209,350		\$120,762		

The following table details whether schools choose to allocate funding for an Elder and/or Cultural Support Worker that works at the school daily.

School	Elder in Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
CLS	No	Yes	3 times per week	Indigenous Education	Land and Culture Coordinator was funded through Jordan's Principle
EAS	No	Yes	3 times per week	Indigenous Education	Land and Culture Coordinator was funded through Jordan's Principle
CTS	No	Yes	3 times per week	Indigenous Education	Land and Culture Coordinator was funded through Jordan's Principle
CAWS	No	Yes	3 times per week	Indigenous Education	Land and Culture Coordinator was funded through Jordan's Principle
MMS	No	Yes	3 times per week	Indigenous Education	Land and Culture Coordinator was funded through Jordan's Principle

E. Building the School-Community Relationship

Building the School-Community Relationship depends on schools' recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region's approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>During the COVID-19 pandemic, Sahtú schools will apply creativity and ingenuity to tasks of building school-community relationships safely under the guidelines set out by the CPHO.</p> <p>As Elders and community may be unable to physically present in the school, and traditional school-community gatherings may be limited, school staff will rely on virtual, outdoor, and original approaches and activities that comply with safety requirements. The RILE and ILEs will participate in the annual workshop on language revitalization and culture held by the Sahtu Dene Council. The Sahtú acknowledges that school-community relationship building is as vital as ever, but the means we have used historically to accomplish connections must by necessity change during COVID-19 pandemic restrictions. Regional targets reflect that many activities are not available this pandemic year, but we envisage safe creative replacement activities will happen.</p> <p>ILE Committees will review ILE Plan Goals and devise new ways to accomplish goals or adapt goals to our new circumstances under COVID-19.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools with Elders hired for regular school programming,	100%	100%	
Areas of Strength for the region	Sahtú has fluent speakers, Elders, Knowledge Keepers and Resource People who are willing to pass on their knowledge to students.		
Areas for Development for the region	N/A		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<p>Two barriers for hiring and retaining Elders:</p> <ul style="list-style-type: none"> The payment of honorariums and the perceived / potential impact on pensionable earnings. Securing a Criminal Records Check / Vulnerable Sectors Check - many Elders refuse to seek a Check from the RCMP. <p>COVID-19 restrictions in the school prevented many Elders from visiting the schools. The schools relied on younger Knowledge Keepers and Resource People to support the programs.</p>		

ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal
CLS	The whole school will put time into strengthening the school-community relationship by gathering outdoors on Friday afternoons. Various traditional activities will take place, such as bannock making and beading.	COVID-19 disrupted the plans to host weekly events. Events and culture camps were held in the school and community, but on a less-frequent basis (depending on the number of positive COVID-19 cases in the community).
EAS	Establish weekly face-to-face/virtual/phone call meetings with parents to discuss student progress and providing positive feedback.	COVID-19 disrupted the goal of hosting frequent in-person meetings. Staff did reach out to parents on a regular basis, but over the phone.
CTS	Family lunches will be prepared in each class for students and parents to eat together. This supports positive parents engaged at the school. Following COVID-19 protocols, the maximum number will be 25.	Due to COVID-19 restrictions and school closures, family lunches were not held. Staff connected with parents and the community when events were held (following health protocols) and through in-person meetings at the end of the school year.

CAWS	Staff will participate in community events and activities with the Elders, including home visits.	For the 2021-2022 school year, the community was under strict restriction protocols and therefore families and community members were not permitted in the school and community events were cancelled.
MMS	Teachers and students will visit with Long-term care residents several times per year in order to build a relationship with residents of the home.	Due to COVID-19 health protocols, students and staff were not permitted to visit long-term care residents.

Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences
CLS	<ul style="list-style-type: none"> • setting and checking nets • cutting up fish • preparing to cook • storytelling 	<ul style="list-style-type: none"> • gathering wood • demonstrate how to make fire in winter
EAS	<ul style="list-style-type: none"> • setting up tent • gathering wood 	<ul style="list-style-type: none"> • cutting up fish • cooking outdoors
CTS	<ul style="list-style-type: none"> • on-land-trips for all staff 	<ul style="list-style-type: none"> • set up culture camp • outdoor cooking • gathering wood
CAWS	<ul style="list-style-type: none"> • drum making • setting up cultural camp • sharing stories of residential school experiences 	<ul style="list-style-type: none"> • sewing • gathering wood
MMS	<ul style="list-style-type: none"> • drum making 	<ul style="list-style-type: none"> • parka making

F. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region's approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>Wherever possible, training for northern educators will be virtual in 2021-2022 due to COVID-19 restrictions. Areas of focus include: OLC in-service for ILIs provided by the RILE at least 3 times per year; Immersion teachers in-service and support provided monthly and as needed by the RILE and others; Residential School Awareness Training for 25-30 new hires; on-going training in Indigenizing for northern educators; territorial-based support team in-service for all Sahtú educators focusing on the impacts of COVID-19 in northern context; two cultural days for local contextualized in-service in local culture and traditions. Sahtú school staff will participate in any virtual training provided by ECE to strengthen northern educators. All Sahtú staff will participate in the Living Well Together module workshop. Any training or activities that occur will adhere to the safety requirements of COVID-19 for schools and employees.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools holding local Teacher Cultural Orientation Days.	100%	40%	Cultural Orientation Days were cancelled in 3/5 schools due to the COVID-19 pandemic (school closure)

Type of Residential School Awareness Training provided and # of teachers/staff participating.	Residential School Impact Awareness training GNWT Living Well Together modules 85 staff members will participate (reflecting 100% of staff). Reconciliation – keynote addresses by two notable NWT residents – at February Sahtu Regional Conference.	0	The Indigenous Languages Secretariat team were invited to visit each school to deliver training on Residential School Awareness. The travel was rescheduled at three different times due to the COVID-19 pandemic. It was decided late in the school year to reschedule the training to the Fall 2022.
% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%	100%	
Areas of Strength for the region	Many Elders, Knowledge Keepers and Resource People are willing to share their residential school experiences and traditional knowledge with the staff and students.		
Areas for Development for the region	Schools should have a greater variety of Elders, Knowledge Keepers and Resource People in schools to talk about different perspectives of their experiences in the residential school system.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	Goal	Explanation on status of goal
CLS	<p>The following training will be provided:</p> <ul style="list-style-type: none"> Residential School impact awareness Cultural Days, including one day for community-specific workshops GNWT Living Well Together modules New to the North Teachers Conference (virtually) ILE will participate in the Knowing 	<p>In-person workshops were postponed until the Fall 2022 due to the COVID-19 pandemic.</p> <p>All staff continue to work towards completing the ICAST modules.</p>

	our Spirit conference (held virtually)	
EAS	<p>The following training will be provided:</p> <ul style="list-style-type: none"> Residential School impact awareness Cultural Days, including one day for community-specific workshops GNWT Living Well Together modules New to the North Teachers Conference (virtually) ILE will participate in the Knowing our Spirit conference (held virtually) 	<p>In-person workshops were postponed until the Fall 2022 due to the COVID-19 pandemic.</p> <p>All staff continue to work towards completing the ICAST modules.</p> <p>Virtual presentation of the <i>NWT JK - 12 Indigenous Languages & Education Handbook</i> and the <i>Sahtú Ways of Knowing</i>.</p>
CTS	<p>The following training will be provided:</p> <ul style="list-style-type: none"> Residential School impact awareness Cultural Days, including one day for community-specific workshops GNWT Living Well Together modules New to the North Teachers Conference (virtually) ILE will participate in the Knowing our Spirit conference (held virtually) 	<p>In-person workshops were postponed until the Fall 2022 due to the COVID-19 pandemic.</p> <p>All staff continue to work towards completing the ICAST modules.</p> <p>Virtual presentation of the <i>NWT JK - 12 Indigenous Languages & Education Handbook</i> and the <i>Sahtú Ways of Knowing</i>.</p>
CAWS	<p>The following training will be provided:</p> <ul style="list-style-type: none"> Residential School impact awareness Cultural Days, including one day for community-specific workshops GNWT Living Well Together modules New to the North Teachers Conference (virtually) ILE will participate in the Knowing our Spirit conference (held virtually) 	<p>In-person workshops were postponed until the Fall 2022 due to the COVID-19 pandemic.</p> <p>All staff continue to work towards completing the ICAST modules.</p> <p>Virtual presentation of the <i>NWT JK - 12 Indigenous Languages & Education Handbook</i> and the <i>Sahtú Ways of Knowing</i>.</p>
MMS	<p>The following training will be provided:</p> <ul style="list-style-type: none"> Residential School impact awareness Cultural Days, including one day for community-specific workshops GNWT Living Well Together modules New to the North Teachers Conference (virtually) ILE will participate in the Knowing our Spirit conference (held virtually) 	<p>In-person workshops were postponed until the Fall 2022 due to the COVID-19 pandemic.</p> <p>All staff continue to work towards completing the ICAST modules.</p> <p>Virtual presentation of the <i>NWT JK - 12 Indigenous Languages & Education Handbook</i> and the <i>Sahtú Ways of Knowing</i>.</p>

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Type of activities local Cultural Orientation Days.	CLS	Day 1: community-based activities, such as setting fish nets, demonstrating how to cut up fish, make dry fish and how to cook fish outdoors. Day 2: ECE training on Cultural Sensitivity and the lasting impacts of Residential Schools	0%	Cultural Orientation Days were cancelled due to the COVID-19 pandemic (school closure)
	EAS	Day 1: community-based activities, such as a fishing, learning how to use fishing rods and bait, and cooking while on-the-land. Teachers will learn about the lake and where popular fishing areas. Day 2: ECE training on Cultural Sensitivity and the lasting impacts of Residential Schools	0%	Cultural Orientation Days were cancelled due to the COVID-19 pandemic (school closure) ECE presentation was scheduled, but postponed
	CTS	Day 1: community-based activities, such as setting up the cultural camp, getting wood for the camp, and getting spruce boughs for the floor. Teachers will participate in activities for cooking traditional foods. Day 2: ECE training on Cultural Sensitivity and the lasting impacts of Residential Schools	100%	
	CAWS	Day 1: community-based activities, such as Elders and parents working with staff on integrating Dene Laws into the school rules. Day 2: ECE training on Cultural Sensitivity and the lasting impacts of Residential Schools	100%	Culture camp was set up and outdoor cooking with staff. ECE presentation was scheduled, but postponed

	MMS	<p>Day 1: community-based activities that engage all staff and students. An all-day, outside event that engages students, staff, parents and Elders. Some activities include: learning how to set up camp and preparing/cooking traditional foods.</p> <p>Day 2: ECE training on Cultural Sensitivity and the lasting impacts of Residential Schools</p>	0%	<p>Cultural Orientation Days were cancelled due to the COVID-19 pandemic (school closure)</p>
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G. Fostering Student Wellbeing

Fostering Student Wellbeing requires educators to support the development of each student as an NWT **capable person** in a holistic manner. Elders in the NWT have explained that each child is born with inherent gifts. In order to nurture those gifts as a **capable person**, students must be well in body, mind, heart and spirit.

NWT schools need to cultivate healthy environments that nurture student gifts through the development of physical, intellectual, emotional and spiritual self. In collaboration, schools and communities can guide students to strengthen their wellbeing and foster development of their identity, through opportunities to connect to the land, the language and the teachings of their Elders

Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)	
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ILE Action Plan Goal for Fostering Student Wellbeing		
School	Goal	Explanation on status of goal
CLS		
EAS		
CTS		
CAWS		
MMS		

School	What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
CLS		
EAS		

CTS		
CAWS		
MMS		

H. Indigenizing Teaching and Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region's approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<p>The Sahtú recognizes the need for on-going professional development and training for teachers and ILEs in the implementation of Indigenization of teaching and learning practices. On-going professional development in 2021-2022 will strengthen teachers' abilities to Indigenize practices. Indigenizing Education kits will be sent to each school, including books and movies from the Sahtú. Notes using a Sahtú perspective of the Berger Inquiry will also be included in the kits. Protocols around Dene and Traditional Laws will be a focus in 2021-2022. On-the-land trips will be organized by the Regional Cultural Coordinator and School-based Instructors from each school (funding through Jordan's Principle).</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%	100%	
Areas of Strength for the region	The communities have many Elders, Knowledge Keepers and Resource People who are knowledgeable in their culture and the legacy of residential schools and are willing to assist and share their knowledge		
Areas for Development for the region	Great conversations on the impacts that residential schools had on individuals and families and the lasting trauma experienced by current students in the schools		
Additional Comments for the region, including any specific information			

related to the COVID-19 pandemic.

ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal
CLS	At a minimum of once per month, all educators will connect with community members to listen to traditional stories and call upon these stories across the curriculum.	Due to COVID-19 restrictions and frequent school closures, the activities did not occur
EAS	The school will plan for all students (JK - 12) to participate in culture camps.	The students and staff were able to participate in some cultural camps, depending on the number of positive COVID-19 cases in the community.
CTS	A search for greater resources with Indigenous content will occur - specifically novels and textbooks.	The students and staff were able to participate in some cultural camps, depending on the number of positive COVID-19 cases in the community.
CAWS	All teachers will participate in at least one on-the-land activity and key cultural experience during the school year.	The students and staff were able to participate in some cultural camps, depending on the number of positive COVID-19 cases in the community.
MMS	Teachers will collaborate throughout the year to Indigenize the school environment and learning experience for students. Teachers will also focus on bringing Indigenous perspectives into their own classroom.	The students and staff were able to participate in some cultural camps, depending on the number of positive COVID-19 cases in the community.

School Specific Performance Indicators	School	Wise Practice
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	CLS	ILI and DEA Chair worked together on a culture camp for the whole school
	EAS	The Land and Culture Coordinator worked with ILI teaching Nai?e?a
	CTS	ILI & Classroom Helper taught staff and students language using pictures
	CAWS	Drum making was an activity held to engage junior high students and to encourage regular attendance.
	MMS	Land and Culture Coordinator planned culture camps for staff

I. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region's plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>ILE Committees in each school provide information and direction as to how each school will implement Indigenization of curricula and programming. Principals are responsible for identifying where teachers need support and the degree to which efforts are being made to Indigenize curricula. School Improvement Plans, school goals, and annual school reviews are other ways that Sahtú schools are accountable for Indigenization of curricula and programming. Locally developed courses are another way to provide Indigenized programming in grades 10-12. Through the direction of the RILE and ILEs, on-going training will be offered to teachers in all schools on the Dene Kede curriculum and Dene Laws.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%	100%	
Areas of Strength for the region	The region is very fortunate to have many Elders, Knowledge Keepers and Resource People available to support Indigenizing Education in the schools		
Areas for Development for the region	A greater number of regionally developed / regional-focus resources, such as maps		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
CLS	Stories from community members will be collected and collated as one document. This document will be found throughout the school and used in instruction wherever possible.	Due to COVID-19 pandemic restrictions, this task has been moved to the 2022-2023 school year.
EAS	The Dene Kede curriculum will be integrated throughout the curriculum, at all grade levels.	This task is on-going; however staff are becoming familiar with the resource.
CTS	Parents will assist in the development of resources for Dene Kede curriculum.	Due to COVID-19 pandemic restrictions, this task has been moved to the 2022-2023 school year.
CAWS	Teachers will seek out local stories and traditional knowledge from the community and the region to be incorporated in the instruction across all grade levels.	Due to COVID-19 pandemic restrictions, this task has been moved to the 2022-2023 school year.
MMS	A whole-school approach towards hands-on cultural activities. All staff will participate in the activities to honour the importance of acknowledging the traditions and culture of the community and region.	Due to the COVID-19 pandemic, not as many on-the-land activities were able to take place as planned.

School Specific Performance Indicators	School	Wise Practice
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	CLS	<ul style="list-style-type: none"> gathering wood and making fire during the winter. gathering resources while on-the-land
	EAS	<ul style="list-style-type: none"> traditional ways of respecting wildlife (cutting fish)
	CTS	<ul style="list-style-type: none"> working respectfully with others learning to listen to Elders and follow their instructions especially on cultural camps (how to use a knife or axe)
	CAWS	<ul style="list-style-type: none"> drum making cleaning the caribou making babiche
	MMS	<ul style="list-style-type: none"> students and staff set up a culture camp, including gathering spruce boughs

J. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region's approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>COVID-19 has and will continue to impact schools' ability to provide authentic and relevant learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. However, Sahtú schools are adapting teaching and learning to include key cultural experiences in new, innovative and creative ways that are safe under COVID-19 protocols.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
<p>% of schools with Key Cultural Experiences for students on the land or within the school.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>The region is very fortunate to have many Elders, Knowledge Keepers and Resource People available to offer key cultural experiences in the schools</p>		
<p>Areas for Development for the region</p>	<p>Retaining the key cultural instructors in the school, rather than depending on third party funding sources</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			

ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal
CLS	Weekly cultural days throughout the year and several on-the-land culture camps available to all students and staff.	Due to the COVID-19 pandemic, weekly cultural days were cancelled The school offered a spring culture camp for all students
EAS	Several on-the-land trips for students and offering Naizeʔa 15.	Due to the COVID-19 pandemic, a limited number of on-land-trips took place Nai?e?a was offered to high school students
CTS	Several on-the-land trips for students and offering Naizeʔa 15.	Due to the COVID-19 pandemic, a limited number of on-land-trips took place Nai?e?a was offered to high school students
CAWS	Several on-the-land trips for students and offering Naizeʔa 15.	Due to the COVID-19 pandemic, cultural camps were not offered
MMS	Several on-the-land trips for students and offering Naizeʔa 15.	Students and staff participated in several on-the-land activities Nai?e?a was offered

School Specific Performance Indicators	School	Wise Practice
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	CLS	On land cultural camp was set up along the winter road and all grade levels were involved in setting up the camp and getting wood. A few community Elders involved
	EAS	Land and Culture Coordinator and ILI took students to the lake to teach them fishing skills and to learn how to respect animals
	CTS	Students were taught how to cut meat and cook it on open fire
	CAWS	Grades 8 & 9 students were brought to the river to learn how to set loche hooks, cut up fish and shared with Elders in the community. Two Elders were involved and the ILI.
	MMS	An Elder taught students how to make a drum

K. Strengthening Core and Immersion Indigenous Language Instruction

In most NWT schools, Indigenous language programming is offered as a core language program with instructional time averaging 90 hours a year. A few schools in the NWT have implemented Indigenous language immersion programs, and others have recently begun the immersion implementation process.

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.	All training and professional development will be (mostly) virtual in 2021-2022 due to COVID-19 safety requirements. The Sahtú relies on ECE to support the delivery of Indigenous language instruction including delivery of OLC, professional development and training. The Sahtu RILE seeks frequent PD opportunities for ILEs to support and sustain OLC delivery. Two of the five Sahtú schools will be offering JK / K Language Immersion classes in 2021-2022.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (If applicable)
# of new ILIs in the region	2	100%	
Areas of Strength for the region	The region is very fortunate to have many Elders, Knowledge Keepers and Resource People who are fluent language speakers and are willing to share their knowledge of the language		
Areas for Development for the region	Programs, such as ALCIP, are needed to support teachers and support staff in understanding how to create lesson plans, assess students and classroom management skills.		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	Goal	Explanation on status of goal
CLS	Teachers and support staff will learn a new Dene Kede word each day and use throughout the school and community.	The Action Plan was reviewed frequently to ensure that goals were being met. As goals were met, revisions to the ILE Action Plan were made.
EAS	Students will create resources that can be used at home to support language development.	The Action Plan was reviewed frequently to ensure that goals were being met. As goals were met, revisions to the ILE Action Plan were made.
CTS	Create a Dene Kede Zone in the school where only Dene Kede language is spoken.	The Action Plan was reviewed frequently to ensure that goals were being met. As goals were met, revisions to the ILE Action Plan were made.
CAWS	All educators will learn a new Dene Kede word or phrase each week and use it throughout the school and community.	The Action Plan was reviewed frequently to ensure that goals were being met. As goals were met, revisions to the ILE Action Plan were made.
MMS	The whole school will collaborate to identify ways to celebrate language and culture in groups (due to COVID-19) as a step towards larger gatherings as restrictions are lifted.	The Action Plan was reviewed frequently to ensure that goals were being met. As goals were met, revisions to the ILE Action Plan were made.

L. Engaging Community in Indigenous Language Programs

Engaging Community in Indigenous Language Programming is emphasized in the *Dene Kede* and *Inuuqatigiit* curricula and reminds educators that community involvement can take many forms. Schools should look for opportunities to engage with the community to promote, use and celebrate Indigenous languages. Students can be offered many activities where language speakers from the community may come into the school or the students may go out into the community. Some examples are participating in a culture camp with language use, attending a local government meeting, working with a health care nurse attending to Elders, or talking in the language while visiting at a store.

Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)	The Sahtú RILE and ILEs will hold monthly virtual meetings to support greater community engagement in Indigenous Language Programs. When additional supports are needed, the ILE Committee will seek to find additional resources. The ILEs, with the support of the RILE and the principal, will engage community stakeholders, such as the Health Care Nurse and Child and Youth Care Counsellor, to support programs available in the school.
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ILE Action Plan Goal for Engaging Community in Indigenous Language Programs		
School	Goal	Explanation on status of goal
CLS	Teachers and students will connect with Elders and Knowledge Keepers to listen to traditional stories.	The Action Plan was reviewed frequently to ensure that goals were being met. As goals were met, revisions to the ILE Action Plan were made.
EAS	Reconciliation training will be provided to all staff and students.	The Action Plan was reviewed frequently to ensure that goals were being met. As goals were met, revisions to the ILE Action Plan were made.
CTS	A community-based radio show will be created to engage the community in the Indigenous programming in the school.	The Action Plan was reviewed frequently to ensure that goals were being met. As goals were met, revisions to the ILE Action Plan were made.
CAWS	Every teacher will seek out local stories and traditional knowledge throughout the year, to be incorporated in the instruction for students.	The Action Plan was reviewed frequently to ensure that goals were being met. As goals were met, revisions to the ILE Action Plan were made.
MMS	In partnership with the Norman Wells Land Corporation (NWLC), two gatherings will be hosts to celebrate language and culture. These gatherings will follow all COVID-19 safety protocols.	The Action Plan was reviewed frequently to ensure that goals were being met. As goals were met, revisions to the ILE Action Plan were made.

M. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region's approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.</p>	<p>ILE Committees in Sahtú schools will meet in September 2021, and monthly thereafter, to determine and guide each school's <i>Whole School Approach to language use</i>. The ILE Committee consults with school staff and provides direction for implementation, with reference to the ILE school goals. In light of COVID-19 safety regulations in schools, school-wide approaches and activities will be reviewed and adapted to meet safety protocols during the pandemic. The Sahtú anticipates creative and innovative ways will emerge to safely support whole school approaches to language use. Virtual methods of supporting and celebrating language use throughout the school, and with the possibility of wider community audiences, are actively being encouraged. School announcements, school opening prayer, O Canada in North Slavey, and other school routines will now embrace a whole school approach to language use.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	

Areas of Strength for the region	The region is very fortunate to have many Elders, Knowledge Keepers and Resource People available who are fluent Dene Kede speakers and are willing to share their knowledge of the language
Areas for Development for the region	To continue to reinforce the whole-school approach to learning the language
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
CLS	All staff will learn and use the Dene Kede word of the day.	The Action Plan was reviewed frequently to ensure that goals were being met. As goals were met, revisions to the ILE Action Plan were made.
EAS	Where appropriate, students will support the development of resources to further develop their learning of the language and culture.	The Action Plan was reviewed frequently to ensure that goals were being met. As goals were met, revisions to the ILE Action Plan were made.
CTS	In the monthly school newsletter, a section will be created that includes Dene Kede phrases for students and parents to practice together.	The Action Plan was reviewed frequently to ensure that goals were being met. As goals were met, revisions to the ILE Action Plan were made.
CAWS	All staff will learn and use the Dene Kede word or phrase of the week.	The Action Plan was reviewed frequently to ensure that goals were being met. As goals were met, revisions to the ILE Action Plan were made.
MMS	A whole-school approach to implementing the Dene Laws as foundational principles within the school and classrooms.	The Action Plan was reviewed frequently to ensure that goals were being met. As goals were met, revisions to the ILE Action Plan were made.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	CLS	Staff will learn the word of the day, which will be introduced by the ILE	50%	Due to the COVID-19 pandemic, there were many disruptions to learning. The whole-school approach

		and written out and displayed throughout the school.		to language use was disrupted throughout the year.
	EAS	The creation of a cultural liaison position to strengthen the connections between the school and community.	100%	
	CTS	The creation of a Dene Kede language zone in the school, where only the language is spoken.	0%	Due to the COVID-19 pandemic, there were many disruptions to learning. The whole-school approach to language use was disrupted throughout the year.
	CAWS	Staff will use the word or phrase of the week as much as possible.	25%	Due to the COVID-19 pandemic, there were many disruptions to learning. The whole-school approach to language use was disrupted throughout the year.
	MMS	Posters and signage using the Dene Kede language will be visible throughout the school and classrooms. Sentences of the week will be announced over the PA system.	50%	Due to the COVID-19 pandemic, there were many disruptions to learning. The whole-school approach to language use was disrupted throughout the year.

N. Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Colville Lake	\$17,727	\$17,727		\$6,948	On-the- land cultural camp	Disruption to the program due to COVID-19 and frequent school closures
Deline	\$19,198	\$19,198		\$19,375	Equipment of on land trips Storage for on-the-land equipment	Disruption to the program due to COVID-19 and frequent school closures
Fort Good Hope	\$20,235	\$20,235		\$11,745	On-the-land cultural camp	Disruption to the program due to COVID-19 and frequent school closures
Tulita	\$18,182	\$18,182		\$17,908	Residential school materials and resources	Disruption to the program due to COVID-19 and frequent school closures
Norman Wells	\$19,940	\$19,940		\$12,116	On-the- land cultural camp and equipment	Disruption to the program due to COVID-19 and frequent school closures
TOTAL	\$95,282	\$95,282		\$67,642		

O. Resource Development for OLC and ILE

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and the *Indigenous Language and Education (ILE) Handbook*.

This funding is to be used only for:

- Developing resources for the implementation of OLC and ILE Handbook in schools;
- Training and workshops for Indigenous Language Instruction (ILI) staff to further their professional development in OLC and ILE implementation; and
- Technology needs that support OLC and ILE implementation.

Note: Ensure a copy of any resources produced are submitted to ECE-ILES.

Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
\$140,222	\$140,617		\$73,508	The resource development workshop that was planned for May/June was rescheduled to the Fall 2022 due to unforeseen circumstances.

Resources in the region	Type and amount of Indigenous language resources being developed or purchased to support OLC.	Type and amount of Indigenous language resources being developed or purchased to support ILE.
	Instead of resources being developed, the majority of this funding was used to hire a fluent speaker to assist a new hire in EAS. A Classroom Helper was hired at CTS and MMS to assist the ILI's with technology	The use of technology in the Indigenous classroom is a significant tool for student engagement and the modernization of the classroom. ILIs use technology to support electronic storytelling, language signage, and reading & writing tools, etc.
OLC/ILE Professional Development in the region	Number of ILI's attending and type of professional development opportunity	Number of school staff attending professional development to support OLC and/or ILE implementation.
	A Dene Laws workshop was planned but cancelled at the last minute due to an unforeseen circumstance. The workshop will be held early in the Fall 2022 with Elders, community members,	Sahtu ILIs attended virtual training on OLC resources and tools, such as assessments, immersion training, reading & writing, etc.

	teachers, the ILIs and Assistant to update the “Sahtu Ways of Knowing”.	
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Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment Council/District Approved 2021-2022 Budget

Sahtu Divisional Education Council Statement of Operations - (Schedule 1) Annual Budget - Consolidated

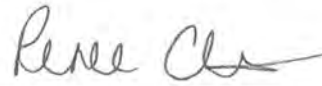
	2021-2022 Budget	2020-2021 Approved Budget	2020-2021 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	14,832,098	13,140,945	14,420,796
SSI (Base Amount- Schedule 8)	55,000		55,000
Northern Distance Learning (Schedule 8)	216,500		
Minority Language (Schedule 8)	55,000	55,000	55,000
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions			
Sub-Total ECE	15,158,598	13,195,945	14,475,796
GNWT Other Contributions		263,000	288,038
Total GNWT	15,158,598	13,458,945	14,763,834
Federal Government Jordan's Principle (Schedule 8)	3,331,659	2,888,407	2,258,980
Federal Government Other			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	30,000	55,000	39,355
Donations			
Other	25,000	11,000	424,400
Total Generated Funds	55,000	66,000	463,755
TOTAL REVENUES	18,545,257	16,413,352	17,486,569
EXPENSES			
Administration (see Schedule 2)	1,240,413	1,393,947	1,570,217
School Programs (see Schedule 2)	10,088,424	8,827,888	9,041,145
Operations and maintenance (see Schedule 2)	172,952		202,003
Inclusive Schooling (see Schedules 2&3)	5,634,340	4,768,700	4,532,380
Indigenous Languages and Education (see Schedules 2 & 4)	1,459,825	1,309,419	1,176,900
Student/Staff Accommodations (see Schedule 2)			
Debt Service			
Other			
Sub-Total Expenses Before Amortization	18,595,954	16,299,954	16,522,645
Amortization (see Schedule 6)			
TOTAL EXPENSES**	18,595,954	16,299,954	16,522,645
ANNUAL OPERATING SURPLUS (DEFICIT)	(50,697)	113,398	963,924
ACCUMULATED SURPLUS (DEFICIT) OPEN *	1,646,284	0	682,360
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	1,595,587	113,398	1,646,284
*Accumulated Operating Surplus exclusive of investment in TCAs, and LED Reserve. CSFTNO excludes liability to GNWT.			
Reconciliation of Total Closing Accumulated Surplus:			
Closing Operating Surplus from above	1,595,587	113,398	1,646,284
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	0	0	0
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Total Closing Accumulated Surplus	1,595,587	113,398	1,646,284

Approvals

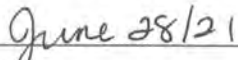
Operating Plan



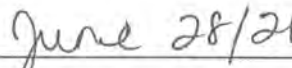
Education Body Chair



Superintendent



Date



Date

Annual Report



Education Body Chair



Superintendent



Date



Date

Consolidated Financial Statements of

Sahtu Divisional Education Council

June 30, 2022

Sahtu Divisional Education Council

Consolidated Financial Statements

June 30, 2022

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Management Discussion and Analysis For the year ended June 30, 2022

INTRODUCTION

This management discussion and analysis is prepared as part of the responsibility of management and the *Sahtú Divisional Education Council* (SDEC) to promote transparency and accountability in its financial reporting.

The Sahtú Divisional Education Council (SDEC) was established in 1989 with a mandate 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, appointed or acclaimed at the community-level, and the DEA chooses one of its members to represent them at the regional SDEC meetings. The 2021 - 2022 representatives were as follows:

Heather Bourassa (Chairperson)

Norman Wells - Sarah Baker (Vice-Chairperson)

Délı̄ne - Mary Ann Vital

Tulit'a - Sally Horassi

Fort Good Hope - Lisa Marie Pierrot

Colville Lake - Isabel Orlias

Key senior management positions were as follows:

Superintendent - Dr. Renee Closs

Assistant Superintendent - Lorraine Kuer

Supervisor of Business Affairs - Siddik Mohammad (CPA, CMA)

The SDEC and its DEAs are committed to a philosophy of education which is built upon a foundation of enabling and strengthening communities, DEAs, schools, staff members and families to help students reach their full potential.

MISSION

To provide excellent educational environments where students will have the opportunity to experience success and contribute to society.

GROWING FORWARD TOGETHER: STRATEGIC PLAN 2020 - 2025

Taking direction from its mission statement, the Sahtú Divisional Education Council Board of Trustees has set the following Strategic Goals (2020 - 2025):

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.

OPERATING ENVIRONMENT

Sahtú Divisional Education Council operates five (5) schools in the Sahtú region. The following lists key programming in our schools:

ꞛehtseo Ayha School (Délı̄ne)

- Junior Kindergarten to Grade 12
- Dene Kede (North Slavey) Language classes

- JK - K Dene Kede Immersion class
- Alternate high school program
- Enhanced Dene Kede Language program for high school students
- Enhanced on-the-land programmings for students in grades 8 - 12
- Northern Distance Learning

Chief Albert Wright School (Tulit'a)

- Junior Kindergarten to Grade 12
- Dene Kede (North Slavey) Language classes
- JK - K Dene Kede Immersion class
- Skills Canada curriculum
- Alternate high school program
- Integrated Dene Kede Language throughout the school
- Enhanced Dene Kede Language program for high school students
- Enhanced on-the-land programming for students in grades 8 - 12
- Northern Distance Learning (two endpoints)

Mackenzie Mountain School (Norman Wells)

- Junior Kindergarten to Grade 12
- Guided reading and numeracy blocks
- Dene Kede Language classes
- Core French classes
- Increased elective in high school
- Significant offering of -1 courses in high school
- Enhanced on-the-land programming for students in grades 8 - 12
- Northern Distance Learning

Chief T'Selehye School (Fort Good Hope)

- Junior Kindergarten to Grade 12
- Dene Kede (North Slavey) Language classes
- Guided reading blocks
- Naizeza 15 and 25
- Winter on-the-land camp
- Career and Education programming
- Northern Distance Learning

Colville Lake School (Colville Lake)

- Junior Kindergarten to Grade 12
- Dene Kede (North Slavey) Language classes
- Extensive on-the-land programming
- Individualized targets in reading and numeracy through the support of an instructional coach
- Full-time food preparation program
- Northern Distance Learning

Total Student/Teacher Population by Schools

2021 - 2022	Students	Teachers
zehtseo Ayha – Délıne	99	11
Chief Albert Wright – Tuli't'a	88	12
Mackenzie Mountain – Norman Wells	156	14
Chief T'Selehye – Fort Good Hope	127.5	13
Coville Lake – Colville Lake	47	8
Totals	517.5	58

The SDEC received the financial resources for the entire division on an annual basis. This funding is determined by a formula established by the Government of the Northwest Territories, Department of Education, Culture and Employment. Unfortunately, there are a number of underfunded areas of concern in the funding formula. This letter identifies four main areas of concern:

- *Salaries:* Education Bodies are required to pay staff salaries based on Collective Agreements (UNW and NWTTA) and policy (Excluded Managers and Senior Managers). The GNWT funds Education Bodies at mid-range for all salaries, regardless of the provisions outlined in the Collective Agreements and policy. This results in Education Bodies being underfunded for staff salaries, in particular for long-term employees.
- *Casual wages:* The SDEC currently expends a significant amount of the funding received from the GNWT on casual wages. Although the GNWT provides funding for casual wages, the funding is formula-based rather than based on actual costs. As a result, the SDEC is funding the cost of casual wages from dollars meant for student programming.
- *Student transportation:* The GNWT provides funding for student transportation based on the funding formula. The cost of providing transportation services for students is significantly higher than what is actually provided by the GNWT. As a result, the SDEC is funding the cost of student transportation from dollars intended for student programming.
- *Teacher attrition:* Teacher attrition is a significant concern for the SDEC each school year. Historically, each school year represents approximately 15-20% of teachers leaving the region to seek employment elsewhere in the NWT or in southern Canada. With the onset of the pandemic, the rate of teacher attrition has increased to 20-25% of teachers leaving the region. This poses not only challenges for continuity of learning for students, but also increases the cost of relocation (removal in) as the SDEC hires new teachers to fill vacant positions.

FINANCIAL CONDITION

The bar chart below provides a historical comparison of revenues and expenditures over the past 3 years.



For the year ending June 30, 2022, the SDEC had an operating surplus of \$591,554. During the 2021-2022 school year, a few school-based positions remained vacant, employees left their position early or were filled with staff at a lower rate of salary. Additionally, the SDEC continued to see disruptions to learning due to the pandemic and COVID-19, which resulted in less duty travel, no student travel and general expenditures being lower over the course of the year.

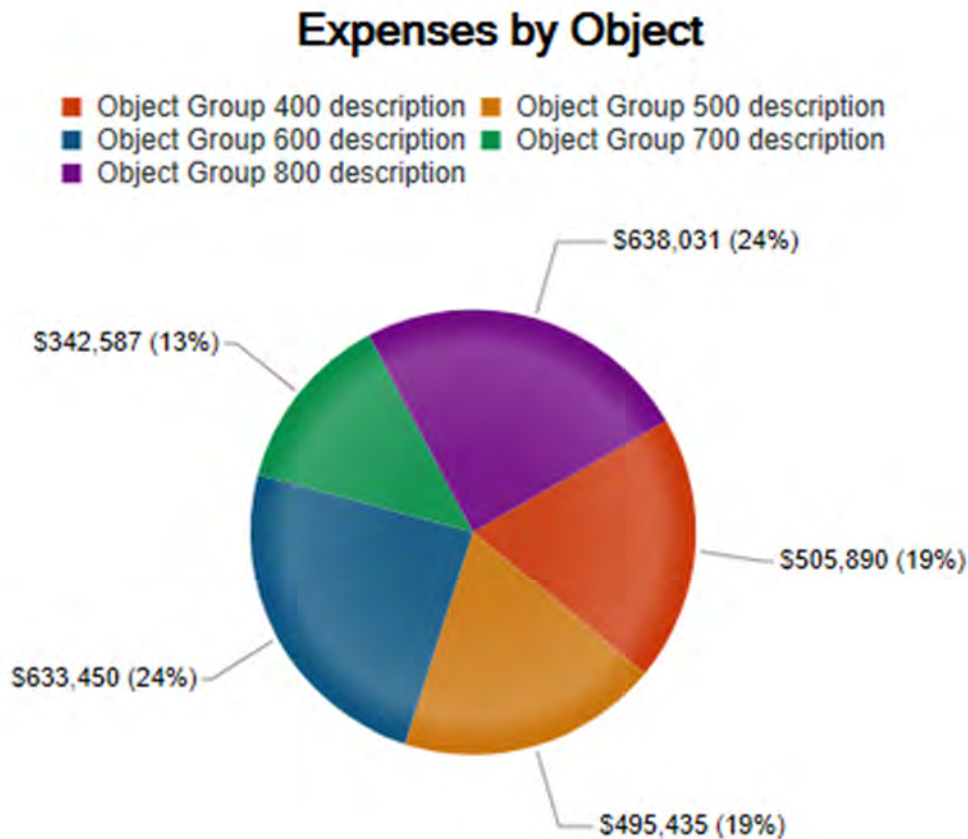
For the year ended June 30, 2022

	2022	2021
Annual surplus (deficit)	\$ 591,554	\$ 1,492,664
Change in prepaid expenses	(24,629)	20,369
Increase (decrease) in net financial resources	566,925	1,513,033
Net financial resources, beginning of year	2,167,859	654,826
Net financial resources, end of year	\$ 2,734,784	\$ 2,167,859

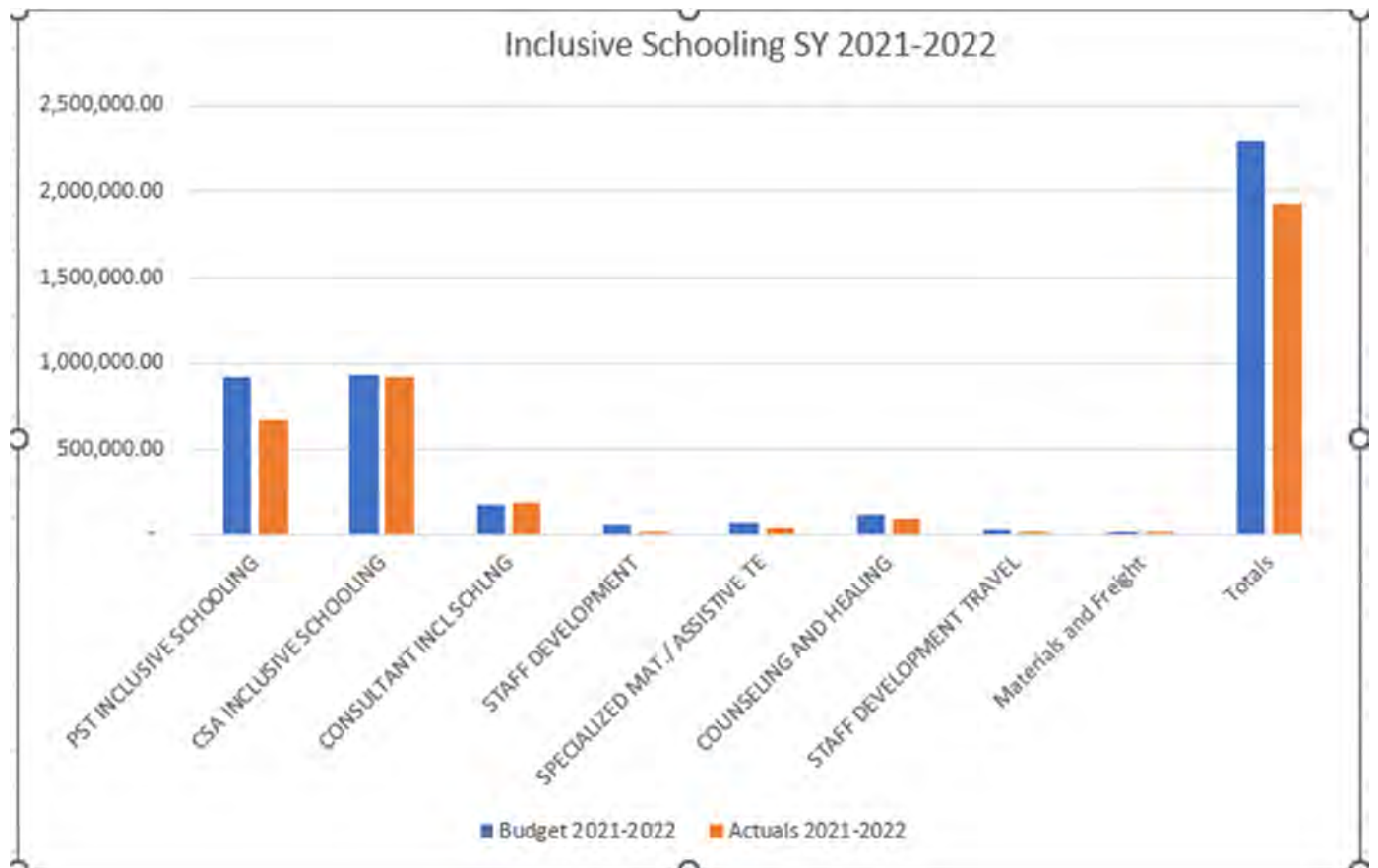
Funding from the Government of the Northwest Territories, Department of Education, Culture and Employment makes up 84% of the SDEC's revenues that include \$2.61 million revenue from the Jordan's Principle

The following are the featured financial metrics of SDEC:

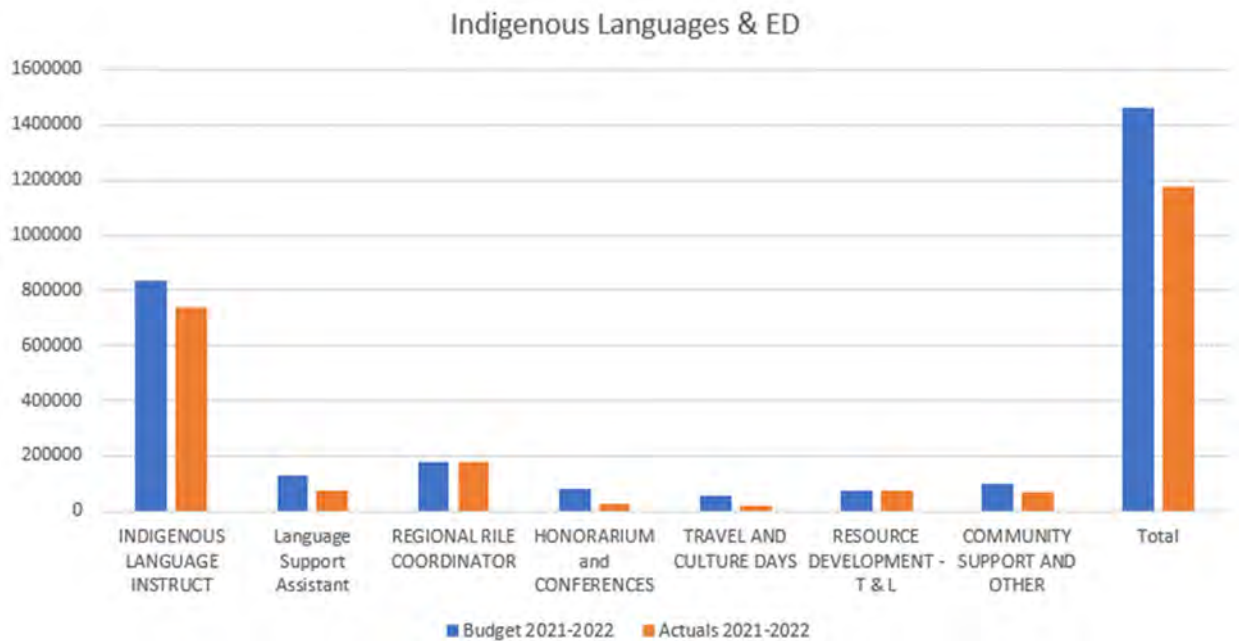
- **Jordan's Principle:** Jordan's Principle was a focused initiative of SDEC in the SY2021-2022. The SDEC administered programs of the Jordan's Principle for \$2.615 million and this trend will be continued in the next school years. Expenses by Objects (Group 400 is Mackenzie Mountain School, Group 500 is Chief Albright Wright School, Group 600 is Chief T'Selehye School, Group 700 is ?ethseo Ayha School and Group 800 is Colville Lake School in the following pie graph: -



- Inclusive Schooling: The approved budget was \$2.3 million for the SY2021-2022 and the actual utilization of budget was \$1.92 million, or 83.8% utilization of the budget. This is a remarkable accomplishment in a difficult school year.



- Indigenous Language & ED: The ILE approved budget for SY2021-2022 was \$1.45 million and expenses were \$1.18 million or 80.8% utilization of approved budget.



Summary and Outlook

The SDEC’s vision for education has been to provide excellence in teaching and learning within contexts that honour the culture and language of the community. Safe and caring schools allow all students to achieve success, as defined by individual students’ dreams, aspirations and abilities. Learning continues beyond secondary school and students are equipped to meet the demands of changing times by having the skills of life-long learners.

Growing Forward Together: Strategic Plan 2020-2025 captures the Sahtú schools’ leadership goal to collaborate widely to find innovative solutions to historical challenges in education, while moving forward jointly with community leadership’s vision for its children and what the community aspires to become. With the 2021-2022 school year coming to a close, the Sahtú DEC looks to further the implementation of *Growing Forward Together* through collaboration between school and community.

In summary, the Sahtú Divisional Education Council is currently in a positive financial position, although we are currently above the maximum surplus allowed under the GNWT Surplus Retention Policy, due to school and DEA surpluses in the calculation. The SDEC is implementing approved retention plan SY2022-2023 with a focus on providing quality education programs in the Sahtu Region.

In 2021-2022, COVID-19, travel restrictions and heightened anxiety around the spread of the virus cause disruptions in learning. The pandemic also caused additional interruptions in the usual course of business for the SDEC. For example, duty travel was restricted during the better part of the school year. SDEC office staff conducted less school visits and attended very few meetings in Yellowknife during the school year. For the 2022-2023 school year, we are anticipating that, for the most part, schools and general department business will return to pre-pandemic normal.

We are also seeing an increase in the number of students entering the Sahtú school system with vulnerabilities and complex needs. Our schools have been proactive in applying for and receiving over \$4.921million dollars for SY 2022-2023 for approved programs through the Jordan's Principle and Child First Initiative. The availability of these funds has been a "game changer" for our region and our schools. We have accessed funding to support individual students with one-on-one classroom support, additional healthy nutritional foods, Speech and Language Pathology and literacy and numeracy resources. It is our hope that the important and vital Federal Government funding continues to be available to Education Bodies, including the SDEC.

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL STATEMENTS


The Management Discussion & Analysis, Financial Statements, Schedules and Notes herein submitted have been reviewed by management. They provide full disclosure and accurately reflect the financial and non-financial condition of the authority in all material respects and in accordance with Canadian Public Sector Accounting Standards (CPSAS) as well as the Financial Administration Manual (FAM) and the Financial Administration Manual for Education Authorities (FAMEA) of the Government of the Northwest Territories.

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of Sahtu Divisional Education Council have been conducted within the statutory powers of the Education Body. The operations and administration of the Education Body as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the Education Act, Financial Administration Act, CPSAS, FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the Education Body Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

Management hereby asserts that auditors have been provided with all relevant records and documentation as well as unrestricted access to the same. Management is not aware of any undisclosed irregularities involving management or employees with either current or potential impact on financial results, fraud or suspected fraud, disbursements made for purposes not consistent with an appropriation, irregular commitments including those in the form of guarantees, violations or possible violations of laws or regulations, claims or litigation, known or suspected environmental site contaminations or of any other undisclosed environmental or safety hazards within its jurisdiction.


The auditors annually provide an independent, objective audit for the purpose of expressing an opinion on the financial statements in accordance with Canadian generally accepted auditing standards. The auditors also consider whether the transactions that have come to their notice in the course of this audit are, in all significant respects, in accordance with specified legislation and directives from the Department of Education, Culture, and Employment of the Government of the Northwest Territories.

The financial statements have been reported on by Ashton Chartered Accountants. The auditors' report outlines the scope of their audit and their opinion on the presentation of the information included in the financial statements.



Renee Closs
Superintendent
Sahtu Divisional Education Council

September 26, 2022
Date



Siddik Mohammad
Comptroller
Sahtu Divisional Education Council

September 26, 2022
Date

INDEPENDENT AUDITOR'S REPORT

**To the Minister of Education, Culture and Employment of the GNWT
To the Board of Trustees of the Sahtu Divisional Education Council**

Opinion

We have audited the consolidated financial statements of the Sahtu Divisional Education Council, which comprise the consolidated statement of financial position as at June 30, 2022, and the consolidated statements of operations and surplus, changes in net assets (debt), and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, except for the possible effect of the matters described in the Basis of Qualified Opinion paragraph, these consolidated financial statements present fairly, in all material respects, the consolidated financial position of the Sahtu Divisional Education Council as at June 30, 2022, and the results of its financial performance and cash flow for the year then ended in accordance with the Canadian public sector accounting standards.

Basis for Qualified Opinion

The Government of the Northwest Territories is responsible for the calculation and distribution of the Education Body's wages and benefits expenditure for public service employees, the accuracy of which is not susceptible to complete audit verification. We have satisfied ourselves that the payroll information provided by the GNWT is properly reflected in the Education Body's records. As a result, we were not able to determine whether any adjustments might be necessary to expenditure, liabilities or accumulated surplus.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Education Body's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Education Body or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Education Body's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

Independent Auditor's Report (continued)

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Education Body's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Education Body's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Education Body to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Report on Other Legal and Regulatory Requirements

We further report, in accordance with the Financial Administration Act, that, in our opinion, proper books of account have been kept by the Education Body, the consolidated financial statements are in agreement therewith, and the transactions that have come under our notice have, in all significant aspects, been within the statutory powers of the Education Body.

The logo for Ashton Chartered Accountants, featuring the word "Ashton" in a stylized, handwritten-style font.

ASHTON
Chartered Accountants
Business Advisors

Hay River, NT
September 26, 2022

Sahtu Divisional Education Council

Consolidated Statement of Financial Position

June 30, 2022

	2022	2021
FINANCIAL ASSETS		
Cash, Note 4	\$ 8,362,813	\$ 6,825,746
Special purpose funds, Note 5	140,549	141,341
Accounts receivable, Note 8	305,934	354,745
	<u>\$ 8,809,296</u>	<u>\$ 7,321,832</u>
LIABILITIES		
Accounts payable and accrued liabilities, Note 10	\$ 715,890	\$ 468,676
Payroll liabilities, Note 10	1,732,923	2,802,921
Deferred revenue, Note 11	2,548,911	704,804
Other employee future benefits and compensated absences, Note 17	1,076,788	1,177,572
	<u>6,074,512</u>	<u>5,153,973</u>
Net Financial Assets (Deficit)	<u>\$ 2,734,784</u>	<u>\$ 2,167,859</u>
NON-FINANCIAL ASSETS		
Prepaid expenses, Note 20	\$ 31,793	\$ 7,165
ACCUMULATED SURPLUS (DEFICIT)	<u>\$ 2,766,578</u>	<u>\$ 2,175,024</u>

Contractual obligations, Note 22

Approved on behalf of council:

Heather Boe Chair

Rene Goss Superintendent

Sahtu Divisional Education Council

Consolidated Statement of Operations and Surplus

For the year ended June 30, 2022

	Budget 2022	Actual 2022	Actual 2021
Revenue			
Government of the Northwest Territories			
ECE Regular Contributions	\$ 14,832,098	\$ 14,971,140	\$ 14,475,796
Teaching and Learning Centres	-	-	-
French Language Instruction	71,500	71,500	57,300
ECE Other Contributions, Note 31	255,000	181,461	555,797
Total ECE	15,158,598	15,224,101	15,088,893
GNWT Other Contributions, Note 32	-	215,874	97,002
Total GNWT	\$ 15,158,598	\$ 15,439,975	\$ 15,185,895
Jordan's Principle	-	2,615,392	2,657,111
Total Government of Canada	-	2,615,392	2,657,111
Education council generated funds			
Interest income	30,000	63,726	37,898
Other	25,000	336,866	572,384
	55,000	400,592	610,282
	15,213,598	18,455,959	18,453,288
Expenses			
Administration	784,782	958,732	882,451
School programs	10,544,041	10,937,546	10,231,848
Inclusive schooling	2,304,695	1,929,619	1,855,849
Operations and maintenance	172,952	190,846	182,639
Indigenous language and education	1,457,825	1,179,066	1,210,076
Jordan's Principle	-	2,615,392	2,657,111
	15,264,295	17,811,201	17,019,974
Operating Surplus (Deficit) before other item	\$ (50,697)	\$ 644,758	\$ 1,433,314
Other item:			
Other employee future benefits and compensated absences, Note 17		100,784	59,350
Surplus retention expenses		(153,988)	-
	\$ (50,697)	\$ 591,554	\$ 1,492,664
Accumulated surplus (Deficit), beginning of year		\$ 2,175,024	\$ 682,360
Accumulated surplus (deficit), end of year		\$ 2,766,578	\$ 2,175,024

Sahtu Divisional Education Council

Consolidated Statement of Changes in Net Assets (Debt)

For the year ended June 30, 2022

	2022	2021
Annual surplus (deficit)	\$ 591,554	\$ 1,492,664
Change in prepaid expenses	(24,629)	20,369
Increase (decrease) in net financial resources	566,925	1,513,033
Net financial resources, beginning of year	2,167,859	654,826
Net financial resources, end of year	\$ 2,734,784	\$ 2,167,859

Sahtu Divisional Education Council

Consolidated Statement of Cash Flow

For the year ended June 30, 2022

	2022	2021
Cash provided by (used in):		
Operating Transactions		
Operating Surplus (Deficit)	\$ 591,554	\$ 1,492,664
	591,554	1,492,664
Change in non-cash assets and liabilities:		
Accounts receivable	48,811	595,141
Accounts payable and accrued liabilities	247,214	161,423
Payroll liabilities	(1,069,998)	1,323,938
Deferred revenue	1,844,107	(259,754)
Post-employment benefits	(100,784)	(59,350)
Prepaid expenses	(24,628)	20,369
	944,722	1,781,767
Increase (Decrease) in cash and cash equivalents	1,536,276	3,274,431
Cash and cash equivalents, beginning of year	6,967,087	3,692,656
Cash and cash equivalents, end of year	\$ 8,503,363	\$ 6,967,087
Consists of:		
Cash	\$ 8,362,813	\$ 6,825,746
Special purpose funds	140,549	141,341
	\$ 8,503,362	\$ 6,967,087

Sahtu Divisional Education Council

Consolidated Detail of Expenses

For the year ended June 30, 2022

Function	School Programs	Inclusive Schooling	Student Accom.	Operations & Maintenance	Administration	Indigenous Languages and Education	Jordan's Principle	2022 Total	2022 Budget	2021 Total
Salaries										
Teachers' salaries	\$ 7,503,425	\$ 670,624	\$ -	\$ -	\$ -	\$ 810,537	\$ 2,134,387	\$ 11,118,973	\$ 9,398,481	\$ 10,349,008
Instruction assistants	221,515	914,977	-	-	-	177,756	-	1,314,248	1,361,231	1,166,379
Non-instructional staff	1,254,936	179,558	-	-	737,290	-	-	2,171,784	2,053,985	2,286,775
Board/Trustee honorarium	-	-	-	-	49,467	25,092	-	74,559	71,300	32,780
	<u>8,979,876</u>	<u>1,765,159</u>	<u>-</u>	<u>-</u>	<u>786,757</u>	<u>1,013,385</u>	<u>2,134,387</u>	<u>14,679,564</u>	<u>12,884,997</u>	<u>13,834,942</u>
Employee Benefits										
Employee benefits and allowances	1,300	-	-	-	-	-	-	1,300	-	-
Leave and termination benefits	704,849	-	-	-	-	-	-	704,849	412,000	296,264
	<u>706,149</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>706,149</u>	<u>412,000</u>	<u>296,264</u>
Services Purchased/Contracted										
Professional services	218,598	91,950	-	-	-	-	-	310,548	335,932	418,272
Postage and communication	48,884	-	-	-	18,015	-	-	66,899	66,500	61,730
Utilities	-	-	-	-	-	-	-	-	-	-
Heating	-	-	-	-	-	-	-	-	-	-
Electricity	-	-	-	-	-	-	-	-	-	-
Water/Sewage	-	-	-	-	-	-	-	-	-	-
Travel	36,877	12,210	-	-	72,943	2,445	-	124,475	106,292	58,625
Student transportation (busing)	150,536	-	-	-	-	-	3,711	154,247	150,536	152,372
Advertising/printing/publishing	2,676	-	-	-	-	-	-	2,676	2,500	4,510
Maintenance and repair	40,283	-	-	6,350	-	-	-	46,633	57,200	117,399
Rentals and leases	-	-	-	184,496	-	-	-	184,496	165,752	7,200
Other contracted services	45,924	3,551	-	-	-	4,061	188,193	241,729	66,000	304,550
Other	17,116	53,776	-	-	53,440	-	99,235	223,567	200,220	571,251
	<u>560,894</u>	<u>161,487</u>	<u>-</u>	<u>190,846</u>	<u>144,398</u>	<u>6,506</u>	<u>291,139</u>	<u>1,355,270</u>	<u>1,150,932</u>	<u>1,695,909</u>
Materials, Supplies and Freight										
Materials	643,253	-	-	-	24,312	155,300	189,866	1,012,731	764,566	1,150,832
Freight	47,374	2,973	-	-	3,265	3,875	-	57,487	51,800	42,027
	<u>690,627</u>	<u>2,973</u>	<u>-</u>	<u>-</u>	<u>27,577</u>	<u>159,175</u>	<u>189,866</u>	<u>1,070,218</u>	<u>816,366</u>	<u>1,192,859</u>
Contributions/Transfers										
Transfers	-	-	-	-	-	-	-	-	-	-
Debt Services										
Other	-	-	-	-	-	-	-	-	-	-
Total	\$ 10,937,546	\$ 1,929,619	\$ -	\$ 190,846	\$ 958,732	\$ 1,179,066	\$ 2,615,392	\$ 17,811,201	\$ 15,264,295	\$ 17,019,974

Sahtu Divisional Education Council

Inclusive Schooling Expenses

For the year ended June 30, 2022

	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
Salaries					
Program Support Teachers	\$ 670,624	\$ -	\$ -	\$ -	\$ 670,624
Support Assistants	914,977	-	-	-	914,977
Regional Coordinator	179,558	-	-	-	179,558
	1,765,159	-	-	-	1,765,159
Employee Benefits					
Employee benefits and allowances	-	-	-	-	-
Services Purchased/Contracted					
Professional/Technical Services	91,950	-	-	-	91,950
Travel	12,210	-	-	-	12,210
Student Transportation (Busing)	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-
Rentals/Leases	-	-	-	-	-
Other contracted services	57,326	-	-	-	57,326
	161,486	-	-	-	161,486
Materials, Supplies and Freight					
Materials	-	-	-	-	-
Freight	2,974	-	-	-	2,974
	2,974	-	-	-	2,974
Total	\$ 1,929,619	\$ -	\$ -	\$ -	\$ 1,929,619

SAHTU DIVISIONAL EDUCATION COUNCIL

Indigenous Languages and Education Expenses

For the year ended June 30, 2022

	Student Instruction	Teaching/ Learning Resources	Professional Development	School Activities and Integrated Community Programs	2022 Total
Salaries					
ALCBE teachers	\$ 810,537	\$ -	\$ -	\$ -	\$ 810,537
Language consultants	-	-	-	-	-
Instruction assistants	177,756	-	-	-	177,756
Non-instructional staff	-	-	-	-	-
Honoraria	-	-	-	-	-
Elders in schools	25,092	-	-	-	25,092
	1,013,385	-	-	-	1,013,385
Employee Benefits					
Employee benefits and allowances	-	-	-	-	-
Services Purchased/Contracted					
Professional services	-	-	-	-	-
Postage and communication	-	-	-	-	-
Travel	-	-	-	2,445	2,445
Student transportation (busing)	-	-	-	-	-
Advertising, printing and publishing	-	-	-	-	-
Maintenance and repairs	-	-	-	-	-
Rentals and leases	-	-	-	-	-
Other contracted services	-	-	-	4,061	4,061
	-	-	-	6,506	6,506
Materials, Supplies and Freight					
Materials	-	141,146	-	14,155	155,301
Freight	-	-	-	3,875	3,875
	-	141,146	-	18,030	159,176
Total	\$ 1,013,385	\$ 141,146	\$ -	\$ 24,536	\$ 1,179,067

Sahtu Divisional Education Council

French Language Programs

For the year ended June 30, 2022

	ECE Contributions July 1 to June 30	Commitment from Sahtu July 1 to June 30	Expenses July 1 to June 30
Special projects:			
Core French Instruction	\$ 55,000	\$ 45,000	\$ 128,184
French Program - Other	16,500	-	10,675

Sahtu Divisional Education Council

Jordan's Principle

For the year ended June 30, 2022

	June 30, 2022 Budget	Full Year Total June 30, 2022 Actual	June 30, 2021 Actual	9 and 3 Month Split July 1, 2021 - Mar 31, 2022 Actual	Apr 1, 2022 - Jun 30, 2022 Actual
Revenue					
Government of Canada					
FN and Inuit Health Branch	\$ -	\$ 4,666,604	\$ 2,273,699	\$ 2,720,503	\$ 2,177,025
Carry Forward from Previous Year	-	230,924	614,336	-	-
Total Revenue	-	4,897,528	2,888,035	2,720,503	2,177,025
Expenses					
Administration	-	-	-	-	-
Personnel	-	2,134,387	1,795,433	1,329,985	804,402
Transportation	-	3,711	1,837	3,711	-
Materials and Supplies	-	189,866	324,025	188,211	1,656
Rent and Utilities	-	-	-	-	-
Evaluation	-	-	-	-	-
Speech Language Pathology	-	92,989	30,232	34,654	58,335
Consulting	-	188,193	86,511	146,012	42,180
Other	-	6,246	419,073	4,886	1,360
Total Expenses	-	2,615,392	2,657,111	1,707,459	907,933
Net Surplus/(Deficit)	-	\$ 2,282,136	\$ 230,924	\$ 1,013,044	\$ 1,269,092
Deferred revenue		\$ 2,282,136	\$ 230,924	\$ -	\$ -

Sahtu Divisional Education Council

Northern Distance Learning

For the year ended June 30, 2022

	Budget	MMS	CAWS	CTS	EAS	CLS	Total	July 1 to March 31	April 1 to June 30	Total
Revenue										
Education, Culture and Employment	\$ -	\$ 33,750	\$ 71,500	\$ 73,500	\$ 36,750	\$ -	\$ 215,500	\$ -	\$ -	\$ 215,500
Other	-	-	-	-	-	-	-	-	-	-
	-	33,750	71,500	73,500	36,750	-	215,500	-	-	215,500
Expenses										
Salaries/Wages										
Instructional Staff	-	-	-	-	-	-	-	-	-	-
<i>Teachers</i>	-	-	-	-	-	-	-	-	-	-
<i>On-site support person</i>	-	-	-	-	-	-	-	-	-	-
Non-Instructional Staff	-	-	-	-	-	-	-	-	-	-
<i>Moodle (Online strategy)</i>	-	-	-	-	-	-	-	-	-	-
<i>DL Coordinator</i>	-	-	-	-	-	-	-	-	-	-
<i>PD - online learning field</i>	-	6,917	34,906	44,112	1,307	-	87,242	59,535	27,707	87,242
Other	-	-	-	-	-	-	-	-	-	-
Services Purchased/Contracted										
Network	-	-	-	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-	-	-	-
<i>Coordinator travel</i>	-	-	-	-	-	-	-	-	-	-
Professional Development	-	-	-	-	-	-	-	-	-	-
Communication	-	-	-	-	-	-	-	-	-	-
<i>In-service release</i>	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
<i>IT support</i>	-	-	-	-	-	-	-	-	-	-
Materials, Supplies and Freight										
Computer Equipment	-	-	-	-	-	-	-	-	-	-
<i>Document cameras</i>	-	-	-	-	-	-	-	-	-	-
<i>Phone</i>	-	-	-	-	-	-	-	-	-	-
<i>Laptop</i>	-	-	-	-	-	-	-	-	-	-
<i>Video (Monopad)</i>	-	-	-	-	-	-	-	-	-	-
<i>Wireless adapters and splitter</i>	-	-	-	-	-	-	-	-	-	-
Freight	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total expenses	-	6,917	34,906	44,112	1,307	-	87,242	59,535	27,707	87,242
Net surplus/(deficit)	\$ -	\$ 26,833	\$ 36,594	\$ 29,388	\$ 35,443	\$ -	\$ 128,258	\$ (59,535)	\$ (27,707)	\$ 128,258

Sahtu Divisional Education Council

Student Success Initiative Projects

For the year ended June 30, 2022

	Budget 2021-2022	Actual 2021-2022
Revenue		
Education, Culture and Employment	\$ 55,000	\$ 55,000
NWTTA	42,000	42,000
Total Revenue	97,000	97,000
Expenses		
Professional Development		
<u>Salaries/Wages</u>		
Facilitator fees (include per diem)	55,000	77,534
Substitute teacher wages	-	-
Staff (p/y)	-	-
<u>Travel</u>		
Facilitator travel	-	1,525
Staff travel	-	-
Accommodation/Daily per diems	-	-
Other expenses	-	-
<u>Workshop Expenses</u>		
Room rental	-	-
Refreshments	-	-
Resources	-	-
Miscellaneous	-	-
Total Professional Development	55,000	79,059
Program Delivery (ECE SSI Funding Only)		
<u>Salaries/Wages</u>		
Facilitator fees (include per diem)	-	-
Substitute teacher wages	40,000	11,279
Staff (p/y)	-	-
<u>Other Expenses</u>		
Room rental	-	-
Materials and Supplies	2,000	5,000
Miscellaneous	-	-
Total Program Delivery	42,000	16,279
Total Expenses	97,000	95,338
Net Surplus/(Deficit)	-	1,662

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2022

Note 1. Nature of Organization

The Sahtu Divisional Education Council ("The Council") was established by the *Education Act* of the Government of the Northwest Territories (GNWT) by order of the Minister dated April 1, 1989. Its purpose is to administer and maintain the standards of education program defined under the *Education Act* in the communities in the Sahtu Region.

Consequently, the Council is dependent on funding from the Department of Education, Culture, and Employment (ECE) of the GNWT. Member Communities have formed local District Education Authorities (DEA) which have assumed responsibility to provide sufficient educational programs within their respective communities.

The Council is an independent legal and accounting entity with an elected Board of Trustees as stipulated in Section 82 of the *Education Act*. The Board of Trustees has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

The Council is a public body performing a function of government in Canada. Paragraph 149(1)(C) of the *Income Tax Act* provides that a public body performing a function of government in Canada is exempt from taxation.

The accompanying consolidate financial statements include the operations of the Council, and the member District Education Authorities of Colville Lake, Deline, Fort Good Hope, Norman Wells, and Tulita.

Note 2. Significant Accounting Policies

(a) Basis of Accounting

These consolidated financial statements have been prepared in accordance with Canadian public sector accounting standards. The consolidated financial statements have, in management's opinion, been properly prepared with reasonable limits of materiality. The basis of accounting refers to the timing of when revenue and expenditure items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized for all funds. Under this basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

(b) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques, and short term highly liquid investments that are readily convertible to cash and with a maturity date of 90 days or less from the date of acquisition.

(c) Financial Instruments

Financial assets originated or acquired or financial liabilities issued or assumed in an arms' length transaction are initially measured at their fair value. In the case of a financial asset or financial liability not subsequently measured at its fair value, the initial fair value is adjusted for financing fees and transaction costs that are directly attributable to its origination, acquisition, issuance or assumption. Such fees and costs in respect of financial assets and liabilities subsequently measured at fair value are expensed.

Financial assets subsequently measured at amortized cost include cash, accountable funds, due from the GNWT and other accounts receivable.

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2022

Note 2. Significant Accounting Policies (continued)

(c) Financial Instruments

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, accrued salaries, deferred revenue, post-employment benefits and accountable funds.

At the end of each reporting period, management assesses whether there are any indications that financial assets measured at cost or amortized cost may be impaired. If there is an indication of impairment, management determines whether a significant adverse change has occurred in the expected timing or the amount of future cash flows from the asset, in which case the asset's carrying amount is reduced to the highest expected value that is recoverable by either holding the asset, selling the asset or by exercising the right to any collateral. The carrying amount of the asset is reduced directly or through the use of an allowance account and the amount of the reduction is recognized as an impairment loss in operations. Previously recognized impairment losses may be reversed to the extent of any improvement. The amount of the reversal, asset is recognized in operations.

(d) Non-financial Assets

Prepaid expenses and other non-financial assets are accounted for as assets by the Education Body because they can be used to provide government services in future periods. These assets do not normally provide resources to discharge the liabilities of the Education Body.

(e) Tangible Capital Assets

All buildings and works, furniture, equipment and vehicles are the property of the GNWT. The Minister grants to the Education Body the full occupancy and use of such facilities and equipment where required for the administration and delivery of education system programs. Capital assets with a value in excess of \$50,000 are recorded at cost and amortized in accordance with the Financial Administration Manual guidelines by the GNWT. Capital assets with a value of less than \$50,000 are recorded as a current expenditure.

(f) Revenue Recognition

Government Transfers:

Revenues are recognized in the period in which the transactions or events occur that gave rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met, except to the extent that transfer stipulations give rise to an obligation that meets the definition of a liability. Transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Transfer revenue is recognized in the statement of operations as the stipulation liabilities are settled.

Operating transfers are recognized as revenue in the period in which the events giving rise to the transaction occur, providing the transfers are authorized, eligibility criteria have been met, and reasonable estimates of the amounts can be determined.

Capital transfers or transfers of tangible capital assets are initially recognized as deferred revenue and subsequently recognized as revenue when the related tangible capital assets are recognized as acquired or built.

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2022

(f) Revenue Recognition - (Continued)

GNWT – Regular Contributions:

The regular contributions from the GNWT are determined by a funding formula and are received in monthly installments. The Education Body retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT.

Other Contributions:

The Education Body follows the deferral method of accounting for other contributions. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred.

Deferred Revenue:

Deferred revenue consists of funds received in advance of providing the services or acquiring the goods. These amounts are taken into revenue when the eligible expenditures are incurred.

Investment Income:

Investment income is recognized when received or receivable, if the amount can be reasonably estimated.

(g) Infrastructure Funding

Any personnel, utilities, and leases infrastructure funding net surplus at the end of the fiscal year is recorded as a payable to the GNWT. Net deficits are not shown as receivable from the GNWT since these amounts are not repayable.

(h) Budget Data

The *Education Act* of the Northwest Territories requires that Education Bodies prepare an annual budget, as outlined in Section 128 and 129.

The priorities and funding allocations are determined by the Board of Trustees of each Education Body and the budget is legally adopted by a motion of the Board in accordance with Section 135(3) of the *Education Act*.

Board approved budgets are submitted to the Minister of Education, Culture and Employment for final approval as directed by Sections 117(2) k, l and m of the *Education Act*.

This annual budget includes estimates of revenues, expenditures and the net operating surplus (deficit). Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Body.

The budget may be amended within a given fiscal year in accordance with Education Body policy, regulations and approved budget procedures. The budget data presented in the consolidated financial statements reflects the Minister approved budget for the school year.

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2022

Note 2. Summary of Significant Accounting Policies (continued)

(i) Measurement Uncertainty

The preparation of these consolidated financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenue and expenses during the period. Actual results could differ from these estimates.

(j) Inventories Including Materials and Supplies

Inventories of books, materials, supplies and other expendables purchased by the Education Body are treated as expenditures during the year of acquisition and are not recorded on the statement of financial position.

(k) Payroll Liabilities

According to the Northwest Territories Teachers Association (NWTTA) and GNWT Collective Agreement, teaching staff have their salary issued by the GNWT bi-weekly pay system. NWTTA staff will have earned their annual salary by June 30th which provides for continued payment during the summer. GNWT Payroll for NWTTA starts with the annualized salary commitment for compensation and then allocates the complete payout of that value over the number of pay periods between August 1 and July 31. Pay periods falling in July are therefore accrued.

The duties and compensation base for UNW School Year employees are scheduled to align with the academic year although actual start dates and durations vary by specific location and job function. Accordingly, the Education Body determines the start dates of their UNW employees and accrues the related payroll liability as appropriate.

All other staff are accrued to include earnings to June 30.

(l) Post-employment and Termination Benefits

Under the conditions of employment, employees qualify for annual leave of varying lengths depending on length of service. Annual leave is payable within one fiscal year. Employees also earn retirement and severance remuneration based on the number of years of service. Certain employees will also receive assistance with removal costs to return to their point of recruitment. Payment of the removal and termination is dependent on employees leaving the Education Body and other criteria as outlined in the negotiated collective agreements and management handbook guidelines of the GNWT.

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2022

Note 2. Summary of Significant Accounting Policies (continued)

(m) Special Purpose Funds

School activity funds which are fully controlled by the Education Body with respect to when and how the funds available can be disbursed are included. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising, contributions or fees paid related to a specific planned benefits.

Student activity funds which are controlled by students or parties other than the Education Body are not included even if custody of the funds is held by the Education Body.

Note 3. Future Accounting Changes and Adoption of New Accounting Standards

Future Accounting Changes

Revenues - Section PS 3400

PSAB has approved Section PS 3400, Revenues. This Section establishes standards on how to account for and report on revenue. This Section applies to fiscal years beginning on or after April 1, 2022. Earlier adoption is permitted. This Section may be applied retroactively or prospectively. Management is currently assessing the impact of the standard.

Financial Instruments - Section PS 3450

The Public Sector Accounting Board (PSAB) issued PS 3450 Financial Instruments effective for fiscal years beginning on or after April 1, 2022. Items within the scope of the standard are assigned to one of two measurement categories: fair value, or cost or amortized cost. Fair value measurement will apply to derivatives and portfolio investments in equity instruments that are quoted in an active market. Also, when groups of financial assets and financial liabilities are managed on a fair value basis they may be reported on that basis. Other financial assets and financial liabilities will generally be measured at cost or amortized cost. Until an item is derecognized, gains and losses arising due to fair value remeasurement will be reported in the Statement of Remeasurement of Gains and Losses. Management is currently assessing the impact of the standard. There is no significant impact on the financial statements as a result of its application.

Asset Retirement Obligations - PS 3280

Effective July 1, 2022, Education Bodies will be required to adopt PS 3280 Asset Retirement Obligations. This standard provides guidance on how to account for and report liabilities for retirement of tangible capital assets. The Education Body is assessing the impact of this standard on the consolidated financial statements.

Various

Effective July 1, 2022, Education Bodies will concurrently be required to adopt: PS 2601 Foreign Currency Translation, PS 1201 Financial Statement Presentation, and PS 3041 Portfolio Investments in the same fiscal period. Government organizations that apply PSAS were required to adopt these standards effective April 1, 2012,

Sahtu Divisional Education Council

Consolidated Statement of Operations and Surplus

For the year ended June 30, 2022

Note 4. Cash and Cash Equivalents

	2022	2021
Cash	\$ 8,362,813	\$ 6,825,746
Short term investments	-	-
	\$ 8,362,813	\$ 6,825,746

Note 5. Special Purpose Funds

Special purpose funds consist of account balances held by each of the individual District Education Authorities for which the Education Body has control of when and how the funds are disbursed. Additionally, the SDEC administers funding for the Community Justice Committee.

	2022	2021
Colville Lake	\$ -	\$ 3,750
Deline	23,902	11,250
Fort Good Hope	25,169	10,949
Norman Wells	29,998	58,109
Tulita	26,356	9,000
SDEC (CJC)	35,124	48,283
	\$ 140,549	\$ 141,341

Note 6. Restricted Assets - Not Applicable

Note 7. Portfolio Investments - Not Applicable

Note 8. Accounts Receivable

	Receivables 2022	AFDA 2022	Net 2022	Net 2021
GNWT - ECE	\$ 151,760	\$ -	\$ 151,760	\$ 150,096
GNWT - HSS	-	-	-	-
GNWT - MACA	26,751	-	26,751	77,177
GNWT - Justice	28,000	-	28,000	28,000
GNWT - ENR	-	-	-	-
Total Due from GNWT	206,511	-	206,511	255,273
WSCC	-	-	-	-
Other	209,690	110,267	99,423	99,472
	\$ 416,201	\$ 110,267	\$ 305,934	\$ 354,745

Note 9. Inventories - Not Applicable

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2022

Note 10. Accounts Payable and Accrued Liabilities

	2022	2021
Accounts payable and accrued liabilities		
GNWT	\$ 190,155	\$ 225,711
WSCC	70,000	69,696
Trade payables	455,735	173,269
	<u>715,890</u>	<u>468,676</u>
Payroll liabilities		
To GNWT (A)	563,969	543,021
To Employees (B)	1,045,021	2,137,368
Annual Leave	111,836	113,774
Lieu	-	1,974
Other	12,097	6,784
	<u>1,732,923</u>	<u>2,802,921</u>
	<u>\$ 2,448,813</u>	<u>\$ 3,271,597</u>

Note A: Amount outstanding to be paid to GNWT by the education board for salaries and wages paid by June 30.

Note B: Amount accrued by the education board for salaries and wages to be paid in July and August.

Note 11. Deferred Revenue

	2022	2021
MACA		
Rainbow Coalition	\$ 5,304	\$ 19,500
Make a way	218	-
Active After School	-	58,949
Youth Contribution	-	29,085
Health and Social Services		
CEC Indigenous Health Supplies	54,250	-
Justice		
Community Justice	35,124	48,283
ECE		
Library	100,122	127,398
Self-regulation	2,034	-
Covid-19 Support Funding	63,898	190,665
French program	5,825	-
Government of Canada		
Jordan's Principle	2,282,136	230,924
	<u>\$ 2,548,911</u>	<u>\$ 704,804</u>

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2022

Note 12. **Contribution Repayable - Not Applicable**

Note 13. **Due From and To the Government of Canada - Not Applicable**

Note 14. **Capital Lease Obligations - Not Applicable**

Note 15. **Pension - Not Applicable**

Note 16. **Long-term Debt - Not Applicable**

Note 17. **Other employee future benefits and compensated absences**

The Education Body provides severance (resignation and retirement), removal and compensated absence (sick, special maternity and parental leave) benefits to its employees. The benefit plans are not pre-funded and thus have no assets, resulting in a deficit equal to the accrued post-employment benefits obligation.

Severance benefits are paid to employees based on the types of termination (e.g. resignation versus retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment, and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being location of hire, employee category and length of service. The benefits under these two categories were valued using the Projected Unit Credit methodology.

Compensated absence benefits generally accrue as employees render services and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to employee or dependent illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under the compensated absence benefits were valued using the expected utilization methodology.

Valuation results

The actuarial valuation was completed as at February 11, 2022. The effective date of the next actuarial valuation is March 31, 2025. The liabilities are actuarially determined as the present value of the accrued benefits at February 11, 2022 and the results extrapolated to June 30, 2022. The values presented below are for all of the benefits under the Compensated Absences and Terminations Benefits for the consolidated Government.

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2022

Note 17. Other employee future benefits and compensated absences (continued)

	Severance and removal	Compensated Absences	2022	2021
Changes in Obligation				
Accrued benefit obligations beginning of the year	\$ 642,253	\$ 135,201	\$ 777,454	\$ 875,401
Current period benefit cost	56,054	13,792	69,846	72,808
Interest accrued	21,670	4,659	26,329	23,895
Benefits payments	(76,896)	(15,626)	(92,522)	(67,742)
Actuarial (gain)/loss	60,021	1,921	61,942	(126,908)
Plan amendments	-	(827)	(827)	-
Accrued benefit obligation end of year	703,102	139,120	842,222	777,454
Unamortized net actuarial gain	240,043	(5,477)	234,566	400,118
Net future obligation	943,145	133,643	1,076,788	1,177,572
Benefits Expense				
Current period benefit cost	56,054	13,792	69,846	72,808
Interest accrued	21,670	4,659	26,329	23,895
Plan amendments	-	(827)	(827)	(88,309)
Amortization of actuarial gains	(95,282)	(8,327)	(103,609)	-
	(17,558)	9,297	(8,261)	8,394

The discount rate used to determine the accrued benefit obligation is an average of 2.7%. No inflation rate was applied. The expected payments during the next five fiscal years are:

	Severance and removal	Compensated Absences	Total
Year 1	\$ 81,155	\$ 10,936	\$ 92,091
Year 2	82,931	11,880	94,811
Year 3	90,164	13,575	103,739
Year 4	85,424	15,545	100,969
Year 5	73,938	15,954	89,892
Next 5 years	350,712	82,275	432,987
	\$ 764,324	\$ 150,165	\$ 914,489

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2022

Note 18. Trust Assets and Liabilities under Administration - Not Applicable

Note 19. Tangible Capital Asset - Not Applicable

Note 20. Prepaid Expenses

	2022	2021
Prepaid expenses	\$ 31,793	\$ 7,165

Note 21. GNWT Assets Provided at No Cost

	Cost	Accumulated Amortization	Net Book Value	
			2022	2021
Buildings				
Schools and colleges	\$ 67,332,558	\$ 28,153,390	\$ 39,179,168	\$ 40,931,489
Staff Housing	275,800	150,325	125,475	137,817
	\$ 67,608,358	\$ 28,303,715	\$ 39,304,643	\$ 41,069,306

Note 22. Contractual Obligations

The Education Body has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2022.

	Expires in Fiscal Year *	2023	2024 and thereafter	Total
Commercial and residential leases	2024	\$ 106,752	\$ 17,792	\$ 124,544
Operational leases	2023	2,745	-	2,745

* Refers to the last fiscal year of all agreements in that line category

The lease on the Council's office expires on August 31, 2023. A 15 year lease agreement was entered into at the Edward Hodgson Building with monthly lease payments starting September 1, 2008. From September 1, 2008 to August 31, 2018 the annual lease payments will remain at \$106,752. After 10 years, the lease amount may be adjusted based on the expected market conditions for the following 5 years.

In addition, the Council is responsible for its proportionate share of utilities and cleaning services received during its term of occupancy.

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2022

Note 23. **Contingencies - Not applicable**

Note 24. **Related Parties and Inter-Entity Transactions**

The Education Body is related in terms of common ownership to all GNWT created departments, agencies and corporations. The Education Body enters into transactions with these entities in the normal course of operations. The Education Body is provided with various administrative services by the GNWT, the value of which is not reflected in these financial statements. The administrative costs include legal services by the Department of Justice, insurance coverage by the Department of Finance, payroll services by the Department of Human Resources, internal audit services by the Department of Finance, and utility and maintenance by Public Works and Services. Transactions with related parties and balances at year-end not disclosed elsewhere in the financial statements are disclosed in this note. All related parties are disclosed elsewhere.

Note 25. **Budget**

The Education Act of the Northwest Territories requires that Education Bodies prepare an annual budget, as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Education Body which may or may not include the establishment of a tax levy to support the approved budget in accordance with Section 135, Assessment and Taxation, of the Education Act.

The annual budget includes estimates of revenues and expenditures for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Body.

The budget figures presented are those approved by the Minister of Education, Culture and Employment on June 30, 2021 and have not been audited.

Note 26. **Economic Dependence**

The Sahtu District Education Council received its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that Sahtu District Education Council operations would be significantly affected.

Note 27. **Financial Instruments**

The Education Body is exposed to various risks through its financial instruments and has a comprehensive risk management framework to monitor, evaluate and manage these risks. The following analysis provides information about the Education Body's risk exposure and concentration as of June 30, 2022.

Credit risk

Credit risk arises from the potential that a counter party will fail to perform its obligations. The Education Body has little exposure to credit risk as the majority of its revenues originate from government sources with strong credit worthiness.

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2022

Note 27. Financial Instruments (continued)

Liquidity

Liquidity risk is the risk the Education Body will not be able to meet its obligations as they come due. The Education Body manages its liquidity requirements by preparing detailed cash budgets and having cash available on hand to meet its obligations.

Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is composed of currency risk, interest rate risk and other price risk.

Currency risk

The Education Body deals exclusively in Canadian funds and therefore has no currency risk.

Interest rate risk

Interest rate risk is the risk that the value of a financial instrument might be adversely affected by a change in interest rates. The Education Body minimizes risk through its normal operating and financing activities and maintains cash in a general bank account.

Note 28. Expenses by Object

	2022 Budget	2022 Actual	2021 Actual
Salaries	\$ 12,884,997	\$ 14,679,564	\$ 13,834,942
Employee Benefits	412,000	706,149	296,264
Services Purchased/Contracted	1,150,932	1,355,270	1,695,909
Materials, Supplies and Freight	816,366	1,070,218	1,192,859
Debt Services	-	-	-
	\$ 15,264,295	\$ 17,811,201	\$ 17,019,974

Note 29. Subsequent Events - Not Applicable

Note 30. Comparative Figures

Certain comparative figures have been reclassified to conform with current year's presentation.

Note 31. Other ECE Revenue

	2022	2021
Library	\$ 144,000	\$ 144,000
Northern distance learning	215,500	176,500
Self regulation	6,000	6,000
Covid - 19 support	-	542,984
Less: Deferred revenue & contributions repaid	(184,039)	(313,687)
	\$ 181,461	\$ 555,797

Sahtu Divisional Education Council

Notes to the Consolidated Financial Statements

June 30, 2022

Note 32. **GNWT - Other Contributions**

	2022	2021
MACA		
Active After School	\$ 76,500	\$ 59,900
Rainbow	10,300	19,500
Take a Kid Trapping	39,546	24,000
Youth corps	-	17,250
SSI	55,000	-
HSS		
Drop The Pop	8,900	8,900
Nutrition North	29,400	28,000
Justice		
Community Justice	56,000	56,000
Less: Deferred revenue & contributions repaid	(59,772)	(116,548)
	\$ 215,874	\$ 97,002

Note 33. **Contingent Assets - Not Applicable**

Note 34. **Contractual Rights - Not Applicable**

Note 35. **Statement of Remeasurement Gains and Losses - Not Applicable**

Sahtu Divisional Education Council

Schedule A-1 - Statement of Council Operations and Financial Position (Non-Consolidated)

For the year ended June 30, 2022

	2022 Budget	2022 Actual	2021 Actual
Revenue			
Government of the Northwest Territories	\$ 15,158,598	\$ 15,439,975	\$ 15,185,895
Jordan's Principle	-	2,615,392	2,657,111
Other education body generated funds	55,000	400,592	610,282
	15,213,598	18,455,959	18,453,288
Expenditure			
Administration	784,782	829,789	764,639
School programs	10,544,041	10,534,386	9,939,748
Inclusive schooling	2,304,695	1,929,619	1,855,849
Operations and maintenance	172,952	190,846	182,639
Aboriginal languages	1,457,825	1,179,066	1,210,076
Jordan's Principle	-	2,615,392	2,657,111
	15,264,295	17,279,098	16,610,062
Excess (Deficiency) of Revenue over Expenditure	\$ (50,697)	\$ 1,176,861	\$ 1,843,226
Accumulated surplus (deficit), beginning of year		5,641,999	3,798,773
Accumulated surplus (deficit), end of year		\$ 6,818,860	\$ 5,641,999

SATHU DIVISIONAL EDUCATION COUNCIL

Schedule A-2 - Details of Council Expenses (Non-Consolidated)

For the year ended June 30, 2022

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Council Administration	Aboriginal Languages	Jordan's Principle	2022 Total
Salaries								
Teachers' salaries	\$ 7,503,425	\$ 670,624	\$ -	\$ -	\$ -	\$ 810,537	\$ 2,134,387	\$ 11,118,973
Instruction Assistant	134,274	914,977	-	-	-	177,756	-	1,227,007
Non Instructional Staff	1,131,021	179,558	-	-	689,536	-	-	2,000,115
Board/Trustee Honoraria	-	-	-	-	16,262	25,092	-	41,354
	8,768,720	1,765,159	-	-	705,798	1,013,385	2,134,387	14,387,449
Employee Benefits								
Employee benefits and allowances	1,300	-	-	-	-	-	-	1,300
Leave and termination benefits	704,849	-	-	-	-	-	-	704,849
	706,149	-	-	-	-	-	-	706,149
Services Purchased/Contracted								
Professional/Technical Services	218,598	91,950	-	-	-	-	-	310,548
Postage/Communication	48,884	-	-	-	18,015	-	-	66,899
Utilities								
Heating	-	-	-	-	-	-	-	-
Electricity	-	-	-	-	-	-	-	-
Water/Sewage	-	-	-	-	-	-	-	-
Travel	36,877	12,210	-	-	72,943	2,445	-	124,475
Student Travel (busing)	150,536	-	-	-	-	-	3,711	154,247
Advertising/Printing/Publishing	2,676	-	-	-	-	-	-	2,676
Maintenance/Repair	40,283	-	-	6,350	-	-	-	46,633
Rentals/Leases	-	-	-	184,496	-	-	-	184,496
Other - Contracted Services	45,924	3,551	-	-	-	4,061	188,193	241,729
Other - Miscellaneous	17,116	53,776	-	-	9,802	-	99,235	179,929
	560,894	161,487	-	190,846	100,760	6,506	291,139	1,311,632
Materials, Supplies and Freight								
Materials	451,249	-	-	-	19,966	155,300	189,866	816,381
Freight	47,374	2,973	-	-	3,265	3,875	-	57,487
	498,623	2,973	-	-	23,231	159,175	189,866	873,868
Contributions and Transfers								
Transfers to DEAs	-	-	-	-	-	-	-	-
Transfers to Capital	-	-	-	-	-	-	-	-
Amortization								
	-	-	-	-	-	-	-	-
Debt Services								
	-	-	-	-	-	-	-	-
Total	\$ 10,534,386	\$ 1,929,619	\$ -	\$ 190,846	\$ 829,789	\$ 1,179,066	\$ 2,615,392	\$ 17,279,098

SAHTU DIVISIONAL EDUCATION COUNCIL

Schedule B-1 District Education Authorities
Statement of Operations - Non-Consolidated

For the year ended June 30, 2022

	2022 Budget	2022 Actual	2021 Actual
Revenue			
Contributions from Divisional Council	\$ -	117,914	113,507
GNWT	-	644,736	633,096
Other	-	-	3,500
Deferred Revenue	-	(241,576)	(276,398)
Contributions Repaid	-	-	(64,598)
	-	403,160	295,600
Total revenue	-	521,074	409,107
Expenditure			
Administration	-	128,943	117,812
School programs	-	403,160	292,100
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	\$ -	532,103	409,912
Surplus (Deficit)	-	(11,029)	(805)
Opening equity		64,297	65,102
Closing equity	\$	53,268	\$ 64,297
Composition of Ending Accumulated Surplus			
Cash	\$	-	\$ -
Accounts receivable		53,268	64,297
Accounts payable		-	-
	\$	53,268	\$ 64,297

SAHTU DIVISIONAL EDUCATION COUNCIL

Schedule B-2 - Details of DEA Expenses

Non-Consolidated

For the year ended June 30, 2022

Function	School Programs	Inclusive Schooling	Student Accom.	Operations and Maintenance	Council Administration	Aboriginal Languages	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	87,241	-	-	-	-	-	87,241
Non-instructional Staff	123,915	-	-	-	47,754	-	171,669
Board/Trustee Honorarium	-	-	-	-	33,205	-	33,205
	<u>211,156</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>80,959</u>	<u>-</u>	<u>292,115</u>
Employee Benefits							
Employee Benefits and Allowances	-	-	-	-	-	-	-
Leave and Termination	-	-	-	-	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities							
Heating	-	-	-	-	-	-	-
Electricity	-	-	-	-	-	-	-
Water/Sewage	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation (busing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Fees	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	43,638	-	43,638
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>43,638</u>	<u>-</u>	<u>43,638</u>
Materials/Supplies/Freight							
Materials	192,004	-	-	-	4,346	-	196,350
Freight	-	-	-	-	-	-	-
	<u>192,004</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4,346</u>	<u>-</u>	<u>196,350</u>
Total	\$ 403,160	\$ -	\$ -	\$ -	\$ 128,943	\$ -	532,103

COLVILLE LAKE

District Education Authority
Statement of Operations

For the year ended June 30, 2022

	2022 Budget	2022 Actual	2021 Actual
Revenue			
Contributions from Divisional Council	\$ -	\$ 19,644	\$ 17,408
GNWT	-	9,492	61,850
Other	-	-	-
Deferred Revenue	-	(7,892)	(3,750)
Contributions Repaid	-	-	(38,016)
	-	21,244	37,492
Expenses			
Administration	-	18,191	25,433
School programs	-	1,600	20,084
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	-	19,791	45,517
Surplus (Deficit)	-	1,453	(8,025)
Opening equity		444	8,469
Closing equity	\$	1,897	\$ 444
Composition of Closing Equity			
Cash	\$	-	\$ -
Accounts Receivable		1,897	444
Accounts Payable		-	-
	\$	1,897	\$ 444

COLVILLE LAKE

District Education Authority
Details of Expenses

For the year ended June 30, 2022

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	-	-	-
Board/Trustee Honoraria	-	-	-	-	14,287	-	14,287
	-	-	-	-	14,287	-	14,287
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	3,904	-	3,904
	-	-	-	-	3,904	-	3,904
Materials/Supplies/Freight							
Materials	1,600	-	-	-	-	-	1,600
Freight	-	-	-	-	-	-	-
	1,600	-	-	-	-	-	1,600
Total	\$ 1,600	\$ -	\$ -	\$ -	\$ 18,191	\$ -	\$ 19,791

NORMAN WELLS

District Education Authority
Statement of Operations

For the year ended June 30, 2022

	2022 Budget	2022 Actual	2021 Actual
Revenue			
Contributions from Divisional Council	\$ -	\$ 27,642	\$ 27,728
GNWT	-	174,220	193,463
Other	-	-	3,500
Deferred Revenue	-	(56,831)	(93,341)
Contributions Repaid	-	-	(4,077)
	-	145,031	127,273
Expenses			
Administration	-	27,720	23,637
School programs	-	117,389	96,045
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	-	145,109	119,682
Surplus (Deficit)	-	(78)	7,591
Opening equity		22,932	15,341
Closing equity	\$	22,854	\$ 22,932
Composition of Closing Equity			
Cash	\$	-	\$ -
Accounts Receivable		22,854	22,932
Accounts Payable		-	-
	\$	22,854	\$ 22,932

NORMAN WELLS

District Education Authority
Details of Expenses

For the year ended June 30, 2022

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	6,917	-	-	-	-	-	6,917
Non Instructional Staff	30,302	-	-	-	11,804	-	42,106
Board/Trustee Honoraria	-	-	-	-	-	-	-
	37,219	-	-	-	11,804	-	49,023
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	15,916	-	15,916
	-	-	-	-	15,916	-	15,916
Materials/Supplies/Freight							
Materials	80,170	-	-	-	-	-	80,170
Freight	-	-	-	-	-	-	-
	80,170	-	-	-	-	-	80,170
Total	\$ 117,389	\$ -	\$ -	\$ -	\$ 27,720	\$ -	145,109

DELINE

District Education Authority
Statement of Operations

For the year ended June 30, 2022

	2022 Budget	2022 Actual	2021 Actual
Revenue			
Contributions from Divisional Council	\$ -	\$ 23,514	\$ 21,880
GNWT	-	132,239	135,855
Other	-	-	-
Deferred Revenue	-	(59,345)	(63,782)
Contributions Repaid	-	-	(15,996)
	-	96,408	77,957
Expenses			
Administration	-	44,072	21,023
School programs	-	72,894	56,077
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	-	116,966	77,100
Surplus (Deficit)	-	(20,558)	857
Opening equity		21,155	20,298
Closing equity	\$	597	\$ 21,155
Composition of Closing Equity			
Cash	\$	-	\$ -
Accounts Receivable		597	21,155
Accounts Payable		-	-
	\$	597	\$ 21,155

DELINE

District Education Authority
Details of Expenses

For the year ended June 30, 2022

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	1,307	-	-	-	-	-	1,307
Non Instructional Staff	35,368	-	-	-	11,304	-	46,672
Board/Trustee Honoraria	-	-	-	-	10,565	-	10,565
	36,675	-	-	-	21,869	-	58,544
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	19,949	-	19,949
	-	-	-	-	19,949	-	19,949
Materials/Supplies/Freight							
Materials	36,219	-	-	-	2,254	-	38,473
Freight	-	-	-	-	-	-	-
	36,219	-	-	-	2,254	-	38,473
Total	\$ 72,894	\$ -	\$ -	\$ -	\$ 44,072	\$ -	116,966

FORT GOOD HOPE

District Education Authority
Statement of Operations

For the year ended June 30, 2022

	2022 Budget	2022 Actual	2021 Actual
Revenue			
Contributions from Divisional Council	\$ -	\$ 25,105	\$ 25,019
GNWT	-	172,655	119,536
Other	-	-	-
Deferred Revenue	-	(54,557)	(61,604)
Contributions Repaid	-	-	(4,990)
	-	143,203	77,961
Expenses			
Administration	-	23,051	32,370
School programs	-	118,098	52,942
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	-	141,149	85,312
Surplus (Deficit)	-	2,054	(7,351)
Opening equity		3,155	10,506
Closing equity	\$	5,209	\$ 3,155
Composition of Closing Equity			
Cash	\$	-	\$ -
Accounts Receivable		5,209	3,155
Accounts Payable		-	-
	\$	5,209	\$ 3,155

FORT GOOD HOPE

District Education Authority
Details of Expenses

For the year ended June 30, 2022

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	44,112	-	-	-	-	-	44,112
Non Instructional Staff	35,771	-	-	-	12,246	-	48,017
Board/Trustee Honoraria	-	-	-	-	6,765	-	6,765
	<u>79,883</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>19,011</u>	<u>-</u>	<u>98,894</u>
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	3,167	-	3,167
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>3,167</u>	<u>-</u>	<u>3,167</u>
Materials/Supplies/Freight							
Materials	38,215	-	-	-	873	-	39,088
Freight	-	-	-	-	-	-	-
	<u>38,215</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>873</u>	<u>-</u>	<u>39,088</u>
Total	\$ 118,098	\$ -	\$ -	\$ -	23,051	\$ -	141,149

TULITA

District Education Authority Statement of Operations

For the year ended June 30, 2022

	2022 Budget	2022 Actual	2021 Actual
Revenue			
Contributions from Divisional Council	\$ -	\$ 22,009	\$ 21,472
GNWT	-	156,130	122,392
Other	-	-	-
Deferred Revenue	-	(62,951)	(53,921)
Contribution Repayable	-	-	(1,519)
	-	115,188	88,424
Expenses			
Administration	-	15,909	15,349
School programs	-	93,179	66,952
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	-	109,088	82,301
Surplus (Deficit)	-	6,100	6,123
Opening equity		16,611	10,488
Closing equity	\$	22,711	\$ 16,611
Composition of Closing Equity			
Cash	\$	-	\$ -
Accounts Receivable		22,711	16,611
Accounts Payable		-	-
	\$	22,711	\$ 16,611

TULITA

District Education Authority
Details of Expenses

For the year ended June 30, 2022

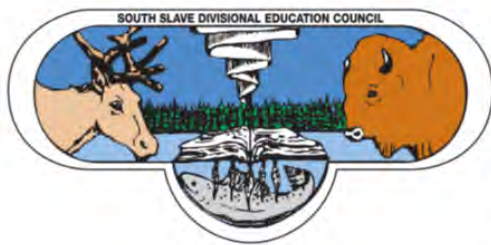
Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
Salaries							
Teachers' Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Instruction Assistant	34,905	-	-	-	-	-	34,905
Non Instructional Staff	22,474	-	-	-	12,400	-	34,874
Board/Trustee Honoraria	-	-	-	-	1,588	-	1,588
	57,379	-	-	-	13,988	-	71,367
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	702	-	702
	-	-	-	-	702	-	702
Materials/Supplies/Freight							
Materials	35,800	-	-	-	1,219	-	37,019
Freight	-	-	-	-	-	-	-
	35,800	-	-	-	1,219	-	37,019
Total	\$ 93,179	\$ -	\$ -	\$ -	15,909	\$ -	109,088

Education Accountability Framework

South Slave Divisional Education Council

Annual Report

For the 2021-22 School Year



*Creating
Futures*

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Operating Plan - Executive Summary

The South Slave Divisional Education Council's Operating Plan for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the South Slave Divisional Education Council's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

Regional Goals and Priorities 2021-22:

To improve student success in literacy.

To increase the percentage of students meeting or exceeding expectations for literacy proficiency.

Targets:

1. At least 70% of students will be reading within grade according to the Fountas and Pinnell reading level chart
2. At least 20% of the students gain at least one stanine increase in reading on the Canadian Achievement Test (CAT-4 Western and Northern Canada norm)
3. At least 67% of the students reading at or above the Canadian average
4. At least 80% of SSDEC trustees, staff and students will be able to engage and respond to greetings (How are you?, I'm fine, You?), express a word of appreciation (well done/that's good), say thank you, and use at least three more phrases of salutation / thanks in the local Indigenous language(s) (8 phrases to engage/respond without reminder)
5. At least 90% of parents say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in reading (with 80% or better response rate)
6. At least 90% of parents say they are satisfied with their child's growth as a reader (with 80% response rate)

To improve student success in numeracy

To increase the percentage of students meeting or exceeding expectations for numeracy proficiency

Targets:

1. At least 20% of the students gain at least one stanine increase in math on the CAT-4
2. At least 73% of the students at or above the Canadian average in math
3. At least 90% of parents say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in math (with 80% or better response rate)
4. At least 90% of parents say they are satisfied with their child's growth in math (with 80% response)

To increase understanding and practice of socially responsible behaviour by all members of the school community

To increase the percentage of trustees, parents, staff and students demonstrating responsible behaviour

Targets:

1. At least 85% of K-10 students participate in at least 15 lessons (or 10 hours of instruction) of a social responsibility program such as the Dene Laws, 7 Sacred Teachings, WITS (gr 1-3), Incredible Flexible You (ages 4-7), Zones of Regulation (K-3), MindUp (preK-8), Second Step (gr. K-9), Mindful Schools (K-adolescent), Superflex (gr 3), WITS LEADerS (gr. 4-6), Fourth R (gr 7, 8, 9), Healthy Relationship Plus (gr 7 - 11), or Leadership and Resiliency Program (LRP gr 7-12)
2. 5% more students will achieve at least 90% attendance
3. 85% of parents participate in at least one of CEP days, 3-way conferences, and/or parent workshops (getting info. or giving input)

* Council recognizes that the achievement of these last two targets is a shared responsibility with parents, students and DEAs.

Alignment to Departmental Goals and Priorities (ERI) including Indigenous Language and Education as well as Inclusive Schooling:

Our Community Education Planning Policy and structure, Cultural Orientation days utilizing community resource people (Elders), 3-Way Conferencing, and our Indigenizing education efforts including staff learning local Indigenous language greetings, will all contribute to strengthening School-Community Relationships.

Under the umbrella of Student Wellness, all schools will have updated Safe School Plans that clarify their bullying responses and LGBTQ2S+ support. Social Responsibility is a regional priority and our RISC and RILE both support our schools in meeting their inclusive schooling and Indigenous language responsibilities.

In the area of Educator Wellness, new staff are paired with mentors, new and existing principals are supported by the Assistant Superintendent, and wellness is always a component of our Regional In-service.

Our regional goals/targets, and our comprehensive Literacy and Numeracy initiatives, in particular, support effective implementation of the K-12 curricula in all our schools. Our collaborative work to establish effective Professional Learning Communities (including the identification of essential learning outcomes and implementation of common assessments, and a focus on learning and results) directly supports our commitment to Quality Education in all schools, and our offer to expand NDL further supports our communities and students.

In the area of assessment and accountability we plan to once again engage in systemic assessment (AAT's, CAT-4, Whole School Writes, Diploma Exams) and analysis, however, this may again be impacted by any COVID -19 measures which we saw impact the 2020/2021 school year. Regional and school administrators will continue to provide priority related progress reports to their respective education governing bodies (SSDEC and DEAs).

Promoting the GNWT's Living Well Together program is a priority and all schools have planned to engage in this in a variety of ways with a goal to be completed by spring 2022.

Annual Report - Executive Summary

The South Slave Divisional Education Council's Annual Report for the 2020-2021 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:

The year 2021/2022 was again a year of uncertainty in the face of Covid, new variants and ongoing closures amidst community outbreaks and spring floods. In some cases, the first 2 months of the school year saw some communities, like Lutsel K'e, besieged with closures. These schools showed extreme resilience and fortitude in pivoting to distance learning, where possible, based on community access to the internet, and creating take home packages for students unable to access online learning. This scenario was true for, and played out multiple times in all of our communities during the course of the school year.

However, having learned many lessons from the previous years, schools were better able to respond more effectively and efficiently to changing landscapes and school closures. Staff were more prepared, flexible, supportive, focused on student/home connection and ensuring the bridge to school was always maintained so as to allow transitions to and from with ease.

Despite the disruption the COVID- 19 challenges caused, the SSDEC did their best to stay the course with our main initiatives (*Literacy, Numeracy, and Social Responsibility*):

- Literacy - the percentage of students reading at or above the standard based on school collected data (CARS and formative as well as summative data) suggests that students achievement was positive . The Canadian Achievement Test-4 was not written this year and neither were Diplomas or AATs due to the combination of pandemic and flooding. Each school continued to maintain a full-time Instructional / Literacy Coach who in turn was supported by our regional literacy coordination provided by two veteran coaches. A focus point was JK/K and division 1 as a target for enhanced literacy supports such as the introduction of Heggerty, phonics and phonemic awareness work and consistent use of such strategies as Word Walls and Daily 5 to enhance early years literacy acquisition. Seventy eight percent of students and 89% of staff are able to engage and respond in greetings in the local Indigenous language. Despite the school closures, survey results still showed that 91% of parents (78% response rate) were satisfied with their child's growth in reading in 2021-22.
- Numeracy – we continued deepening our implementation of the SSDEC's flagship K- 9 Math Program, and each school had an identified Math Lead who worked closely with our Regional Coordinator. Similar to our Literacy results, schools have continued to track data, use formative and summative assessments to track progress and benchmark in the absence of standardized testing, such as the Alberta Achievement Tests, which were not administered due to Covid-19 restrictions. Survey results also indicate that 92% of parents (78% response rate) were satisfied with their child's growth in numeracy in 2021-22.

- Social Responsibility – given COVID-related school closures, some of our social responsibility targets such as student attendance and parent participation may be skewed one way or the other. Intentional instruction continued in the social-emotional learning (SEL) domain with data showing that 80% of students participated in at least 15 lessons of a recommended SEL program. Several staff continued to be trained in related student behaviour management and SEL courses as well. Overall 90% of South Slave parents participated in at least one school even, some via distance, in 2021-22. Unfortunately, the pandemic restrictions and the school closures seemed to have a significant impact on student attendance with (data to be entered at end of Summer) of South Slave students attending at least 90% of the available days.

Specialist positions continue to be difficult to fill, in particular; Indigenous Language teachers, French Immersion and senior Math/Science and Regional Coordinators. We continued our practice of funding, and training on-the-job, Indigenous Language interns in 2021/2022. We struggled for the majority of the year in staffing a Literacy Coordinator position and had to make do with existing staff taking on these additional responsibilities in addition to their regular duties. This role is as yet still not filled and plans for support in 2022/2023 are being reviewed. Both the Regional Indigenous Language Educator and the Regional Inclusive Schooling Coordinator positions turned over in 2021 and have settled in nicely now.

Staffing changes have been dynamic this year with both the new Superintendent being hired (retirement of current Superintendent) for an April 2022 start, and the Assistant Superintendent position being filled for April 2022 due to a January resignation. The comptroller role was also filled in September 2021 due to a retirement, and later in the year (March 2022) the Public Relations Coordinator and Finance Clerk positions were also vacated and advertised due to further resignation and retirement respectively.

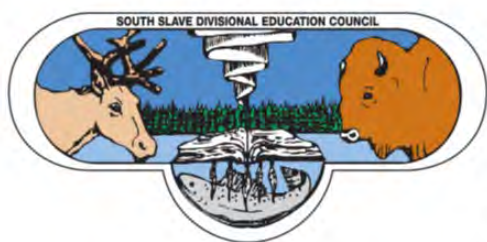
Staff were recognized at our annual August 2021 in-service and celebrated for achievement in the Territories. The number and breadth of student awards are varied and too numerous to begin to list here. However, we are also seeing an increase of students with complex needs and vulnerabilities at the same time our core Inclusive School funding has decreased. In response, our schools were proactive in applying for, and receiving, over \$2.5 million in supplemental funding through Jordan's Principle in order to level the playing field for kids with unique needs in 2021-22.

Cadre de responsabilisation en éducation

Conseil scolaire de division du Slave Sud

Rapport annuel

pour l'année scolaire 2021-2022



*Creating
Futures*

Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division du Slave Sud (CSDSS) pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités du Conseil scolaire de division du Slave Sud pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire :

Priorités et objectifs pour la région :

Réouverture des écoles

L'année scolaire 2020-2021 laisse planer l'incertitude et pose encore de nombreux obstacles. Cependant, notre priorité consiste à assurer la santé et la sécurité de nos élèves, de notre personnel et de nos communautés.

Notre objectif principal pour la rentrée scolaire 2020-2021 est la réouverture des écoles et la garantie d'un enseignement de la plus haute qualité pour tous les élèves, tout en respectant les directives de santé et de sécurité du Bureau de l'administrateur en chef de la santé publique (éloignement physique, entrée progressive, équipement de protection individuelle, nettoyage rigoureux, contrôle des visiteurs, etc.).

Par la suite, la priorité demeurera d'offrir un enseignement de la meilleure qualité possible, tout en étant prêt à basculer vers l'enseignement mixte et à distance dans des délais très courts dans le cas de maladie, d'annulation de cours ou de fermeture d'écoles.

Favoriser la réussite des élèves en *littératie*

Faire augmenter le pourcentage d'élèves qui répondent aux attentes en alphabétisation ou les dépassent.

Cibles :

Au moins 70 % des élèves démontreront des compétences de lecture correspondant à leur niveau, selon la grille des niveaux de lecture de Fountas et Pinnell

Au moins 20 % des élèves s'améliorent d'au moins une unité Stanine en lecture au Canadian Achievement Test (norme CAT-4 pour l'Ouest et le Nord du Canada)

Au moins 67 % des élèves atteignent ou dépassent la moyenne canadienne en lecture

Au moins 80 % des membres du Conseil, du personnel et des élèves du CSDSS seront en mesure d'engager la conversation et de répondre aux salutations (*Comment allez-vous? Je vais bien.*), d'exprimer leur reconnaissance (*C'est bien.*), de dire « merci », d'utiliser au moins deux expressions de salutation ou de remerciement dans la langue autochtone locale (maintenant huit expressions pour entamer la discussion ou répondre sans aide-mémoire).

Au moins 90 % des parents disent avoir participé à un entretien sur les forces et les possibilités d'amélioration de leur enfant en lecture (taux de réponse minimal de 80 %)

Au moins 90 % des parents se disent satisfaits du développement de leur enfant en lecture (taux de réponse minimal de 80 %)

Favoriser la réussite des élèves en *numératie*

Faire augmenter le pourcentage d'élèves qui répondent aux attentes en numératie ou les dépassent

Cibles :

Au moins 20 % des élèves s'améliorent d'au moins une unité Stanine en mathématiques au test de rendement canadien (CAT-4).

Au moins 73 % des élèves atteignent ou dépassent la moyenne canadienne en mathématiques

Au moins 90 % des parents disent avoir participé à un entretien sur les forces et les possibilités d'amélioration de leur enfant en mathématiques (taux de réponse minimal de 80 %)

Au moins 90 % des parents se disent satisfaits du développement de leur enfant en mathématiques (taux de réponse de 80 %)

Favoriser la compréhension et le comportement socialement responsable chez l'ensemble des membres de la communauté scolaire

Accroître le pourcentage de membres du Conseil, de parents, de membres du personnel et d'élèves qui se comportent de façon responsable.

Cibles :

Au moins 85 % des élèves de la maternelle à la 10^e année participent à au moins quinze séances

(ou dix heures d'enseignement) d'un programme de responsabilité sociale tel que les lois dénuées, les Sept Enseignements Sacrés, l'outil DIRE (**d**emander de l'aide, **i**gnorer, **r**eculer et **e**n parler) (1^{re}-3^e année), le programme Incredible Flexible You (de 4 à 7 ans), les zones de régulation (maternelle-3^e année), MindUp (prématernelle-8^e année), Second Step (maternelle-9^e année), Mindful Schools (de la maternelle à l'adolescence), Superflex (3^e année), MENTOR DIRE (4^e-6^e année), Quatrième R (7^e, 8^e et 9^e année), le programme sur les relations saines Plus (7^e -11^e année), ou le programme de leadership et de résilience (7^e-12^e année)

objectif que 5 % plus d'élèves affichent un taux de présence d'au moins 90 %

objectif que 80 % des parents participent à au moins une des journées de « CEP », une conférence à trois ou un atelier pour les parents (obtenir de l'information, exprimer des commentaires).

* Le Conseil reconnaît que les parents, les élèves et les administrations scolaires de district ont la responsabilité partagée d'atteindre les deux derniers objectifs susmentionnés.

Harmonisation avec les objectifs et priorités du Ministère (pour le renouveau et l'innovation en éducation), notamment en matière de langue et d'éducation autochtone, ainsi qu'en intégration scolaire

Notre structure de planification de l'éducation communautaire, l'approche régionale visant à offrir régulièrement une journée communautaire d'orientation culturelle, et la participation des personnes-ressources dans la collectivité (Aînés) contribuent toutes à renforcer les *relations entre l'école et la collectivité*.

Pour atteindre l'objectif de *mieux-être des élèves*, toutes les écoles disposent de plans de sécurité qui encadrent leur réponse à l'intimidation et les mesures de soutien aux élèves LGBTQ2S+. La promotion de la responsabilité sociale constitue une priorité régionale. Le coordonnateur régional de l'intégration scolaire et le coordonnateur régional des langues autochtones, en accomplissant leurs responsabilités respectives, soutiennent tous deux nos écoles.

Pour atteindre l'objectif de *mieux-être des enseignants*, les nouveaux sont jumelés à des mentors, et les directeurs, nouveaux comme anciens, reçoivent le soutien des directeurs de division; le mieux-être est également une composante de nos services régionaux sur place.

Nos cibles et objectifs régionaux, ainsi que nos initiatives globales en littératie et numératie tout particulièrement, permettent la mise en œuvre efficace des programmes de maternelle à 12^e année dans toutes nos écoles. En collaborant pour établir des communautés d'apprentissage professionnelles efficaces (notamment en fixant les objectifs d'apprentissage de base, en adoptant des méthodes d'évaluation communes et en mettant l'accent sur l'apprentissage et les résultats), nous remplissons directement nos engagements pour la *qualité*

de l'éducation dans toutes les écoles, et les petites collectivités profiteront également de l'expansion prévue du programme d'enseignement à distance.

Pour atteindre l'objectif *d'évaluation et de responsabilisation*, nous adoptons des pratiques d'analyse et d'évaluation systémique (tests de rendement de l'Alberta [AAT], tests de rendement canadiens [CAT-4], examens d'écriture à l'échelle de l'école [Whole School Writes], examens pour l'obtention du diplôme), et les administrateurs scolaires et régionaux font des rapports régulièrement et rendent compte de la progression à leurs organes directeurs respectifs (CSDSS et administration scolaire de district).

Rapport annuel – Sommaire

Le rapport annuel du Conseil scolaire de division du Slave Sud (CSDSS) pour l'année scolaire 2021-2022 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent rendre compte de leurs activités, de leur conformité avec les directives sur l'éducation et de la mise en œuvre d'activités et d'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 réalisés pendant cette année scolaire, ainsi que les points à améliorer.

L'année 2021-2022 a, elle aussi, été marquée par l'incertitude. Des éclosions associées aux nouveaux variants de la COVID et les inondations printanières ont causé des fermetures d'écoles dans plusieurs collectivités. Dans les deux premiers mois de l'année scolaire, les écoles de collectivités comme Lutsel K'e ont connu de multiples fermetures. Le personnel de ces établissements a montré sa débrouillardise et sa détermination en passant à l'enseignement à distance, quand l'accès à Internet existait localement, et en créant des trousseaux d'apprentissage à domicile pour les élèves qui ne disposaient pas de cet accès. Ce scénario s'est répété à plusieurs reprises dans toutes nos collectivités pendant l'année scolaire.

Grâce aux leçons tirées des années précédentes, nous avons pu réagir plus efficacement aux caprices de la nature et aux autres situations nécessitant la fermeture de nos écoles. Le personnel était mieux préparé, plus souple, plus sensible, se préoccupait de la qualité de la connexion Internet de chaque élève, et entretenait le lien entre ce dernier et l'école pour faciliter les allers-retours entre les ouvertures et fermetures d'écoles.

Malgré la perturbation engendrée par la pandémie, le CSDSS s'est efforcé de garder le cap sur ses priorités (alphabétisation, enseignement des mathématiques et promotion de la responsabilité sociale) :

- Alphabétisation – Le pourcentage d'élèves qui lisent au niveau requis ou au-dessus selon les données collectées par l'école (stratégies d'évaluation globale de la lecture du programme CARS et données sur les évaluations sommatives et formatives) suggère que ces derniers réussissent bien. Étant donné la combinaison de la pandémie et des inondations, le test de rendement canadien (CAT-4) n'a pas été donné cette année, ni les tests de rendement de l'Alberta (AAT) ou ceux menant à des diplômes. Chaque école conserve son accompagnateur en alphabétisation et en enseignement, lui-même appuyé par nos deux vétérans coordonnateurs régionaux en alphabétisation. Nous nous sommes concentrés sur la division 1 et les classes de prématernelle et de maternelle dans l'implantation de systèmes améliorés d'alphabétisation, comme le programme Heggerty de sensibilisation à la phonétique et à la phonologie. Nous avons aussi employé systématiquement des stratégies comme les murs de mots et les cinq séances quotidiennes pour améliorer l'alphabétisme en bas âge. Actuellement 78 % des élèves et 89 % des employés sont capables de saluer et de répondre aux salutations dans la langue autochtone locale. Malgré les fermetures d'écoles, les résultats de sondages montrent que 91 % des parents (78 % ont répondu) étaient satisfaits de l'amélioration de leurs enfants en lecture.

- Enseignement des mathématiques : Nous avons poursuivi l'implantation du programme principal de mathématiques de la maternelle à la 9^e année du CSDSS. Chaque école a notamment nommé un chef d'équipe en mathématiques qui a travaillé de près avec le coordonnateur régional. Comme pour la lecture et l'écriture, les écoles ont continué à collecter les données et à employer les évaluations formatives et sommatives pour suivre et évaluer le progrès des élèves en l'absence de tests normalisés, comme les tests de rendement de l'Alberta, qui n'ont pas été donnés, vu les restrictions liées à la COVID-19. Les résultats des sondages indiquent aussi que 92 % des parents (78 % ont répondu) étaient satisfaits des progrès de leurs enfants en mathématiques en 2021-2022.
- Promotion de la responsabilité sociale : étant donné les fermetures d'écoles liées à la COVID, nous n'avons pas pu atteindre certaines de nos cibles dans le domaine, comme la hausse de l'assiduité des élèves et de la participation des parents. On a poursuivi l'enseignement intentionnel dans le domaine de l'apprentissage socioaffectif, les données indiquant que 80 % des élèves ont participé à au moins 15 leçons d'un programme recommandé. Plusieurs enseignants ont poursuivi leur formation en gestion du comportement des élèves et en apprentissage socioaffectif. Dans l'ensemble, 90 % des parents du Slave Sud ont participé à au moins un événement scolaire, certains à distance, en 2021-2022. Malheureusement, les restrictions liées à la pandémie et les fermetures d'écoles semblent avoir beaucoup influencé l'assiduité des élèves : (donnée à ajouter à la fin de l'été) des élèves du Slave Sud ayant assisté à au moins 90 % des jours de classe.

Les postes de spécialistes sont toujours aussi difficiles à pourvoir, particulièrement les postes d'enseignant en langue autochtone, d'enseignant en immersion française, d'enseignant de mathématiques et de sciences au deuxième cycle du secondaire, ainsi que les postes de coordonnateurs régionaux. Nous avons continué de financer et de former sur place des stagiaires en langues autochtones en 2021-2022. Nous avons tenté pendant la majeure partie de l'année de pourvoir le poste de coordonnateur à l'alphabétisation; n'y étant pas encore parvenus, nous avons dû nous rabattre sur le personnel présent, qui a dû ajouter cette tâche à ses fonctions habituelles. Ce poste n'a toujours pas été pourvu et nous revoyons nos plans de soutien dans ce domaine pour 2022-2023. De nouveaux titulaires occupent les postes de coordonnateur régional à l'éducation et aux langues autochtones et de coordonnateur régional à l'intégration scolaire depuis 2021 et sont maintenant bien installés.

Cette année, l'effectif a connu plusieurs changements. D'abord, nous avons embauché un nouveau surintendant (le précédent prenant sa retraite) pour avril 2022 et, le surintendant adjoint en poste ayant démissionné en janvier, nous avons pourvu son poste en avril 2022 aussi. Le contrôleur précédent prenant sa retraite, son poste a aussi dû être pourvu en septembre 2021. Finalement, en mars 2022, le coordonnateur aux relations publiques ayant annoncé sa démission, et le commis aux finances ayant annoncé sa retraite plus tard dans l'année, nous avons publié des offres d'emploi afin de pourvoir leurs postes.

Nous avons rendu hommage à nos employés lors de notre rencontre interne d'août 2021 et avons fêté leurs réalisations aux Territoires du Nord-Ouest. Le nombre et la portée des récompenses remises aux élèves sont trop grands pour être présentés ici. Toutefois, nous assistons aussi à la montée du nombre d'enfants présentant des vulnérabilités et des besoins complexes, alors que notre financement pour l'intégration scolaire diminue. En conséquence, les responsables de nos écoles ont demandé avec insistance du financement supplémentaire et obtenu 2,5 millions de dollars de plus en 2021-2022 au titre du principe de Jordan afin d'égaliser les chances pour les enfants qui présentent des besoins particuliers.

1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

The SSDEC was established in 1991, with a current mandate to provide a quality JK-12 education to approximately 1,300 students in the communities of Fort Smith, Hay River, Fort Resolution, Kátł'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 2021-22 representatives are as follows:

Fort Smith	Ann Pischinger (Chairperson)	3-year term (Oct 2024)
Fort Resolution	Bess Ann McKay (Vice-Chairperson)	2-year term (Dec 2023)
Hay River	Pennie Pokiak	3-year term (Oct 2024)
Kátł'odeeche	Crystal Sabourin	3-year term (Jun 2024)
Łutsel K'e	Iris Catholique	3-year term (Jun 2023)

Each member is elected by their respective DEA and the lengths of the member's term on the SSDEC coincides with the length of their terms on their respective DEA's as per the requirements of the Education Act and Regulations and the Local Authorities Elections Act. A member can be renewed on the SSDEC is if they are elected or appointed again to be on their respective DEA, and then their DEA chooses them again as their representative on the SSDEC.

The SSDEC is a legislated corporate body responsible for developing direction for the Division in keeping with the requirements of government legislation. GNWT legislation defines what school boards must and may do.

The SSDEC meets five times a year, with each of the five communities being the host for one of those meetings each year.

Key senior management positions are:

- Superintendent – Dr. Curtis Brown then Dr. Souhail Soujah (April start)
- Assistant Superintendent – Dr. Trudi Rowlands then Cora America (April start)
- Comptroller – Jamie Watts then Shawn Brace (October start)

The superintendent is the chief executive officer (CEO) of the SSDEC and fulfills roles under GNWT legislation including that of "Deputy Head" for the public service.

As per *Policy BHA – DEA Development*, in recognition of the commitment of Council to lifelong learning and continuous improvement, it is expected that all *District Education Authority* (DEA) representatives take opportunity for training and development activities to enhance their ability to effectively fulfill their governance responsibilities consistent with the foundational and philosophical commitments of the *South Slave Divisional Education Council* (SSDEC).

The SSDEC identifies potential DEA development workshops to assist trustees in improving their skills as representatives on an education governing body. New DEA members are expected to review the local DEA policies, SSDEC policies, and the workshops available to DEAs as listed in the SSDEC's *DEA*

Development Workshops document, along with any other relevant documents pertinent to the operation of the DEA.

A *'New Member Orientation'* workshop is mandatory for all new DEA members and includes an overview of the function, foundational policies, and key priorities of the SSDEC, and a clarification of DEA, member, and partner roles and responsibilities. The orientation takes place no more than two months after a DEA election or appointment process.

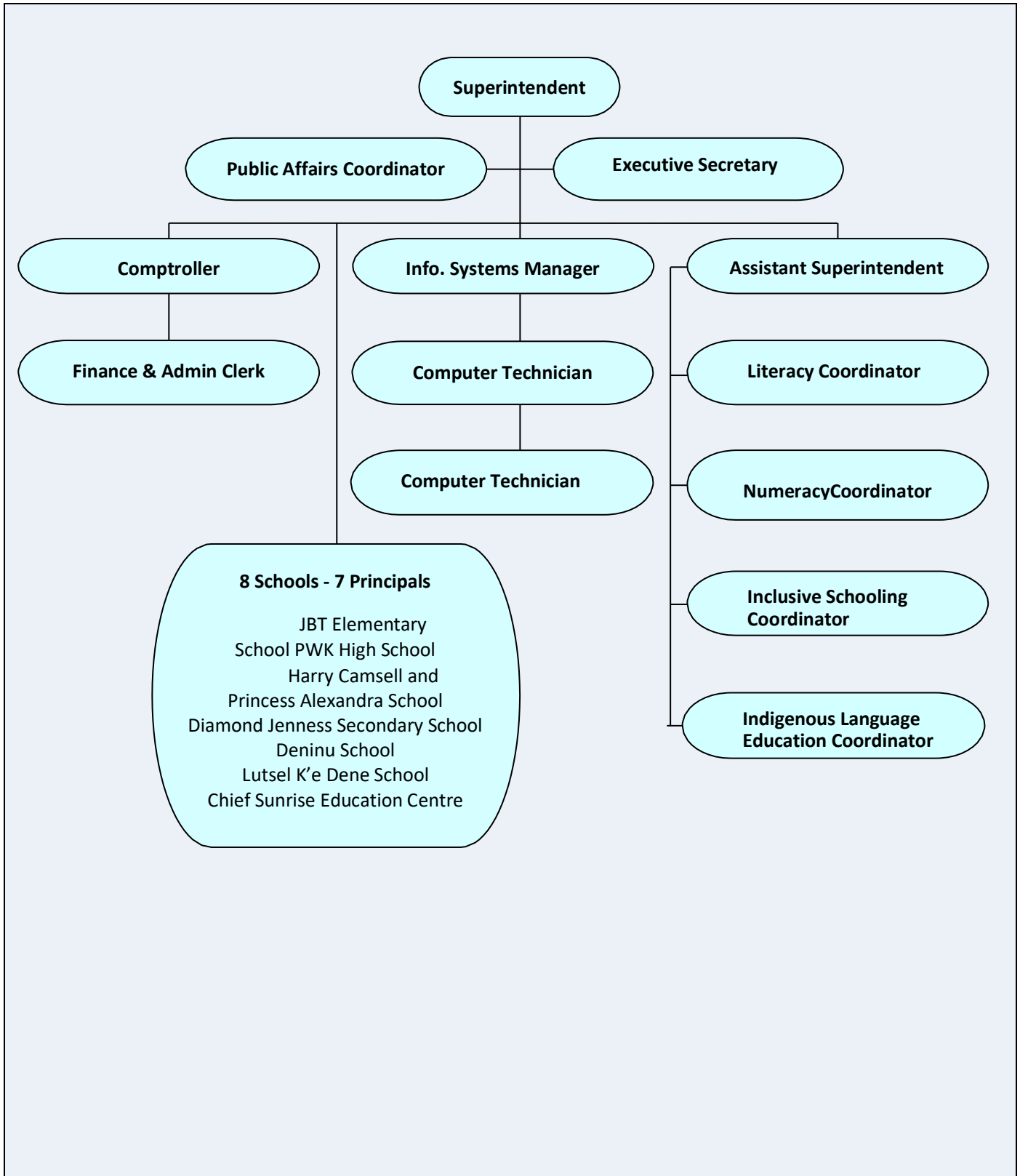
The *Formula Funding* and *Staffing* workshops are highly recommended for new DEA members. Other workshops include, but are not limited to: *Policy Development, Leadership for Literacy, Community Education Planning, Implications of the Education Act, Harassment Awareness Workshop, Fundraising, Partnerships, Providing Support for Teachers, Finance for Trustees (Finance for Non-Financial Managers), Successful Meetings, Lobbying, School Calendars, Public Relations and Communication, Inclusive Schooling, Graduation Requirements, Planning Local Programs, and Codes of Conduct.*

SSDEC staff provide these workshops at the DEAs' request (free of cost) and will refer DEAs to Department staff or contractors (at a cost) when their identified needs are beyond the scope of the SSDEC staffs' expertise. Where possible, the SSDEC will tailor or develop workshops to meet the DEAs' current needs.

DEC members are encouraged to explore additional governance training opportunities, such as through attending conferences or inviting experts to host multi-day workshops (at a cost to the SSDEC).

B. Functional Organizational Chart

The following table details the functional organization of the Education Body:



C. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
New Member roles and Responsibilities	Superintendent	DEA	Fort Smith (within 2 months of election)	YES	
New Member roles and Responsibilities	Superintendent	DEA	Lutsel K'e (within 2 months of election)	NO	Postponed due to the pandemic
Formula Funding	Superintendent	DEA	Upon request	NO	Not requested
Staffing	Superintendent	DEA	Upon request	NO	
Policy Development	Superintendent	DEA	Upon request	NO	
Leadership for Literacy	Superintendent	DEA	Upon request	NO	
Community Education Planning	Superintendent	DEA	Upon request	NO	
Education Act	Superintendent	DEA	Upon request	NO	
Finance for Trustees	Comptroller	DEA	Upon request	NO	
Successful Meetings	Superintendent	DEA	Upon request	NO	
Lobbying	Superintendent	DEA	Upon request	NO	
School Calendar Development	Superintendent	DEA	Upon request	NO	
PR &	Superintendent	DEA	Upon request	NO	

Communications	/Public Affairs Coordinator				
Graduation Requirements	Superintendent	DEA	Upon request	NO	
Code of Conduct	Superintendent	DEA	Upon request	NO	

D. Education Body Meetings

According to section 109 of the *Education Act*, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
September 2021	Kát’odeeche – video-conference	YES – ZOOM	
November 2021	Hay River	YES – ZOOM	
January 2022	Fort Smith	YES – ZOOM	
April 2022	Fort Resolution	YES, but moved to Fort Smith	
June 2022	Łutsel K’e	YES, but moved to Hay River	

E. School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Total Number of Schools in District	8	Total Anticipated Student Head Count	1200 (FTE)
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School Name	Community	Grades Offered	Programming Highlights
Joseph Burr Tyrrell Elementary School (JBT)	Fort Smith	JK-6	<ul style="list-style-type: none"> ● Single-grade, split-grade & multi-grade classes ● Chipewyan ● Cree ● Core French ● French Immersion
Paul William Kaeser High School (PWK)	Fort Smith	7-12	<ul style="list-style-type: none"> ● Single-grade & split-grade classes ● Chipewyan ● Cree ● Core French ● French Immersion (7-9) ● Phoenix School Program (10-12) ● Trailcross (group home) class
Harry Camsell School (HCS)	Hay River	JK-3	<ul style="list-style-type: none"> ● Single-grade & split-grade classes ● 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 Secondary School (DJSS)	Hay River	8-12	<ul style="list-style-type: none"> ● Single-grade, split-grade & multi-grade classes ● Dene Yatie

			<ul style="list-style-type: none"> ● Post-Intensive French (8-10)
Deninu School (DS)	Fort Resolution	JK-12	<ul style="list-style-type: none"> ● Multi-grade classes ● Chipewyan ● Northern Distance Learning
Łutselk'e Dene School (LDS)	Łutselk'e	JK-12	<ul style="list-style-type: none"> ● Multi-grade classes ● Chipewyan ● Northern Distance Learning
Chief Sunrise Education Centre (CSEC)	Kát'odeeche FN (Hay River Reserve)	JK-12	<ul style="list-style-type: none"> ● Multi-grade classes ● Dene Yatie ● Self Regulation ● Self-paced Secondary programming ● Increased Levelled Literacy Intervention (LLI)

F. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (*% of students on a Regular Education Program (REP) with a Student Support Plan (SSP) for Accommodations, % of students on a Modified Education Program (MEP) with an SSP for Modifications, and % of students on an Individualized Education Program (IEP)*), and other noteworthy demographics.

The 5 communities of the South Slave encompass the following language groups:

- Chipewyan
- Cree
- 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 48%
- Metis 22%
- Inuit 10%
- Other 20%

Hay River (English, French, Dene Yatie) (68% Indigenous)

- Dene 35%
- Metis 27%
- Inuit 6%
- Other 32%

Kát'odeeche (English, Dene Yatie) (100% Indigenous)

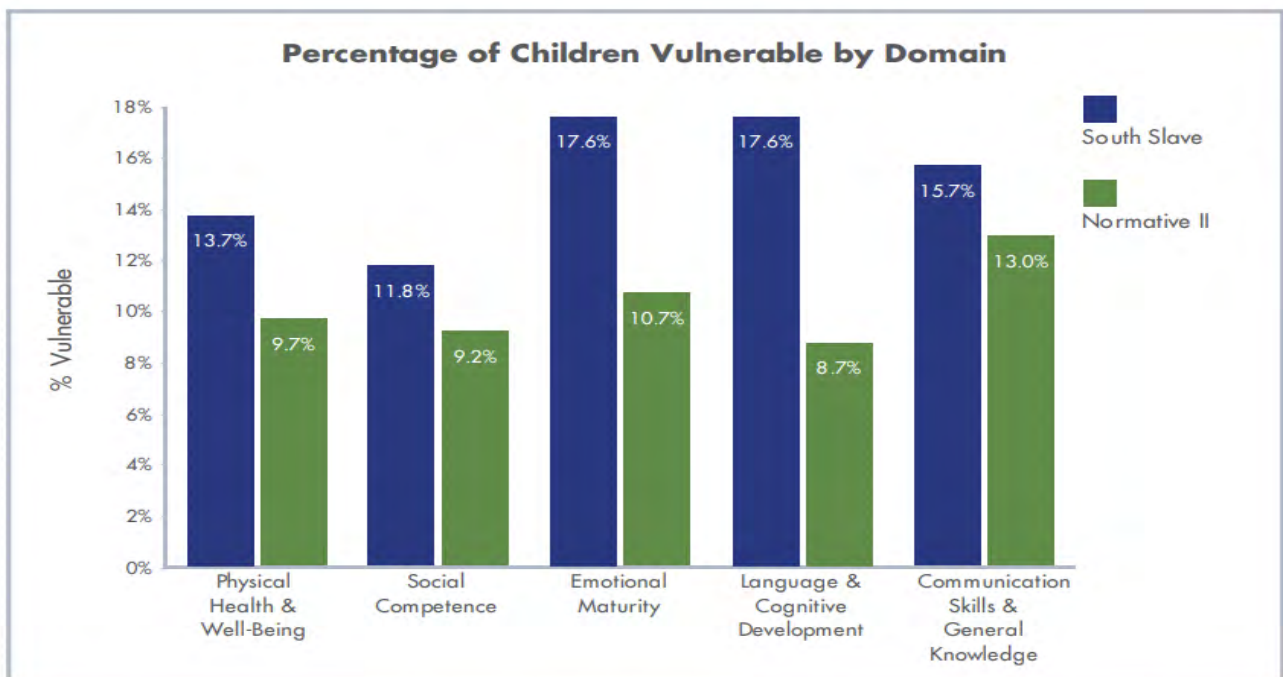
- Dene 94%
- Metis 6%

Lutselk'e (Chipewyan, English) (100% Indigenous)

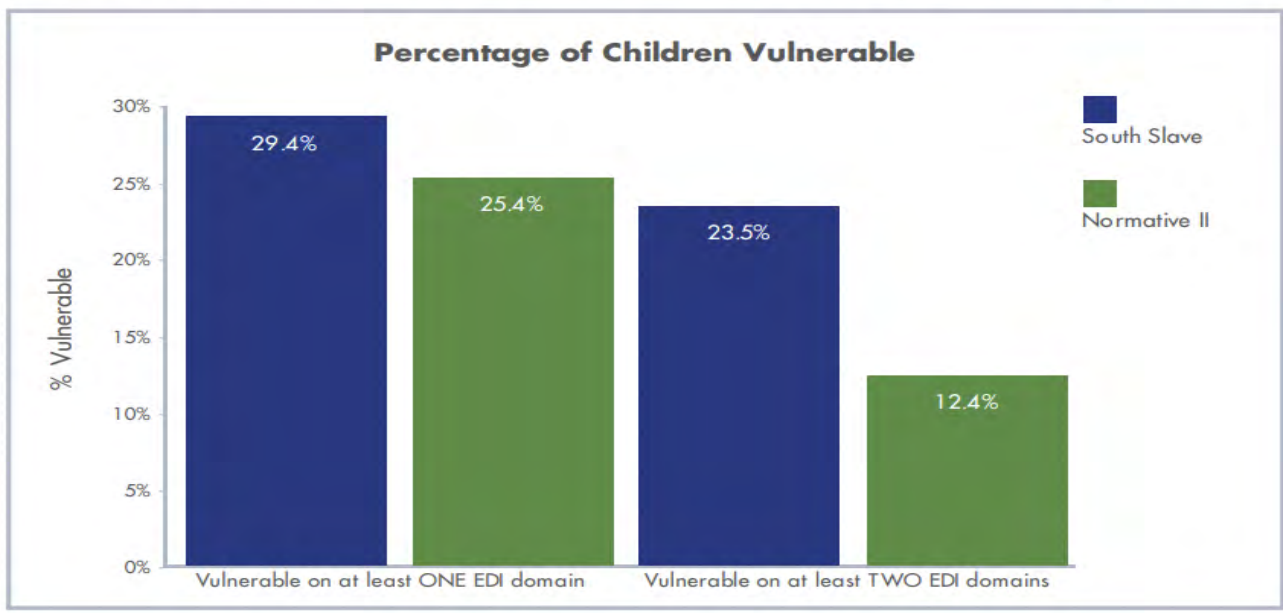
- Dene 100%

Based on previous data we anticipate that 35% of our students will be on Student Support Plans (20% accommodated, 15% modified) and 1% on Individual Education Plans.

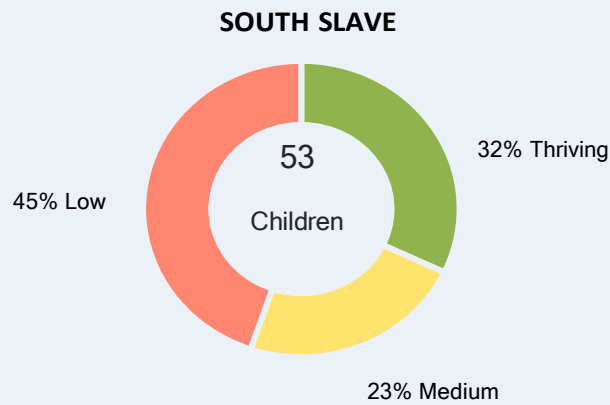
Early Development Instrument (EDI) Results for SSDEC & NWT Percentage of Children (5 year olds) Vulnerable at least ONE or TWO domains (School Year 2020/21) (Taken from the Summary Report: Kindergarten Students in the Northwest Territories South Slave Divisional Education Council School year 2020/2021)



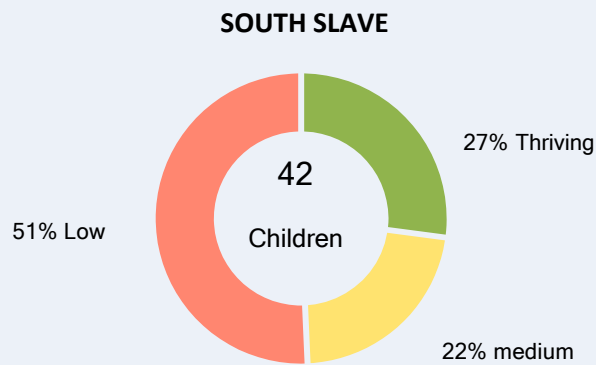
The graph below illustrates South Slave 2020/2021 results for the percentage of children vulnerable on at least one and at least two domains compared to the Normative II population.



Middle Years Development Index (MDI) - Well-Being Index Results for Grade 4 Students in SSDEC (School Year 2021/22)



Middle Years Development Index (MDI) - Well-Being Index Results for Grade 7 Students in SSDEC (School Year 2021/2022)



G. Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention, including any anticipated concerns related to the COVID-19 pandemic.

The South Slave has a relatively stable teacher population, with many dedicated long-term teachers. Our approved PY staffing for 2021 – 2022 is 150.55 FTE. The average length of employment in our region as at May 31, 2021 is 7.73 years. Staff recruitment has resulted in 10 new teaching, consultant and senior admin staff joining the SSDEC along with a further 9 Support Assistants joining the team. As well, 35.4% of our teachers have 12 or more years of experience, and the percentage of teachers from the NWT (born here or having lived more than half their life here) is currently 26%.

Issues/concerns with teacher recruitment include a recent trend of receiving less applicants in general for all competitions, and for the 2021/2022 year, the current pandemic restrictions may result in a higher turn over rate and more difficulty in securing excellent candidates. In addition, it is becoming increasingly difficult to find quality candidates in specialty areas such as Indigenous Languages, Sr. Math/Sciences and French Immersion. In addressing the difficulty of staffing ILE positions, our division has been proactive in pursuing and prioritizing funding for internship placements to train replacement instructors in the Indigenous Languages. We also anticipate a high number of retirements in the next 3-5 years – this will have a significant impact on transition planning for leadership positions.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals</p> <p>In addition to Council setting targets each year in relation to these goals, SSDEC Policy AE – <i>Key Priorities</i> solidifies literacy, including numeracy, as priorities for the foreseeable future.</p>	<p>To improve student success in <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 OCHP approved school re-entry plans. These were reviewed prior to school start up and throughout to ensure ongoing awareness of safety processes and procedures such as correct mask wearing, hand hygiene, physical distancing.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with the 5 Shared Priorities.	100%	100%	
<i>Literacy</i>			
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 Achievement Test</i> (CAT-4 Western and Northern Canada norm)	20%	N/A	Tests were not written due to Covid-19 absences and restrictions
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%	N/A	Tests were not written due to Covid-19 absences and restrictions
Percentage of SSDEC trustees, staff, and students who will be able to engage and respond to greetings, express a word of appreciation, and use at least three more phrases of salutation/ thanks in the local Indigenous language(s) – [8 phrases in total]	80%	78% students 89% staff	
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%	93%	with a 78% response rate
Percentage of parents who say they are satisfied with their child's growth as a reader (with 80% or better survey response rate)	90%	91%	with a 78% response rate
Numeracy			
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%	N/A	Tests were not written due to Covid-19 absences and restrictions
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%	N/A	Tests were not written due to Covid-19 absences and restrictions
Percentage of parents who say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in math (with 80% or better survey response rate)	90%	91%	with a 78% response rate

<p>Percentage of parents who say they are satisfied with their child’s growth in math (with 80% or better survey response rate)</p>	<p>90%</p>	<p>92%</p>	<p>with a 78% response rate</p>
<p><i>Socially Responsible Behaviour</i></p>			
<p>Percentage of K-10 students participating in at least 15 lessons (or 10 hours of instruction) of a social responsibility program such as:</p> <ul style="list-style-type: none"> ● Incredible Flexible You (ages 4-7), ● Zones of Regulation (K-3), ● MindsUp (preK-8) ● Second Step (K-9), ● Mindful Schools (K-adolescent) ● Superflex (3), ● Fourth R (7-9), ● Healthy Relationship Plus (7-11), or ● Leadership and Resiliency Program (7-12) 	<p>85%</p>	<p>80%</p>	<p>A few schools were not able to meet the target due to the number of school closure days</p>
<p>Percentage increase in students achieving at least 90% attendance</p> <p><i>Council recognizes that the achievement of this target is a shared responsibility with parents, students and DEA’s.</i></p>	<p>45%</p>		
<p>Percentage of parents who participate in at least one of:</p> <ul style="list-style-type: none"> ● Community Education Planning days, ● 3-Way Student-Parent-Teacher Conferences, and/or ● Parent workshops (getting information or giving input) <p><i>Council recognizes that the achievement of this target is a shared responsibility with parents, students and DEA’s.</i></p>	<p>85%</p>	<p>90%</p>	
<p>Areas of Strength for the region</p>	<p>The SSDEC remains committed to the three identified priorities of Literacy, Numeracy and Social Responsibility and setting targets for improvement. This helps to ensure an agreed focus for improvement and greater likelihood of alignment of efforts and achievement of results.</p>		

	<p>Further, the 2021-22 Operating Plan, and this Annual Report, were pulled together in collaboration with school principals so as to ensure clarity of expectations, commitment to implementation, and celebration of results.</p> <p>Despite the pandemic and the inability to collect some critical pieces of data needed to determine progress and improvement, as can be seen above, most measurable targets were met and exceeded.</p> <p>All schools modelled good Covid-19 OHS and wellness protocols and minimized downtime to increase direct instruction for students while keeping all staff and students safe. Principals set high expectations for health and safety and maintained these with vigilance and composure often in the face of push back.</p>
<p>Areas for Development for the region</p>	<p>With no standardized testing in 2020-21 and again in 2021-22, due to the pandemic, new baseline data will need to be collected in the fall of 2022-23. In addition to the more valuable teacher formative assessments that occur every day in class and in teacher prepared assessments, the CAT4 testing will resume and again provide comparisons to the national standards, and from year to year, as well as information for instructional purposes and intervention decisions to increase achievement and minimize gaps in learning.</p>
<p>Additional Comments for the region</p>	<p>Having 2 years of Covid-19 restrictions, numerous school closings, and no standardized testing has proved difficult to gather systemic data and maintain momentum. Recent retirements of the senior leadership team provide further opportunity for a fresh start.</p>

B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year.</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 – <i>School Community Education Plans</i> requires that schools plan two Community Education Planning (CEP) days per year (dates submitted to Board Office when calendars are developed). Students, parent/guardians, and community groups are encouraged to participate and provide feedback on current programming and to suggest future areas of focus. Agendas (including any survey instruments) are developed by the principal and approved by the Superintendent prior to the planning days.</p> <p>The resulting plans, along with the school’s <i>Focus & Alignment</i> document is updated and submitted to the Superintendent bi-annually. The latter summarizes each schools’ data in relation to regional goals and allows for the setting of school specific targets in relation to the regional targets.</p> <p>Our Community Education Planning structure and our Social Responsibility priority, contributes to the Departmental priorities, strengthening School-Community relationships and Student Wellness.</p> <p>Our Regional goals/targets and our comprehensive Literacy and Numeracy initiatives, in particular, support effective implementation of the K-12 curricula in all our schools. Our collaborative work to establish effective Professional Learning Communities directly supports our commitment to Quality Education and Educator Wellness.</p> <p>Our engagement in systemic assessment (AAT’s, CAT-4, Whole School Writes, Diploma Exams) and analysis, and providing regular reporting to our respective education governing bodies (SSDEC and DEAs) promotes our commitment to accountability.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	
Areas of Strength for the region	<p>Despite the pandemic, most schools still sought to engage community and wider stakeholders in education planning.</p> <p>Mandatory 2 day expectations have been set regionally and all schools set aside these days in their 2021-22 calendars to provide for intentional improvement planning in their communities.</p> <p>The bi-annual reporting process is an additional accountability measure that kept all schools on track with goals set out and attainment thereof. The SSDEC senior administration connected with school principals to discuss progress and provide feedback through regular principals' meetings and one-on-one meetings to identify next steps. Schools collected data specific to the school and regional targets, using consistent data collection tools including a Focus and Alignment document which Principals reviewed with their staff and regional administrators to ensure they remained on track to achieve their goals and targets set forth.</p>		
Areas for Development for the region	<p>Standardised testing and benchmarking remain a focus now that Covid Restrictions are minimizing. Re-establishing the baseline data and using this norm referenced data will support further decision making as a region to enhance teaching and learning.</p>		
Additional Comments for the region	<p>The pandemic made in-person, large group gatherings restrictive, but most schools were innovative in providing ZOOM access, surveys and links to shared documents to gather input.</p>		

C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region's approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Annual School Reviews.</p>	<p>The Superintendent and the Assistant Superintendent, conduct two school visits per year, observing/meeting with each teacher and meeting with each school's Leadership Team. Instructional/Programming strengths and stretches are discussed and the school's progress on their Focus and Alignment/Community Education Plan (school improvement plan) is reviewed.</p> <p>In addition, after systemic assessments (AAT's, CAT-4, and Diploma Exams), school teams are asked to analyse results, identify trends and propose instructional foci to address any issues (this was a challenge in the 2020/2021 pandemic year as many of these assessments were not undertaken due to OCPHO restrictions). In the area of Literacy, teachers are asked to maintain monthly Classroom Assessment Records (CARS) and these are reviewed by School Leadership and submitted to the Board every two months.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which Annual Reviews are completed.	100%	100%	
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region	<p>School reviews were conducted by leveraging formative Zoom meetings and school visits including meetings with teachers, and technology (target tracking), Making our Work share site for exemplary lessons (one per teacher per year), etc. to ensure staff and schools remained accountable for excellence in education, even in the face of Covid restrictions.</p> <p>Program Support Teachers (programming for students with unique needs) and Instructional coaches (job embedded PD support for teachers) worked daily with staff and students to maximize quality of teaching and learning.</p>		

	<p>Staff and student relations have always been a strength in South Slave schools and this contributes to the ability of staff to retain students and grade level expectations.</p> <p>A more diligent focus on diversity, equity and inclusivity (DEI) occurred more this year than in the past with the Assistant Superintendent developing and delivering DEI and trauma-based education workshops on requests of schools and regional committees.</p> <p>Principals have shown strong leadership to ensure their Community Education Plan (CEPs) and Focus and Alignment (baseline, targets and actual data) planning was in line with Council priorities and regional expectations – often going above and beyond expectations. This is not surprising given that two of our eight principals have already been recognized as <i>Canadian Outstanding Principals (The Learning Partnership)</i>.</p> <p>Our region promotes the Professional Learning Community (PLC) principles and our schools have all developed strong Collaborative Learning Teams (CLTs). Their work in identifying Essential Learning Outcomes and creating Collaborative Common Assessments was enhanced by the in-service in August 2021 and will be a continued focus in 2022-23.</p>
<p>Areas for Development for the region</p>	<p>Deeper, more meaningful analysis of the Classroom Assessments Records (CARs) data will be important to drive instruction and intervention dialogue at the school level.</p> <p>While our Region has also made significant progress in the area of Indigenizing Education K-9, we are still in the process of determining the best combination of process/content and measures for assessing our Indigenous languages programs and Indigenization our senior courses. We will be working closely with and taking the lead from our RILE and ILE team for advice to keep growing with authenticity and intentionality for our schools and students.</p> <p>We need a better social-emotional learning target – one that measures student outcomes as opposed to inputs (number of lessons taught).</p>
<p>Additional Comments for the region</p>	<p>Covid 19 restrictions limited face to face interactions at times and as a region we look forward to more on-site, personal connection and interactions with schools and staff.</p>

D. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following tables detail the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations.</p>	<p>The regional office tracks (for each school) those staff members who are up for evaluation each year. This list is confirmed with the principals at the beginning of the school year. All UNW and Excluded employees are evaluated using ePerformance every year, while NWTTA staff are evaluated per the required schedules and in tandem with their submitted and approved Professional Growth plans. All staff also identify, in consult and with supervisor approval, annual improvement goals, whether or not they are undergoing formal evaluation that year, to ensure ongoing coaching, mentorship and support of all staff. Each principals’ mid-year and year-end checklists reference how many of the required evaluations are completed.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	24	24	
Number of principals and assistant principals formally evaluated in the school year.	5	2	JBT Principal, DJSS Vice Principal Number of evaluations completed were affected by school closures due to Covid outbreaks.
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	3	3	
Number of Superintendents formally evaluated in the school year.	0	0	
Areas of Strength for the region	Each school principal was provided a staff list in the fall that showed when each staff member was last evaluated, and who was due for growth plan and evaluations this year. This helped to ensure that principals were clear on staff		

	<p>evaluation expectations for 2021-22. As a result, our staff evaluation completion rates have been high each year as evidenced in <i>GNWT Public Service Annual Reports</i>.</p> <p>Principals worked closely with leadership teams and instructional coaches to support and mentor staff. There is a strong focus on evidence-informed approaches to instruction – such as the use of the Gradual Release of Responsibility model (Fisher and Frey) and the intentional implementation of Guided Reading and A/B Partner talk in line with regional expectations.</p> <p>Schools across the region use a consistent approach to mentorship and support, and in this way, create cohesion in the evaluation process, which includes classroom walk throughs, formal observations, dialogues and job-embedded PD as needed with the support of the PST and Coach.</p> <p>The formal PLC process and use of STIP time has been successful and helped to drive ahead both school identified priorities as well as regional priorities.</p> <p>The provision of the classroom observation checklist continues to be a good tool for use as it clearly defines parameters for evidence-based expectations and provides a platform for professional conversations.</p>
<p>Areas for Development for the region</p>	<p>The lack of a regional Literacy Coordinator in 2021-22 has hampered our efforts to bring our new Coaches and teachers up to speed with evidence-based practices in the classroom. This will be an area for further focus.</p>
<p>Additional Comments for the region</p>	<p>Covid 19 and the restrictions to bubbles and class numbers meant that due to class sizes, many walkthroughs were restricted. The on-site visits by senior administration were conducted virtually in most schools and so much of the in class feel and observations were out of view.</p>

E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region’s training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year.</p>	<p>The The SSDEC’s annual regional 2-day in-service gives educators a chance to gather and reflect on the past year’s success, confirm and reinforce evidence-based initiatives, and engage in professional learning activities to prepare for the upcoming school year. For 2021/ 2022 the focus is on Collaborative Common Assessments (How will we know if students have learned?) and Katie White has been contracted to facilitate our collaborative learning teams on these days in August 2021.</p> <p>Over the past ten years of the Leadership for Literacy (L4L) initiative, we have added many research-based practices that has benefited our students and staff in their learning. We are endeavouring to refocus on deeper implementation of the cornerstones of our initiative, and make sure that we are not “a mile wide and an inch deep”. In light of funding reductions and plateauing results, Schmoker (Focus 2017) reminds us to do less but do it better (coherence). Utilizing the collaborative time, available through STIP, schools will be going deeper with PLCs to ensure teachers hone in on ELOs and know how to collaboratively assess and analyze results to inform instruction and interventions for improved results. We are also reinvigorating strategies that brought forth the greatest impact on results earlier on in the award-winning L4L initiative, such as Balanced Literacy (inc. guided reading), SmartLearning (evidence-based instructional process that works in all grade levels), and Reading Apprenticeship. A focus on developing phonological awareness in the JK-2 division using the work of Heggerty is being explored.</p>
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	<p>We are reminded of four key questions to help us all focus individually and in collaboration (professional learning communities):</p> <ol style="list-style-type: none"> 1) What do we want students to learn? 2) How will we know if students have learned it? 3) What will we do if students haven't learned it? 4) What will we do if they have already learned it? <p>Regional PD (to select groups) will primarily focus in the following areas:</p> <ul style="list-style-type: none"> • Collaborative Learning Teams (Common Assessments), • Literacy, • Numeracy, • Indigenous Languages, Indigenizing Education, • Trauma Sensitive Schools, • Program Support/Inclusive Schooling, • STEM (Science/Technology/Engineering/Math), and • Leadership <p>Due to the current Covid-19 pandemic, greater supports and focus may be needed to enhance social and emotional learning as one of our divisional priorities, and regional staff who have expertise and skills in these areas will make themselves available to support all schools at the request of the principal/DEAs.</p> <p>The 2.5 Administration Days are planned by the individual schools and generally focus on school start-up, semester transition, and year-end training and tasks.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on shared priorities	100%	100%	
Number of administration days dedicated to training and in-service.	2.5	2.5	
% of collaborative STIP time dedicated to regional priorities	100%	100%	

Number of schools which implemented STIP as per the Ministerial Directive	100%	100%	
Areas of Strength for the region	<p>Frequent and regularly scheduled Collaborative STIP time enabled our staff to continue their work in determining Essential Learning Outcomes and developing Common Collaborative Assessments. We have begun to see Regional Teams form to work on common areas and to share on a wider basis.</p> <p>Our two Regional In-service days at the beginning of the year were facilitated by Katie White at the helm. This work was centered around Collaborative Common Assessments and served to promote a focussed, common approach to each school's PLC work for the year, as well as serving to energize our staff and to provide opportunities for ongoing Regional sharing. This regional sharing was followed up in February 2022 with a presentation on Teacher Clarity around assessment with Vince Bustamante.</p> <p>Schools were offered additional regional funding to continue school-based inservicing with Katie White, Ainsley Rose, Vince Bustamante or Dorie Hanson through the remainder of the 2021-22 school year in line with regional expectations.</p>		
Areas for Development for the region	<p>The development of common collaborative assessments remains a priority as does the need to develop a common vocabulary across all schools in the region for cementing teacher clarity. This common language will also support PLC and STIP collaboration moving forward.</p> <p>Kevin Lamoureux (truth and reconciliation guru from University of Winnipeg), and Leyton Schnellert (inclusive schooling guru from UBC) will be presenting keynotes at the SSDEC inservice in August 2022, as the theme for the two days is <i>Equity and Inclusion</i>.</p>		
Additional Comments for the region	<p>Face to face PD continues to be a challenge but this is expected to lessen as the Covid restrictions decrease. Leveraging ZOOM and webinars has created a sense of ZOOM fatigue and staff are tired of this medium, longing for in-person interactions again.</p>		

F. Literacy Coordinators

Literacy and instructional 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 <i>(PY)</i>	Education Body Contributed <i>(PY)</i>	Total Budgeted <i>(Allocated + Contributed = PY)</i>	Explanation if not 1.0 or 0.5 <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for Difference <i>(if applicable)</i>
0.50	0.5	1.0		0	There were no suitable applicants for the position. The position continues to be advertised as open until filled. Regional office purchased the part time services of two current Literacy Coaches within the region to have spending authority, lead regional Coaches meetings and provide support upon request of schools and other school coaches.

** 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.*

The following tables detail the region’s role of their Literacy Coordinator, the relevance of the position to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year.	The Regional Literacy Coordinator’s role will be to continue to mentor and support the in-school instructional/literacy coaches, and administrators, who provide ongoing job-embedded professional development and support to teachers learning and mastering the implementation of evidence-based instructional practices. They will provide intensive training to school coaches in how to instruct and assess reading achievement and how best to coach and support teachers in the classroom.
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	<p>School Principals set high expectations for staff to keep up with current research to function with flexibility in their diverse environments. The Principals also receive training, from the Regional Literacy Coordinator, so that are aware of what they should be observing in classrooms and what their Coaches should be doing.</p> <p>Pandemic related duty travel limitations will likely result in less in-person support and more video-conferencing support in 2020-21.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes	Yes	
Areas of Strength for the region	<p>The SSDEC's <i>Leadership for Literacy Framework and Guidelines</i> continued to provide a foundation for the focus of our region and schools, aligned with the Council's targets for improvement.</p> <p>Our strong cadre of school-based instructional coaches, one in each school, continued to support our teachers and maintain effective instruction and assessment in our Division, even while not at full-strength.</p>		
Areas for Development for the region	<p>Being unable to staff the position has meant we have been "band aiding" the position and schools support with help from a few exemplary school-based coaches. While they have done a stellar job, there is a definite need for a full time, focused coordinator to undertake the time and energy this role demands in support of schools and instructional coaches.</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<p>School-based on-site interactions and travel restrictions for much of 2021/2022 made it hard to offer support in schools/classrooms for most of the past two years, however ZOOM was used for meetings and inservices to good effect in offering support to schools across the region.</p>		

G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation.</p>	<p>The SSDEC recognizes that nutrition plays an integral role in supporting student learning. On a routine basis our schools offer a combination of programs (see individual school details below) that offer sugar-free, unprocessed food most of the time. Schools also offer one-off/special activities where this may not always be the case, like hot dog days and other celebratory activities. It also depends on the availability of food in the community that meet these criteria.</p> <p>Snack programs tend to be universal (available to all students), while breakfast and lunch programs are smaller in nature (open to all but offered before school and during lunch break so there is less participation).</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, <i>if applicable</i> .	n/a	100%	New SSDEC Policy EFA - <i>Healthy Foods and Nutrition</i> established by Council motion at third and final reading in November 2021
Areas of Strength for the region	In addition to the establishment of a regional policy, all schools had at a minimum a daily universal snack program, while most schools also offered smaller scale breakfast, lunch and/or on-demand snacks as well. During school closures schools partnered with outside organizations to maintain food security.		
Areas for Development for the region	Continue to promote awareness of healthy foods and participate in campaigns such as Drop the Pop, etc.		
Additional Comments for the region	Schools reopening plans required pre-packaged servings and other COVID restrictions since 2019. These restrictions are expected to be removed for 2022-23 and beyond.		

School Name	Type of food program(s) offered in each school <i>(Breakfast, Lunch, Snack, etc.)</i>	Days per week program is offered in each school <i>(Monday - Friday)</i>	Average number of children / youth served daily	Criteria for participation <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
JBT	Snack	Daily (8/10 months)	280	Open to all students	Y	
PWK	Breakfast Lunch Snack/Open Cupboard	Daily (all year)	Breakfast - 60 Lunch - 30 Snack - 60	Open to all students	N	Breakfast was pre-packaged & self-contained Lunch resumed in April (after Covid)
HC	Breakfast Snack Lunch	Daily (all year)	Breakfast - 10 Snack - 160 Lunch - 20	Breakfast (on demand) Lunch (on demand)	Y	
PA	Breakfast Snack Lunch	Daily (all year)	Breakfast - 10 Snack - 155 Lunch - 20	Breakfast (on demand) Lunch (on demand)	Y	
DJSS	Breakfast Snack Lunch Care Package Open Cupboard After School	Breakfast - daily Snack - daily Lunch - 3/week Care Package - as required Open Cupboard - daily After School - 3/week	Breakfast - 35 Snack - 60 Lunch - 50 Care Package - 2/3 Open Cupboard - 10 After School - 25	Donations accepted	Y	
DN	Breakfast Snack	Daily (all year)	Breakfast - 25 Snack - 70	Open to all students	Y	
LKDS	Breakfast Snack	Daily (all year)	Breakfast - 25-30 Snack - 50	Open to all students	Y	
CSEC	Breakfast Snack	Daily (all year)	40	Everyone welcome	Y	

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development.

SSI Project Proposal Summary	The SSDEC SSI proposal continues to be based on the Council priorities of literacy, numeracy, and social responsibility. Each school has been provided an opportunity to submit an action research proposal, that promises to bring about improved outcomes, for matching portions of the available SSI funds, that are further topped up with reallocation of regional SSDEC funding. We continue to measure the improvement in reading and numeracy proficiency of students, as well as the perceptions of parental satisfaction with their children's growth in reading and numeracy. The implementation process involves regional and school PLC Collaborative Learning Teams, setting and reflecting on measurable improvement goals and SMART targets, collecting and using performance data to determine appropriate and timely interventions and/or enrichment, and professional learning aligned with current research. All SSDEC stakeholders (Council, Superintendent, Principals, Coordinators, school-based Program Support Teachers and Instructional Coaches, teachers, support assistants, parents and students) are expected to be involved in the project.
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of teaching staff from across the region that participate in SSI PD activities.	100%	100%	
% of support staff from across the region that participate in SSI PD activities.	100%	100%	
Areas of Strength	All schools had SSI proposals that included improving BOTH Numeracy and Literacy results. Reporting on the projects and tracking interventions related to these has provided systemic data to enhance services to students. Very strong, focussed, alignment of goals at all levels.		
Areas for Development	Maintain existing SSI funding incentives and related action research		

Additional Comments	The SSDEC's Leadership for Literacy initiative focussed on literacy and numeracy is aligned with the Council's targets and remain the priority, and the SSI initiative is aligned accordingly.
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Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? <i>(Yes/No)</i>	If No, why not?
JBT: Improving Numeracy Intervention on the Essentials	2021 - 2022	YES	
PWK: Closing the Gap: Maximizing Jr. High to Sr. High transition success through targeted student & staff support at grades 7-9	2020 - 2023	YES	
HC: Intervention Program Support	2021 - 2024	YES	
PA: Intervention Program Support	2021 - 2024	YES	
DJSS: Powerful Guided Reading	2021 - 2022	YES	
DN: Numeracy Intervention	2018 - 2022 (4 th yr)	YES	
LKDS: Improving Literacy and Numeracy	2021 - 2023	YES	
CSEC: Numeracy -Filling the Gaps	2021 - 2024	YES	

I. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2021-2022	2022-2023	2023-2024
CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA	BDEC SSDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	Use of the CLEVR system has been more seamless this year and in using the system, the feedback from ECE has been able to be actioned and implemented immediately. Principals received on-the-job training and/or refreshers in Sept. 2021. Schools across our region have shared exceptional safety plans highlighting that student physical, mental, emotional, social and psychological safety is a priority for every school.		
Areas for Development for the region	Continue to train new staff in various safety programs, procedures and OHS matters. Ensure all staff are aware of the school and SSDEC policies on bullying and reporting.		
Additional Comments for the region	The SSDEC's Policy IFC – <i>Safe and Caring Schools</i> was developed in collaboration and passed at final reading in February 2022. The GNWT/ECE is encouraged to consider development of a <i>Violence Threat Risk Assessment (VTRA) Protocol</i> similar to that in the Yukon.		

J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region’s approach for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to integration of evidence-based healthy relationship programming.	<p>As part of Council’s targets in Social Responsibility, all schools are required to provide a minimum of 15 lessons (or 10 hours). The majority of schools integrate this programming into Health and CALM classes.</p> <p>With the current pandemic situation, the need for social emotional learning, mental health supports, empathy and resiliency have been noted. Additional Regional PD is planned and will be delivered by regional staff on Principal/ DEA request to schools and parent communities as needed.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	25%	25%	
% of schools with grade 4-6 students offering LEADS.	25%	25%	
% of schools with grade 7-9 students offering the Fourth R.	75%	75%	
% of schools with grade 10-11 students offering HRPP.	50%	50%	
Areas of Strength for the region	Most of our schools successfully delivered a minimum of 15 lessons/10 hours of social emotional learning (SEL) programming to our students, despite the school closures. All schools eagerly accepted training offers to attend a variety of SEL training programs.		
Areas for Development for the region	We are piloting the <i>OurSchools</i> (aka Tell Them From Me) student surveys next year to gather student perceptions and baseline data – to see how students are doing socially and emotionally, and to know whether		

	our SEL efforts are making a difference. We anticipate a more meaningful SEL target starting in 2022-23 that measures student outcomes (student perceptions) as opposed to inputs (number of lessons received).
Additional Comments for the region	The mental health concerns wrought by the pandemic has seen an increased need for training, and availability of resources. The CYCC initiative has proved unsuccessful to date in our region, both for staffing and implementation) and we continue to navigate this as we foresee a critical need for trained staff to help schools manage escalating student mental health issues.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	JBT	Second Step K to 6 Zone of Regulation	Second Step: JK-6	
	PWK	4 th R 7-9 HRPP 10-12 CYCC 7-12 (TBD)	4 th R:7-9 HRPP: 10-12 SCC: NONE	Our SCC was laid-off due to the new CYCC program. However, we have had NO in-school counselling for the 2021-22 school year
	HC	WITS JK-3 We Thinkers JK-K Zones of Regulation 1-3	WITS: JK-3 We Thinkers: JK-K Zones of Regulation: 1-3	
	PA	LEADS 4-6 Second Step 4-6 Zones of Regulation 4-6 4 th R 7	LEADS: 4-6 Second Step: 4-6 Zones of Regulation: 4-6 4 th R: 7	
	DJSS	4 th R 8-9 HRPP 10 Mindfulness Self-reg TAMI	4 th R: 8-9 HRPP: 10 LRP: 8-9 Zones of Regulation	
	DN	JK-3 Mind-Up 4-6 Zone of Regulation 4 th R 7-9 HRPP 10-12	JK-3: MindUp 4-6: Zones of Regulation WITS: JK-3 LEADS: 4-6 4 th R: 7-9	A comment, not a variance: DN has a CYCC counsellor who is frequently absent from the school building and does not interact with junior or senior high students. There is some interaction with elementary students, but teachers have

			HRPP: 10-12	reported interference in their classes as the CYCC counsellor allows students to come to her office for treats.
	LDS	We Thinkers JK-2 Second Step JK-5 Think Social 3-6 4th R 7-9 HRPP 10-12	We Thinkers: JK-2 Second Step: JK-5 Think Social: 3-6 4th R: 7-9 HRPP: 10-12	
	CSEC	WITS JK-6 MindUp JK-12 Zones of Regulation JK-12 4th R 7-12 Mindfulness JK-9 Big Life Journal program 3-9	MindUp: JK-12 Zones of Regulation: JK-12 4th R: 7-12	

K. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

School Name	Language of SL <i>(Chipewyan, Cree, English, French, or South Slavey)</i>	Type of SL program <i>(core, immersion, intensive)</i>	Grades of SL program <i>(per program type)</i>	% of students enrolled <i>(per program type)</i>	Frequency of SL Program <i>(min/week)</i>	Actual Frequency of SL Program <i>(min/week)</i>	Explain difference <i>(if applicable)</i>
JBT	Chipewyan	Core	K-6	27%	150	150	
	Cree	Core	K-6	45%	150	150	
	French	Core	K-6	17%	150	150	
	French	Immersion	K-6	11%	1125	1125	
PWK	Chipewyan	Core	7-12	18%	200	200	
	Cree	Core	7-12	23%	200	200	
	French	Core	7-12	19%	200	200	
	French	Immersion	7-9	15%	700	700	
HC	Dene Yatie	Core	JK-3	43%	150	150	
	French	Core	JK-3	57%	120	120	
PA	Dene Yatie	Core	4-7	63%	120	120	
	French	Core	4-5	34%	90	90	
	French	Intensive	6	14%	s 1 - 1152 s 2 - 390	S 1 - 1440 S 2 - 390	
	French	Post-Intensive	7	15%	225	225	
DJSS	Dene Yatie	Core	8-12	16%	Jr: 213 Sr: 398	Jr: 213 Sr: 398	
	French	Post-Intensive	8-12	35%	Jr: 336 Sr: 398	Jr: 336 Sr: 398	
DN	Chipewyan	Core	JK-12	95%	JK/K: 100 1-9: 150 10-12: 250	JK/K: 100 1-9: 150 10-12: 250	

LKDS	Chipewyan	Core	JK-12	91%	225	225	
CSEC	Dene Yatie	Core	JK-9 (10-12 on demand)	100%	180	325	Increased with Sandy Creek immersion on average = 75 min/week

**Please include a row per school /per language /per type of instruction*

L. Northern Distance Learning

Northern Distance Learning (NDL) provides opportunities for small community high school students to have equitable access to higher-level academic courses. Schools participating in NDL are responsible for ensuring that an In-Class Support Person (ISP) is retained to support students during their NDL classes, all classroom supplies are purchased and to ensure a classroom with access to a long distance telephone and document camera is provided. All other equipment and supplies for the NDL program are provided.

The following tables detail the number of allocated, budgeted and actual (ISPs) in place to provide support to Northern Distance Learning program, and the explanation for any variance between each.

School Name	Allocated (\$)	Education Body Contribution (\$)	Total Budgeted (\$)	Actual (\$)	Explanation for Difference (if applicable)
DN	\$60,300	\$11,460	\$71,460	\$66,420	One volunteer left three months early; the honoraria for those months were not paid.
LKDS	\$0	\$0	\$0	\$0	No students registered
TOTAL	\$60,300	\$11,460	\$71,460		

School	Number of ISPs in place	Number of years at the school per ISP	Source of each ISP (CUSO volunteer, local hire, etc.)	Successes and challenges related to ISPs
DN	1	1	CUSO volunteer	One ISP left at the spring break due to social conflicts.
LKDS	0	0	n/a	No students registered

The following tables detail the region's to regions approach, and includes regional and school specific performance indicators and targets set for the upcoming school year related to Northern Distance Learning, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Northern Distance Learning</p>	<p>The need for Northern Distance Learning in our region is very high, as much so in the regional centres as in the outlying communities. Although three schools are currently eligible to participate in the NDL program, only two have taken advantage of this because the third school doesn't currently have any students who would qualify and benefit from the program (only a few students in these grades; smallest school in the region).</p> <p>Due to the unique situation this year with COVID-19, the need for emergency remote learning services that suit our students, in both a synchronous and asynchronous manner, has been highlighted. The closure of the ADLC this coming summer has also caused us to scramble to figure out how to provide a range of programming to our students in the regional centres as well next year. In the absence of an NWT solution we are looking at partnering and purchasing the services of an organization out of Alberta for next year. To that end, we have begun a research project to explore potential options for distance/online education which may be used as a planned program option, or as an emergency option should the need arise.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of eligible high schools offering NDL programming. <i>(NDL schools / Eligible high schools x 100)</i>	67%	33%	No LK students enrolled
% of NDL courses completed with credits acquired within the school year, based on total # of enrolment. <i>(# of courses passed / # of course enrolments x 100)</i>	100%	83% DN	
% of NDL students passing diploma exams (for NDL courses) written within the school year. <i>(# of exams passed / # of exams written x 100)</i>	100%	100% DN	Only one diploma exam course was completed.
% of diploma exam marks (for NDL courses) with a <15% difference from the school awarded mark. <i>(# of exams with <15% difference / # of exams written x 100)</i>	100%	0% DN	

Additional Comments for the region	Programming was impacted when students were required to stay home when the school was closed.
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Number of students taking NDL courses, per school.	DN	7	4	Fewer students interested
	LDS	3	0	No students enrolled in 21-22
Number of NDL endpoints actively in use, per school.	DN	2	1.5	Both endpoints were utilised in semester one; one endpoint was utilised in semester two.
	LDS	1	0	No students enrolled in 21-22

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Number of students participating in at least one NDL course, per school, per year.	DN	8	4	Fewer students interested
	LK	0	0	Students are not at independent working levels; students don't want to be separated from their peers.
Number of NDL courses offered by school. <i>(8 available per year for schools with one end point / 16 available per year for schools with two end points)</i>	DN	16	12	One student dropped out in semester two due to family issues (continued in face-to-face classes); another student was unable to finish her two courses because of attendance issues.
	LK	0	0	
Number of NDL endpoints actively in use, per school, per year. <i>(one endpoint or two endpoints)</i>	DN	2	2	Both endpoints were utilised in semester one; one endpoint was utilised in semester two.
	LK	0	0	

School Specific Reporting	School	School level Reporting
Top one or two challenges experienced with the implementation of NDL at each participating school.	DN	Neither end point was operating correctly at the beginning of the year. One ISP left in March due to conflicts with the other ISP. There are ongoing issues in dovetailing the DN calendar with NDL; this year we only learned of the finalised NDL calendar in June, 2022, long after the DN calendar had already been submitted.

	LK	Student interest; student ability to work even semi-independently – our students are too reliant on classroom support.
Top one or two supports that would help schools better implement NDL next year at each participating school.	DN	<p>We need to have an anticipated NDL calendar available in February so that we have some guidance in order to finalise our local calendars.</p> <p>Attendance is an issue at every grade level, but it is a particularly important issue for NDL. This year there were significant attendance issues unrelated to the DN COVID closure in January and February, 2022. This is another indicator that we have a significant issue that transcends all levels.</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)
1.0	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	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.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
JBT	2.20	2.2		P is part time PST, LC is also VP, other LC is also teacher	2.2	
PWK	2.11	2	0.11 added to SA support	PST is also VP	2	
HC	1.26	1.25	0.01 added to SA support	PST and LC are also VPs	1.25	
PA	1.32	1.25	0.07 added to SA support	PST and LC are also VPs	1.25	
DJ	1.71	2	Re-allocated 0.29 to make full time		2	
DN	1.00	1.3	Added 0.3 for 2 nd PT PST/Coach	PST and LC are also VPs	1.3	
LK	1.00	1			1	
CSEC	1.00	1			1	
TOTAL	11.60	12			12	

C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
JBT	7.98	12	Jordan's Principle Funding	12.0	Additional JP funding (part time 0.8 position)
PWK		2.4	3 (0.8) & 1 (0.6)	3.8	Additional JP Funding (part time 0.8 position)
HC	7.95	5.5	Jordan's Principle Funding	5.7	Additional 0.4 SA support
PA		6.4		6.4	Reduced by 2 part time JP positions
DJSS		6.6		7.0	Additional part time ECE funded SA for 5 months
DN	1.44	7.4	Jordan's Principle Funding	6.2	Two part time SA positions unable to be filled with suitable applicants for most of year
LK	0.95	3.2	Jordan's Principle Funding	3.2	
CSEC	0.53	3.2	Jordan's Principle Funding	2.4	One less part time SA than anticipated
TOTAL	18.85	46.7	<ul style="list-style-type: none"> Student needs greater than funding allocated to each school Funding reallocated from other areas + supplemental Jordan's Principle funding 	46.7	Budgeted and actuals the same overall

D. Magnet Facilities

Bosco Homes Trail Cross Treatment Centre in Fort Smith 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		1.0	
Support Assistants	1.0	0.8		0.8	
TOTAL	2.0	1.8	Remaining funding allocated to main campus as students at Trail Cross transition to regular classes as part of their educational plans		

The following table details the total amount of allocated, budgeted and actual funding spent on O&M for Magnet Facilities, and the explanation for any variance between each.

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
\$10,000	\$9475	Funding reallocated within Inclusive Schooling to offset underfunding (partial PY and mid-point funding) of UNW positions	\$9561	

E. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$117,236	\$120,000	Funding reallocated within Inclusive Schooling to offset underfunding (partial PY and mid-point funding) of UNW positions	\$5 014.25	Only 1 regional in-person PD took place. All other meetings/in services were eliminated due to pandemic restrictions.

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
NVCI/SIVA	SA's	Contractor	Aug 25-26	YES	
PST meetings	PSTs	RISC	Nov 22-23 Feb 7-8 March 24 May 19	YES	
RISC visits to schools	PSTs SAs Principals	RISC	2-3 times per month	YES	In 2 nd half of year once pandemic restrictions lifted
Self-Reg	Educators, SA's	Mehritt Centre	TBD	NO	COVID restrictions
Level B Assessment	PSTs	Queens University	TBD	NO	COVID restrictions

The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year.</p>	<p>The Regional in-service at the beginning of the year reviews and celebrates our initiatives and has targets set for the upcoming school year. In-servicing and job-embedded PD is available throughout the school year in particular to PSTs and SAs, and at times parents. The RISC and the School Based Support Teams (SBST), are continuing to develop a 5-year work plan for our Region’s priorities and training requirements. The 2020/2021 and 2021/2022 RISC work plan was distributed to all principals to ensure they were informed of supports available.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
<p>% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?</p>	<p>100%</p>	<p>100%</p>	
<p>% of staff trained, in the past two years, in the SBST process?</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>The number of veteran PSTs remained fairly stable and the cadre of experienced staff were able to support staff while awaiting the arrival of the new <i>Regional Inclusive Schooling Coordinator</i> (RISC).</p> <p>Strong leadership at the school level supported School Based Support Team (SBST) efficacy and this was further enhanced by regional level support to advocate with the Territorial Based Support Team (TBST) as needed.</p>		
<p>Areas for Development for the region</p>	<p>The increase of SAs in the region due to Jordan’s Principle funding required additional support and training to understanding their roles and responsibilities, and meet the needs of the students they were assigned to.</p> <p>Reliability of the relatively large number of additional third-party funded and therefore short-term support assistants was at times a difficulty, thus impacting the quality of support for students with unique needs.</p>		
<p>Additional Comments/Requests for Support for the region</p>			

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	using a contractor rather than a GNWT-provided service <i>(GNWT service unavailable, etc.)</i>	School(s) impacted by Service	Length of Contract	Total (\$)
Dean Educational and Psychology Consulting	Psychology	Lack of services	Chief Sunrise Education Centre Diamond Jenness Secondary School Princess Alexandra	2 weeks	\$18,836.53
Continuum North	FASCETS Professional development for PSTs and SAs	Lack of services	All schools	October 2021-February 2022	\$7518.40

* This table refers to contractors procured using Inclusive Schooling funding, and does not include others such as those procured by Jordan's Principle / Child First Initiative Funding.

F. Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student/ etc.)	Total Over / Under Allocation (\$)
\$105,531	\$3,342	Specialized hearing equipment – student at DJSS	Individual	

G. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
JBT	\$44,858	\$20,594		Sensory materials, self reg	\$20,594	
PWK		\$0	Re-allocated to PST		\$0	
DJSS	\$43,068	\$0	Re-allocated to SA		\$0	
HC		\$0	Re-allocated to SA		\$0	
PA		\$0	Used to increase 1 SA position by 0.2 (18,015)		\$0	
DN	\$19,593	\$0	Re-allocated to SA		\$0	
LK	\$17,895	\$0	Re-allocated to SA		\$0	
CSEC	\$12,762	\$0	Re-allocated to SA, part time position provided by the Band		\$0	
Enterprise	\$10,600	\$0	Re-allocated to SA		\$0	
TOTAL	\$148,776	\$20,594	Funding reallocated within Inclusive Schooling to offset underfunding (partial PY and mid-point funding) of UNW positions		\$20,594	

H. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region's approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.	<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> <p>Travel restrictions due to the pandemic necessitate video-conference meetings to continue support to PSTs as needed. As restrictions ease, this can be reviewed in the 2021/22 school year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	100%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	varies	varies	
Number of students not able to participate in the Common Learning Environment in their home community.	0	0	
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%	100%	
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%	100%	
Number of students in temporary residency situations or homebound for whom education programs are provided.	6	1	We have one student under Guardianship order (Hay River area)

Number of times per month that the RISC meets with PSTs via video/phone conference?	1 every 2 months	1 every 2 months	
Number of times per year that the RISC meet with the PSTs in person	3	3	Also on request and as needed to address emerging issues
Areas of Strength for the region	Principals and PSTs received training and support from ECE in the form of a series of videos with regard to the new IEP process. This was also highlighted at Principal meetings in the course of the school year by the RISC.		
Areas for Development for the region	Use of the new IEP process and continued supports from ECE will be needed as this is put into practice and moves from a pilot to full use as a territorial approach.		
Additional Comments for the region	Core Competency IEP training and support will continue throughout the year. There will also be a focus on developing strategies and common language information for parents to better understand the purpose of SSPs/IEPs and what this programming means for their child.		

I. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.	Principals ensure the staffing and supervision of a Program Support Teacher and an Instructional/Literacy Coach in their schools. Principals also conduct regular classroom walk-throughs in order to reinforce and celebrate teacher use of evidence-based instructional practices, namely small group, differentiated guided instruction/reading that have been required of them and supported by the Coach and the PST through the year. Principals also sit on and/or chair SBST meetings. Most Principals delegate the scheduling, meeting and conducting of class reviews to PST’s.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	100%	100%	
% of support assistants who receive support through adequate scheduled time with PST.	100%	100%	
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%	100%	
% of schools that have a fair process for equitable access to extra-curricular activities?	100%	20%	Most extra-curricular activities were on hold during the pandemic. This result represents the extra-curricular activities that were able to be resurrected during the final three months of the school year when restrictions lifted.
Areas of Strength for the region	Teachers have been asked to learn, become proficient and implement with fidelity at least one of the evidence-based gradual release of responsibility models of teaching that we have supported over the past decade (<i>Balanced Literacy, Smartlearning, Fischer and Frey Model, Inquiry Based (JK/K Play-Based), Disciplinary Literacy, Neurolinguistic Approach (2nd language acquisition).</i>)		

	<p>Our schools have implemented structures to allow for regular scheduled time for teachers and SA’s to meet with each other during the school day (STIP and/or preps).</p> <p>The SSDEC’s <i>Elevating the Essentials – Teacher Self Assessment & Planner</i> document is a checklist of essential strategies for teachers to use and address in response to the PLC questions: 1) What do we want students to learn? 2) How will we know if they learned it?, 3) What will we do if students haven’t learned it? and 4) What will we do if students have already learned it?</p> <p>Note that the strategies related to questions 3 and 4 above require flexible and differentiated teaching strategies such as one-on-one and small group guided instruction and a pyramid of other Tier 1, 2 and 3 interventions.</p> <p>Note also that two of the checklist items are:</p> <ul style="list-style-type: none"> • I am sharing and discussing next steps in relation to this data in collaboration with members of my collaborative learning team (CLT) • I am / we are effectively using this data, these goals, and the collaborative sharing to inform my/our instruction and interventions for my/our students <p>This document was reviewed by each teacher with the principal at least twice per year (one of those times with the Superintendent in attendance) with an eye to celebrating strengths and identifying stretches or areas in need of improvement.</p>
<p>Areas for Development for the region</p>	<p>Given a significant increase in the number of Jordan’s Principle funded Support Assistant positions, the demands on school PST’s for training/support increased significantly, but of course this was offset by the benefits that the extra supports had for students with unique needs.</p>
<p>Additional Comments for the region</p>	

J. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.	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. Creating timely and seamless wrap around support is the intent.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have an established an operational SBST by the end of the first month of school.	100%	100%	
% of teachers accessing the SBST	100%	100%	
% of schools that are using referral forms to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	
% of schools that include CYCCs in SBST meetings.	88%	varies	CYCCs positions remain mostly vacant
% of SBST meetings that focus on developing strategies to support classroom teachers.	varies	varies	
% of SBST meetings that focus on solving specific problems.	varies	varies	
% of SBST meetings that address systemic issues in the school.	100%	100%	
Areas of Strength for the region	All schools have implemented protocols that allow for teachers to access support through their SBST’s and in turn, the SBST has the ability to access further supports at the Regional and Territorial level as needed.		
Areas for Development for the region	Not all communities have the same level of expertise and local access to specialist services and so in time, services can be hampered on occasion.		

Additional Comments for the region	Parent and partner involvement in SBST meetings have often been via Zoom during the pandemic.
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Please list the frequency and duration of planned SBST meetings by school. <i>(month/minutes)</i>	JBT	2/month (30 min. per month per classroom teacher)	2/month (30 min.)	
	PWK	Weekly (30 min.)		Scheduled for after school on Tuesdays & Thursdays – they were also held as required during preps
	HC	Weekly (30 min.)	Weekly (30 min.)	
	PA	Weekly (30 min.)	Weekly (30 min.)	
	DJSS	Monthly in Jr & Sr teams and weekly as needed	Monthly in Jr & Sr teams and weekly as needed	
	DN	Weekly (60 min.)	Weekly (60 min.)	
	LK	Weekly (30 min.)	Weekly (30 min.)	
	CSEC	2/Week (45 min.)		Weekly Tuesdays (45 min.)

K. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.	The RISC reviews all SSPs and IEPs to ensure they have been reviewed, updated and finalized every term (3 or 4 times/year depending on the school). The regional office and schools consult and work with outside agencies such as SLP, OT and Ed Psych to ensure recommendations are being written into SSPs and IEPs and that they are reviewed at least 2 times/year. Parents are always informed of and have the opportunity to consult as part of the review process.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who are developing SSPs for which they are responsible.	100%	100%	
% of teachers who are developing IEPs for which they are responsible	100%	100%	
% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	100%	100%	
% of parents participating in developing IEPs for those students requiring them <i>(more than signing)</i> .	100%	100%	
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%	100%	
% of students participating in developing their own SSPs, when required and appropriate.	100%	100%	
% of students participating in developing their own IEP, when required and appropriate.	100%	100%	
% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	100%	100%	

<p>Areas of Strength for the region</p>	<p>We have processes in place, along with specific timelines that ensures student support needs are addressed and plans are established and reviewed in a timely manner. As needed, staff at all levels are utilized to offer further advocacy and supports. Ongoing PD has also been sought and encouraged to ensure understanding of all elements in the Inclusive Schooling realm.</p>
<p>Areas for Development for the region</p>	<p>We are currently piloting the new IEP document at one of our schools (2 students) and as this rolls into the full implementation we hope to continue ECE supports and accessibility as needed. Ongoing discussion occurs at PST meetings to enhance whole group understanding of the SSP and IEP process.</p>
<p>Additional Comments for the region</p>	<p>In January 2022, five SAs began the EAI program and have been very successful in their courses. In fact, two SAs are on the honour roll.</p>

L. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST's time should be devoted to **teacher support activities**
- no more than 25% of the PST's time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region's approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	At every RISC/PST regional meeting, the topic is discussed and any concerns are addressed. The expectation is discussed during at least one regional Principal meetings each year as well as individually with each principal in the process of developing their staffing plans (January/February) for the coming school year.		
Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	100%	
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	100%	
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%	100%	
% of PSTs allocated as less than a 1.0 FTE	100%	100%	
Areas of Strength for the region	This is a regular discussion topic at Regional RISC/PST meetings and is reinforced at principal and Principal-PST meetings.		
Areas for Development for the region	PSTs are working to identify ongoing support needed to combat issues arising from Covid-19 and the need for enhanced mental health supports.		
Additional Comments for the region	We anticipate increased student social-emotional and behaviour issues and needs given the COVID restrictions and closures that we have seen throughout the 2021/2022 school session.		

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous Language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
1.0	1.0		1.0	

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school's ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation of the was not in place or active during the year.

Indigenous Language and Education Team			
School	ILE Team Composition <i>(Principal, PST, etc.)</i>	Meeting Frequency	Explanation if ILE Team was not in place or active <i>(if applicable)</i>
JBT	ILE teachers, interested Teachers, admin (P), interested SAs	Once a month	
PWK	IL Instructors (2), Leadership Team (P, VPs, IC, PST) and interested staff (Ts & SAs)	Team: bi-weekly All staff: 1/semester	All staff monthly - starting semester 2
HC	Principal, PST, IC, ILE, Teachers	Once per Month	
PA	Principal, PST, IC, ILE, Teachers	Once per Month	
DJ	Principal, Vice Principal, PSTs, Instructional Coach, ILE Teacher and interested Jr. and Sr. High staff	Once per month - whole group. Numerous break out groups for planning ILE events/ camps	
DN	Principal, PST, IL Instructor, IL Trainee	Monthly	
LK	IL Instructors, Principal, PST, teachers, SAs	Bi-weekly	
CSEC	Principal, PST, IL instructor, IL support, teachers, SA	8 times per year	

C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual ILI (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
JBT	4.01	2		2	
PWK		2		2	
HC	3.21	1.4	1.0 PY ILE instructor and 0.4 ILE trainee	1.2	HC/PA trainee assumed position at DJSS when ILE there resigned mid-year
PA		1.4	1.0 PY ILE instructor and 0.4 ILE trainee	1.2	
DJ		1		1	
DN	1.12	1.4	1.0 Instructor 0.4 IL Trainee	1.4	
LK	1.00	1.45	1 full time and 1 part time	1.45	
CSEC	0.75	1		1	
TOTAL	10.09	11.65		11.25	

Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.

Some Regions have indicated difficulty in filling ILI positions. The following table details the planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

Accommodations made to maintain Indigenous language instruction in the region, if any?	The SSDEC has had to amend its language expectations of its IL teaching staff. Not all IL staff members are fully fluent but these teachers are participating in programs (MAP) to further develop their fluency.	
Plans to recruit and retain language teachers, if any?	The SSDEC has developed and implemented an IL Trainee program where trainees participate in job-embedded training to gain competency in language fluency and instructional skills.	
Challenges and/or barriers faced in the region?	Current travel restrictions, limit classroom visitation among and between IL instructors.	
What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?	Due to covid travel restrictions, the SSDEC has had to limit classroom visitation among and between IL instructors.	

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) & Source (If applicable)
JBT	77,000	20,000	Contributing to 2nd IL teacher position in each school	20,000		
PWK		3,000		115,454	Reallocation of surplus O&M funds	MACA, ENR, WBNP (in kind), SRFN, SLFN, FS Metis Includes Community Support Funds as well
HC	95,400	29,848	Contributing to IL apprentice position			
PA		29,848				
DJSS		30,611		43,061	12,450	Take a Kid Trapping
DN	37,800	37,800				
LK	32,750	14,000	Contributing to 2nd part time IL teacher position	14,000	Contributed to 2 nd part time ILE position	

CSEC	26,500	26,500			
TOTAL	\$269,450	\$191,607	Re-allocating funds for additional IL positions		

The following table details whether schools choose to allocate funding for an Elder and/or Cultural Support Worker that works at the school daily.

School	Elder in Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not to create this position
JBT	N	N			Used cultural funds to hire Elders to come in to Cree and Chipewyan classes/culture area. Not enough funds available to hire full year, can only hire as needed and apply for extra funds (e.g. On the Land Collaborative) to have funds to pay for honorariums and fees for Elders to come in.
PWK	N	N			Funds were repurposed to increase ILI's to 2.0 FTE
HC	Y	N	weekly	Community support funding and school O&M	
PA	Y	N	weekly	Community support funding and school O&M	
DJ	N	N			We use a variety of Elders for events/ceremony and our grade 10

					beaver mitt making project.
DN	Y	N	Project/Event Specific	Community support funding and school O&M	Due to COVID, the elder did not come into the school. Cultural activities were held off-site under COVID restrictions.
LK	N	N			COVID fear for Elders safety was key in deciding against an Elder-in-Residence.
CSEC	Y	Y	2 hours/day M-F	Community support funding and school O&M	

E. Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools</p>	<p>Council Policy AEA – <i>School Community Education Plans</i> requires that two days be set aside each year in each community for education planning that should include a process of consultation and discussion with the DEA, the staff and students and other school partners. This process may include questionnaires, meetings, open houses, radio shows, written submissions, home visits, class teas, or any other strategies determined by the DEA and the school principal to encourage input and develop public support.</p> <p>SSDEC schools will set goals within their Indigenous Language & Education Committees that directly relate to the Indigenous Languages Handbook. The ILE committee will take time during each Community Education Planning day to review those goals.</p> <p>Council has a regional target of 85% of families attending at least one parent engagement event each year (3-way parent-teacher-student conference, school assembly, literacy evening, etc., monitored school-by-school and student-by-student).</p> <p>Council also has four targets for the percentage of parents who have a discussion with their child’s teacher and understand their child’s strengths and stretches in reading and math, and are satisfied with their child’s growth in reading and math</p> <p>Cultural events, projects and key cultural experiences will be encouraged and we are hopeful that we can return to the level of engagement and opportunity that we enjoyed in pre-pandemic times.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Elders hired for regular school programming	100%	100%	
Areas of Strength for the region	Schools have established committees and met regularly with staff champions who head community engagement opportunities and support diversity and equitable practises to enhance access to build the home/school relationship.		
Areas for Development for the region	Continue to build relationships, especially restoring what Covid diminished impacted over the last 2 years.		
Additional Comments for the region	A lack of face to face activities hosted on site by schools due to Covid has proved challenging. As this lessens, it is hoped we will see a regional uptake in relationship building activities based at the schools.		

ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal
JBT	Elder/Cultural Resource Person in Residence. Involve Elder in planning, teach about skinning, bannock making, dry meat making, trapping demos, making shelters tents/tipi/quinzees (seasonal) Add community Elders Photos to school classrooms for students to see	Elders hired regularly for language mentorship and cultural teachings. Hired many Elders and Knowledge Keepers for our cultural camp, including demos. Added photos of Elders and Knowledge Keepers around school, project ongoing.
PWK	Elder's Wall Cultural Open Houses (3/year)	Elder's wall did not happen. Open Houses on hold due to COVID. We managed to have 2 community

		feasts (after COVID restrictions eased). Cultural area established (in front of school) with plans underway to expand. Creation of orange dream catchers with distribution to Elders on Orange Shirt Day.
HC	Have a school culture camp to provide students with hands on experiences and authentic language and local cultural learning. Whenever possible have elders facilitate and model traditional teachings. Display artifacts and accomplishments of elders, ancestors, family, and community in the main foyer of the school	Achieved
PA	Have a school culture camp to provide students with hands on experiences and authentic language and local cultural learning. Whenever possible have elders facilitate and model traditional teachings. Display artifacts and accomplishments of elders, ancestors, family, and community in the main foyer of the school	Achieved
DJ	Indigenize physical appearance to differentiate from southern schools Embed traditional ceremonies and cultural practices into our school year Development/completion of DJSS on-site cultural camp	In progress – Culture camp has been operational since fall of 2021.
DN	Establish community/school committee to proceed with the creation of the culture camp to be used in all subject areas. Holding community gatherings rooted in culture and language	Presently in progress with Sept, 2022 completion date.
LK	Celebration and Elder Wall display case <ul style="list-style-type: none"> - Pictures of Elders and profile /personal narrative write up for each Elder - Pictures and write ups/personal narratives of graduates, community leaders etc. 	Due to COVID restrictions and community fear, we have not completely finished getting Elders' photos completed; still waiting on a number of previous Grad photos.

CSEC	Elder/Language Mentor person in the school during afternoons, involve this person in planning and language word pronunciation and conversation modelling Sandy Creek attendance on Thursdays to involve Elders and community members in cultural experiences JK-12.	COVID restrictions limited these interactions.
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Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences
JBT	Due to COVID, we did not have community members in school. We did invite community members as part of our ILE committee meetings. Many came in last two months of school as volunteers for classroom, chaperone for class trips, volunteers/knowledge keepers in culture camp.	Had community volunteers and knowledge keepers attend monthly ILE meetings and help with our Spring Culture Camp. Parent volunteers went on school trips to Grosbeak Lake with classes.
PWK	Planning, Organizing, Running, Teaching ...	Resource people – teaching specific skills, providing relevant experiences and traditional knowledge
HC	Language, games, drumming, crafts, cooking	Trapping Camp, Life Skills
PA	Language, games, drumming, crafts, cooking	Trapping Camp, Life Skills
DJ	Feeding the Fire: drummers and Elders to lead us through our year opening and year ending ceremonies, beaver mitt making: assisting the classroom teacher supporting students in making their mitts	Grade 8 Trapping Camp: providing the traditional knowledge/information, cooking meals at camp and sharing stories with our students and staff Grade 9 Ice Fishing Camp: assisting with the transportation of students and traditional ice fishing skills and camp set up Grad Culture Camp: assisting with rites of passage and transitioning from being at school to becoming an adult
DN	School site cultural activities involving community members were very limited due to COVID restrictions and a 2-month school closure. One Elder held self-esteem workshops off-site.	We conducted two off-site cultural activities: a fish camp and a series of traditional cooking classes. These were under COVID protocols and involved a number of community members.
LK	3-Way Conferences Kindergarten Graduation Awards Ceremony Grade 12 Graduation Feeding of the Fire Ceremony	Instructors Workers Observers/Supporters
CSEC	Feeding of the Fire Drumming workshop for community members	Sandy Creek camp invited community cultural resource people to share their

		knowledge and traditional skills with students.
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F. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators.</p>	<p>In addition to the Regional Indigenous Language and Education (RILE) Coordinator, each school in the South Slave has a Literacy/Instructional Coach whose role is to provide ongoing, classroom-embedded professional development to teachers. Regional Coordinators and Contractors will visit schools at least three times per year (each) to support northern educators directly. Special attention is given to our Indigenous Language instructors. All Literacy / instructional coaches have been in serviced on the OLC and critical second language instructional strategies so they are prepared and capable to support the specific needs of our IL staff.</p> <p>In line with the direction from ECE, schools will offer two days of Cultural Orientation each school year. Staff is engaged in a variety of cultural awareness training either on-the-land or in school. Many local knowledge keepers and Elders facilitate sessions. Each GNWT employee will be provided time to complete the <i>Living Well Together</i> training this coming year.</p> <p>The SSDEC hosts a two-day regional In-service each year (end of August) in Hay River, inclusive of an orientation session for new teachers as part of our offerings. We actively participate in the Mentor program, where new teachers or teachers new to the north are matched with experienced local teachers.</p> <p>The SSDEC also has a <i>Leadership Capacity Building</i> fund to supplement access to Regional NWTTA PD funding if a teacher is interested in presenting at a conference.</p> <p>The percentage of current South Slave teachers who have received residential schools awareness training is 98% through 2019-20, either through participation in the ECE provided orientation for teachers new to the north, and/or through regional or community-based cultural orientation sessions with the blanket exercise or other similar activities as part of a cultural orientation day.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools holding Teacher Cultural Orientation Days.	100%	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participating.	100% of schools will have had the initial ILE handbook workshop (action planning) by the end of 2020-21 (LK&JBT) Regional ILE meetings (4 days) (5%)	100%	
% of Indigenous language staff participating in <i>Our Languages</i> in-servicing, when offered.	100%	100%	
Areas of Strength for the region	<p>The Living Well Program was completed by most educators by March 2022. Staff feedback was positive and the conversations that came from it were beneficial. We are seeing schools become more knowledgeable about 'how' to indigenize education and they are making it a focus for professional development (PD days, STIP, CEP, CO, etc.)</p> <p>Our RILE provides ongoing, on demand in-servicing and mentorship for all regional Indigenous Language Instructors and trainees.</p>		
Areas for Development for the region	Succession planning needs to be a priority as we face potential retirements in the near future. Ensuring we plan for both mentors and trainees remains a focus.		
Additional Comments for the region			

ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	Goal	Explanation on status of goal
JBT	Participating in a fire feeding ceremony at start and end of school year, drum dance Provide educators with background and context from which they can learn more about Fort Smith and local community. Incorporate a language learning activity for staff to practice at each staff meeting.	No fire feeding ceremony but it is now set up in cultural area for 22-23. Used language greetings at each

		staff meeting. All staff participated in ILE Action plan and in cultural beading activity while completing Living Well Together training.
PWK	Land based experiences offered for staff participation e.g. Dog River Camp with Smith's Landing First Nation. Completion of <i>Living Well Together</i> training	On-the land experience scheduled for beginning of the year did not occur (COVID) Living Well Together modules completed. Establishment of monthly ILE meetings (all staff). IL phrases introduced at bi-weekly staff meetings. ALL staff participated in Ice Safety Camp.
HC	Residential School Awareness Training; Blanket exercise ILE Handbook Workshop 1-Action Planning Living Well Together; Indigenous Wellness and Cultural Sensitivity Training	Achieved
PA	Residential School Awareness Training; Blanket exercise ILE Handbook Workshop 1-Action Planning Living Well Together; Indigenous Wellness and Cultural Sensitivity Training	Achieved
DJ	In-servicing for new staff on Dene Kede Completion of Living and Working Together modules	Completed
DN	Each new staff member will be paired with and mentored by a local staff member and/or community member. Further steps include: -100% of IL staff participating in Our Languages in-servicing	Due to attendance issues, two staff members did not participate in

	-100% of general staff participation in Our Languages in-servicing	mentoring nor in Our Languages in-servicing.
LK	Becoming aware of and educated about the community in which you live, work and play. Completion of the Indigenizing Education Handbook LKDS is creating to continue to infuse Dene Kede through all grade levels and courses. Using PLC to introduce the Handbook created, and promote staff awareness and use of this handbook as a guide to support in class activities. ILE Committee regular meetings Use of IL phrases and greetings daily, throughout the school	Completed
CSEC	Create a local community resource list of persons to invite into the school. Continue to develop understanding of indigenous practices and pedagogy through promoting understanding of local environments, people, culture languages, world views, tradition and practice. Embed traditional and local ceremonies and cultural practices into our school year and highlight event specific activities for all staff to participate and learn in – like drum making workshop, Heritage fair interviews, Earth medicine workshops, drumming, beading, mitten making, - as/when available.	Completed

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities local Cultural Orientation Days.	JBT	Living Well Together PD GNWT training Whole staff participate in cultural day (sewing and learning about beading history) and ceremonies e.g. Feeding the Fire	All staff participated in Living Well Together training and started a sewing/beading project. All staff also participated in Spring Culture Camp.	
	PWK	All staff complete the GNWT online course <i>Living Well Together</i> If Covid allows, land-based experiences for staff to participate in.	Partial	All staff completed online course. All staff (and students) participated

				<p>in our week-long ice safety camp. Grade 7 Fish Camp, Grade 8 Fire Safety Camp, Grade 9 Water Safety/Canoe Camp, Peace River Pow Wow, Sr. Winter Camp.</p>
	HC	<p>Completion of identified training (e.g. Residential schools awareness training or ILE Handbook) and also ongoing inclusion of such things as: Feeding the Fire Ceremonies, traditional food preparation, Elders sharing of local history and residential school experiences, crafts (beading, driftwood painting, drum making), traditional games and collaboratively setting goals to infuse Dene Kede and local cultural knowledge and experience into the curriculum.</p>	Achieved	
	PA	<p>Completion of identified training (e.g. Residential schools awareness training or ILE Handbook) and also ongoing inclusion of such things as: Feeding the Fire Ceremonies, traditional food preparation, Elders sharing of local history and residential school experiences, crafts (beading, driftwood painting, drum</p>	Achieved	

		making), traditional games and collaboratively setting goals to infuse Dene Kede and local cultural knowledge and experience into the curriculum.		
	DN	Elders – history of the area, local residential school, on-the-land activities, local beliefs, basic language. 100% participation in culture and language workshops and training.	88%	Two staff members did not participate due to attendance issues.
	DJ	All staff to complete Living and Working Together modules and relevant in service training.	Completed	
	LK	Participation in Feeding the Fire Staff are aware of the local culture and history of LK Cultural activities (fishing, dry fish making, dry meat making, beading, etc.) Elders involvement Regular ILE committee Meetings.	Feeding the fire; new staff orientation on LK and protocols/practices; fish camp/rabbit camp/dry meat making/beading; Elder involvement in spring time; consistent ILE committee meetings.	
	CSEC	Local community resource list available to support in school activities. Develop local community awareness of people, culture, languages, world views, tradition and practice. Participate in local ceremonies and cultural practices.	Completed	

G. Fostering Student Wellbeing

Fostering Student Wellbeing requires educators to support the development of each student as an NWT **capable person** in a holistic manner. Elders in the NWT have explained that each child is born with inherent gifts. In order to nurture those gifts as a **capable person**, students must be well in body, mind, heart and spirit.

NWT schools need to cultivate healthy environments that nurture student gifts through the development of physical, intellectual, emotional and spiritual self. In collaboration, schools and communities can guide students to strengthen their wellbeing and foster development of their identity, through opportunities to connect to the land, the language and the teachings of their Elders

Regional approach to fostering student wellbeing	The SSDEC has actively implemented SEL strategies across all schools and aligns these to the Arctic Rose ideals of developing relationship to self, others, the land and the and the spiritual world. Principals supervise and monitor all staff to ensure Living Well Together and trauma informed, strengths based practises are evident in all classrooms. As needs arise, particularly in the area of mental health due to current pandemic circumstances, being proactive and prepped to respond with agility and effectiveness in the moment is the standard we aspire to. Regional office staff continue to provide support leveraging technology at this time, although the desire and best practice would be to work directly with principals, PSTs and SBSTs to share expertise, collaborate and together build instructional and support plans as needed.
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ILE Action Plan Goal for Fostering Student Wellbeing		
School	Goal	Explanation on status of goal
JBT	Creating a welcoming, calming space that is reflective of the community culture and language (include art, pictures, people, language that is local on walls) Have mentors/Elders that foster relationships that are positive with students and staff	Invited Elders/mentors regularly to assist with language and culture. Added culture and language to all classrooms, continue working on entry/hallways and exterior of school to make more welcoming. Art, pictures and people printed and added to displays in

		Cree/Chip and hallway.
PWK	Incorporate (and align) the components of the NWT Capable Person with school Characteristics of a 21 st Century learner and explicitly incorporate into LRP/Unit plans.	Completed. Section on Indigenizing Education added to common unit plan template along with 21st Century Learner ELO's. Use of 4th R in Jr Health curriculum and HRPP in CALM.
HC	<p>Provide opportunities for students through:</p> <ul style="list-style-type: none"> -Hunting and Trapping camps -Elders in the school -Dene Laws and Seven Sacred Teachings -Provide authentic language experiences in the school culture camp, on the land experiences and Elder led traditional games, crafts, cooking, jigging and history and story telling -Addition of books written in Dene Yatie and themed NWT experiences added to classroom libraries. <p>Daily use of common Dene Yatie phrases and greetings</p> <ul style="list-style-type: none"> -Teachers incorporate Dene Kede and Indigenizing Education Handbook and curriculum into their planning and instruction. -Social-emotional skills development and using Talking Circles to foster respect for each other and a safe environment for sharing. 	Achieved
PA	<p>Provide opportunities for students through:</p> <ul style="list-style-type: none"> -Hunting and Trapping camps -Elders in the school -Dene Laws and Seven Sacred Teachings -Provide authentic language experiences in the school culture camp, on the land experiences and Elder led traditional games, crafts, cooking, jigging and history and story telling -Addition of books written in Dene Yatie and themed NWT experiences added to classroom libraries. <p>Daily use of common Dene Yatie phrases and greetings</p> <ul style="list-style-type: none"> -Teachers incorporate Dene Kede and Indigenizing Education Handbook and curriculum into their planning and instruction. -Social-emotional skills development and using Talking Circles to foster respect for each other and a safe environment for sharing. 	Achieved

DJ	Ensuring our classroom behaviour expectations and our restorative approaches to discipline are aligned with the indigenous world view as articulated by the Arctic Rose model.	Complete – however requires yearly updating
DN	Connection to on-the-land activities such as ice fishing, fish camp; indigenous self-esteem workshops with indigenous elders; drum-making workshop; fostering student indigenous art; hand games, traditional games, drumming group, fiddling, jigging.	Traditional games, drumming, ice fishing, and fiddling were suspended due to COVID protocols (fiddling teacher was not available). The other activities went forward.
LK	Provide authentic cultural experiences regularly – weekly visits to school culture camp, Elder walks, Spring/Fall hunts, Spring Camp, Hide Tanning Camp; Dene Laws; Indigenous authors in classrooms Books in the language available in each classroom	Completed (spring hunt was cancelled)
CSEC	Use of counsellor/wellness working to meet 1:1 with all students once per week; wellness sessions every day for JK-6 students and once per week for Gr 7-9 students Create connections between student’s life experiences and learning Incorporate traditional knowledge in all classes not just in Dene Yatie Begin drumming classes	Completed (Megan Lewis – Wellness Counsellor)

School	What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
JBT	We have a permanent on-site cultural area that is accessible by staff and students. We have ILE teachers that are connected to all students this year. We have time every afternoon for classroom teachers to sign up for cultural activities, that include teachers to participate in. We celebrate our local language and culture by having it displayed throughout our school.	All classes utilized school cultural area. All students participated in culture classes throughout the year and participated in our Spring Culture Camp with many Elders & Knowledge Keepers. We continue to celebrate and work on adding/updating our displays of language and culture through our school.
PWK	A trauma informed approach to student behaviour and Indigenous Counsellor(s)	Limited this year (COVID) Partnered with Metis/Bands on language programming and the offering of season-specific camps.

		We had to lay-off our existing female Indigenous SCC as funding was reallocated to CYCC positions (which still have to be filled).
HC	Dene Laws, Family Involvement, Mentor teachers, Jordan's Principle mentors, Social-Emotional Development programs, wisdom from Elders, Our Languages Curriculum (OLC), Dene Kede, SBST meetings and welcoming environment which honors Indigenous culture.	Consult, visits to culture camp, final assembly. Without Covid restrictions, more in class visits will occur.
PA		Consult, visits to culture camp, final assembly. Without Covid restrictions, more in class visits will occur.
DJ	Restorative approaches to discipline (restorative conversations and wrap around meetings, involving families with a focus on ensuring the dignity of both parties is restored) Sharing of traditional foods (Thanksgiving Feast, Christmas Feast and Elders Tea) Sharing circles Acknowledging every student, every day, by name, in every class and space throughout the building. Gifting parents/caretakers for their participation in School Based Support Team meeting.	Families coming in for restorative meetings, gifting parents for their support and attendance at these meetings. We were unable to host feasts or Elders Tea this school year due to COVID/Flood.
DN	Peacekeeping Circles, indigenous counsellor, majority of staff is indigenous, access to elders, on-the-land activities, development of indigenising the mindset (indigenous worldview is central to the school).	Many of these supports were unavailable due to COVID restrictions and a two-month school closure. Indigenous mindset was incorporated into course planning and there was a fish camp.
LK	Elders/Community experts involved in the school and camps Staff have completed training in being trauma informed On the land activities Involving families as much as possible Dene Kede/Our Languages Curriculum (OLC)	Instructors/workers/supporters of our programming; visitors to events; offering advice for future planning.
CSEC	Use of elders in the classroom and an Indigenous wellness counsellor, use of self-regulation and mindfulness programs, integration of indigenous based content, use of Dene Laws and greeting. Partnership with parents (regular and open communication) and with community leaders.	Use of Elders and Wellness Counsellor to assist with mindfulness, observing Dene Laws...

H. Indigenizing Teaching and Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational,

spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices.</p>	<p>The SSDEC’s Elevating the Essentials document, that is reviewed at least two times yearly with each teacher, expects teachers to: “I integrate Indigenous language, culture and perspectives in learning (Aboriginal greetings, Dene Kede, Dene Laws...).</p> <p>Each school’s ILE committee will work with staff to identify gaps in understanding and set goals to increase knowledge around Indigenizing Teaching and Learning Practices. The RILE will work closely with ECE to assist with further development in this area.</p> <p>Each South Slave teacher is required to become expert, and implement regularly and with fidelity, at least one of the below-listed evidence-based instructional approaches... and are expected to incorporate Indigenous worldviews and ways of knowing, doing, being and believing... and then write up and post/share at least one of those on our electronic bulletin board (using the provided procedures and templates for reporting; visible to all other South Slave teachers.</p> <p>Each teacher is required to design, deliver and post (on our FirstClass™ bulletin board system) at least one Balanced Literacy, SmartLearning, Disciplinary Literacy, or Inquiry-Based Learning project, and teachers are asked to include a cultural component.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%	100%	
Areas of Strength for the region	<p>Schools have accessed a variety of ECE ILE workshops to support their development over the past several years, and ECE staff have been keen to support and deliver.</p> <p>Some staff are pursuing post grad work in this area and we look forward to utilizing their learning regionally.</p>		
Areas for Development for the region	<p>What are we already doing and how did it (or does it) relate to indigenizing learning practices? Feedback from schools is</p>		

	that they understand what spiral, holistic, experiential, and relational mean, but they want more of the 'how to'. Support from ECE will be requested as needed in this area.
Additional Comments for the region	Planned meetings and inservices were cancelled this year due to the pandemic.

ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal
JBT	Indigenous Bulletin Board/display in Each Classroom Use legends for SMART learning sequences or have literacy day/week focus on oral storytelling or reading of legends. All students using 8 greetings of language	Materials/displays purchased for each classroom. Storytelling, legends, and cultural teachings passed onto students during culture classes and during our Spring Culture Camp. We continue to use greetings with our students every day.
PWK	By September 2022 staff will take part in a pre-service and an ongoing Fort Smith/ NWT cultural orientation, with a summary of year expectations and goals. 100% of teachers will incorporate tenets of Dene Kede into all LRP/Unit plans	Indigenizing Education section incorporated into all unit plans – both content & processes. We have made significant progress in transitioning to experiential learning.
HC	Classroom Inquiry Units that focus on Indigenous themes, language, history, literature Smart Learning sequences using Indigenous language and theme books supported by the established ILE committees that meet monthly. Further to these goals: -All staff and students must demonstrate proficiency in commonly used Dene Yatie phrases and greetings. -On the Land experiences occur at least once per year. -Weekly visits to school culture camp will occur -Elders are hired to provide teachings and add to the opportunities for authentic language use. -Dene Kede and OLE curriculum infused into every classroom. -Teachers will use Inquiry learning projects that have Indigenous themes -Establish a Dene Yatie Facebook page for parents to view student demonstrations.	Achieved
PA	Classroom Inquiry Units that focus on Indigenous themes, language, history, literature	Achieved

	<p>Smart Learning sequences using Indigenous language and theme books supported by the established ILE committees that meet monthly.</p> <p>Further to these goals:</p> <ul style="list-style-type: none"> -All staff and students must demonstrate proficiency in commonly used Dene Yatie phrases and greetings. -On the Land experiences occur at least once per year. -Visits to school culture camp will occur -Elders are hired to provide teachings and add to the opportunities for authentic language use. -Dene Kede and OLE curriculum infused into every classroom. -Teachers will use Inquiry learning projects that have Indigenous themes 	
DJ	Educate ourselves on indigenous views and ways to structure our classrooms to ensure all students are acknowledged, included and represented. Deepen understanding of the First Peoples Principles of Learning.	ILE committee met monthly to ensure we deepened our understanding of the First Peoples Principles and were able to debrief on Living Well Together modules – all teachers are required to include Dene Kede goals in each year plan for all classes they teach.
DN	Provide in-school in-services about the Dene Kede curriculum topics and how to embedded DK into unit and lesson planning e.g experiential, hands-on activities, outdoor lessons, spherical unit planning, relational (connecting to real-life experiences), holistic (planning that includes addressing mind/body/spirit)	Required and completed. This will be required again for the 2022-2023 school year.
LK	ILE committee that meet regularly Whole staff traditional skill learning (one per month) which will utilise community members in sharing the skill in a holistic, spiral, experiential manner.	Whole staff traditional skill learning, we managed four – there were many closures due to COVID; instructors not showing up for others.
CSEC	Strengthen Indigenous language instruction and literacy within the school, deepen OLC curriculum work. Indigenize the physical appearance to differentiate from southern schools e.g Dene Laws posted in every classroom.	Using Dene Yatie every day within the school. Using Indigenous literature extensively in classrooms. Displays of Indigenous art from local community members.

School Specific Performance Indicators	School	Wise Practices
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	JBT	Completed Living Well Together, provided appropriate and relevant cultural materials for teachers to choose and use in their spaces, offer culture classes to all students and use on site cultural area that was expanded for cultural teachings and experiences.
	PWK	Shift to providing more experiential learning experiences across all subject areas, grounded in local, traditional knowledge. i.e BIO 20 – dissection of local fowl, PE 20/30 – Dene Games unit.
	HC	Culture camp teachings with elders and harvesting experience; ice fishing
	PA	Culture camp teachings with elders and harvesting experience; ice fishing
	DJ	Establishment of a Culture Camp behind our school, whole school participating in Orange Shirt day with a group photo encircling the school to mark the first National Day of Truth and Reconciliation, whole school participation in MMIWG walk with the Soaring Eagle Friendship Centre & the replanting of our heart garden in honour of children who perished at residential school, May/June focus of teaching Dene Yatie phrases in each class.
	DN	Providing in-school in-services about the Dene Kede curriculum topics and how to embed DK into unit and lesson planning i.e., experiential, hands-on activities, outdoor lessons, spherical unit planning, relational (connecting to real-life experiences), holistic (planning that includes addressing mind/body/spirit). The focus was in providing sound and extensive integration, not shallow and/or surface skimming of these practices. There was some resistance to fully participating and/or adjusting teaching modalities and coaching was required.
	LK	Creating a monthly calendar that highlights a culture and language focus for each month (it is actually written out for everyone for the coming year to keep us ALL accountable).
CSEC	Incorporating Sandy Creek camp themes back into classroom activities. Bringing the “outside” to the inside of the school – peace and calm.	

I. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region's plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation.	Dene Kede, the 7 Sacred Teachings, and the Dene Laws are foundational curriculum and programming resources that are expected to be utilized and reinforced in South Slave schools.
In particular actions taken to ensure that teachers are actively implementing Dene Kede and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.	Our schools have implemented Professional Learning Communities whereby Collaborative Learning teams (CLTs) meet during STIP times in some schools and as frequently as every second day in other schools. Indigenizing content is an expectation for such collaborative planning and then delivery.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%	100%	
Areas of Strength for the region	School administrators are requiring that Dene Kede be clearly found in long-range plans. Regionally, all staff were required to post/share a unit that includes a cultural component on the SSDEC's electronic bulletin board (Making Our Work Public)		
Areas for Development for the region	Indigenizing Curriculum in High School (content vs. practice). Note: indigenizing curricula is easier in the primary/elementary grades. High Schools struggle because their end goal is diploma exams and curricula is less flexible.		
Additional Comments for the region			

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
JBT	Use local stories and legends to connect curriculum; take a wholistic approach to curriculum Using the seasons and legends for whole school writes and stories. Bring Elders/Knowledge Keepers in to talk about traditional seasonal activities/hunting and plan classroom activities around this	Hired local Elders for language mentorship and cultural teachings throughout the year, students learned from in our cultural area. Hired Elders & Knowledge Keepers for all students to participate and learn about culture, language, traditional hunting/harvesting.
PWK	By June 2022 all teachers will incorporate Dene Kede content into at least one unit/learning sequence/course.	Exceeded – All long-range plans have an indigenizing education section in each unit.
HC	Add Indigenous themed books and books written in Indigenous language to classroom libraries. Create videos of Elder teachings Inquiry projects taught with Indigenous themes Dene Yatie language teaching, OLC curriculum and Dene Kede concepts will be infused into grade level curriculum and reflected in year plans.	Achieved
PA	Add Indigenous themed books and books written in Indigenous language to classroom libraries. Create videos of Elder teachings Inquiry projects taught with Indigenous themes Dene Yatie language teaching, OLE curriculum and Dene Kede concepts will be infused into grade level curriculum and reflected in year plans.	Achieved
DJ	Sharing new ways of incorporating indigenous learning into our curriculum using Cultural Orientation and Collaborative STIP time to further our Integrating Dene Kede into Grades 8-12 planning as per ECE workshop #3. Inviting elders into the school to support teachers and share their knowledge and wisdom. Orange shirt day - acknowledgement and recognition	Complete
DN	Examine the Dene Kede curriculum and create own curriculum-link handbook to enhance each teacher's integrated year planning where Dene Kede is the foundation (supported by instructional coach).	Draft completed by principal; further development will be required with participation from the IC and regional ILC.
LK	Dene Kede infusion reflected in year plans and as a whole staff team, map out the integration of Dene	Dene Kede was infused in all teachers' year plans –

	Kede into all learning areas, courses and at every grade. Identify subject leads to guide this long-term goal and help build curriculum documents for current and future use.	meetings were held before and afterwards to discuss with each teacher; subject leads were identified but we got no further.
CSEC	Dene Kede clearly reflected in year/unit plans. Use Dene Kede as foundation of teaching and in year plan. Continue to make connections.	Dene Kede clearly reflected. Teachable moments used(hunting, using share circles). Using relevant cultural resources to add to teaching.

School Specific Performance Indicators	School	Wise Practice
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	JBT	Using Dene Kede as a foundation, like the Tipi, the poles hold the child close to family ...(and) must guide the education of the Dene children. We offer as many resources to our staff to use in their classroom and in their teachings, without appropriate and relevant resources, it becomes hard to teach. We have great Elders and Knowledge keepers that support our staff and provide teachings directly to our students in class and in our cultural area. By providing resources, people (Elders/Knowledge Keepers), and a place (culture rooms & cultural area), we are readily equipped to offer a well-rounded education in which our staff, as a family, can prepare our students to receive an education and meet their individual goals.
	PWK	Dene Laws are the basis of Social Emotional Learning lessons (Health & CALM). Online template for Long Range Plans has an Indigenizing Education section for each unit.
	HC	The People: Traditional cooking with harvested land food; fish, berries, mint tea, moose meat, goose, duck and dry meat.
	PA	The Land: Monthly focus on what is important for the season and feature words from the Dene Yatie calendar (animals, plants, moon phases)
	DJ	Whole school participation in Aboriginal Language month – the focus was on fish. We put up art displays and information using Dene Yatie throughout the school and had everyone participate in a school wide Kahoot at the end of the month to test their language skills and fish knowledge. We also had beautiful fish scale art prizes created by a local artist for the top 5 finishers in our Kahoot.
	DN	Dene Kede has been the foundation for year planning but going forward will require more development. This is also linked to the indigenisation of teaching and learning practices.
	LK	Science based programming where students have gone out on the land to make the learning relevant to LK.

	CSEC	Translated and collected Elders' stories in video and text.
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J. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region's approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to offering key cultural experiences.	All schools are encouraged to incorporate age-relevant key cultural experiences on a frequent basis, through regular programming in both ILE and non-ILE classes. Schools are also encouraged to build cultural camps right on the school grounds, so that authentic on-the-land experiences can occur almost daily. More significant on-the-land experiences will be offered at every grade level at some point in the year if and when covid restrictions are relaxed.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%	100%	
Areas of Strength for the region	Regionally, this area is typically a strength for the SSDEC. Most schools have easy access to a school camp, whether it is on the school grounds or a short drive away. Some schools have invested heavily in building their own culture camps, with more to follow. Schools also plan longer on-the-land experiences that reflect and validate their local language and culture. Most schools access grants and programs like Take a Kid Trapping or Hunting as well.		
Areas for Development for the region	Resurrecting such programming and events now that the pandemic restrictions have been lifted and Covid fatigue dissipates. More focus on getting the non-IL classes using on-the-land camps.		
Additional Comments for the region	Due to COVID a number of the Cultural on-the-land activities did not take place.		

ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal
JBT	To expand our cultural area for students to participate and learn about hand games, traditional trapping, drumming, jigging, hunting, eating, storytelling	Cultural area has been expanded, distinct areas have been set up for demonstrations/teachings, cooking, eating, storytelling, share circle and more. All staff and students participated in cultural sewing and in our Spring Culture Camp as well.
PWK	By June 2022 more staff and students will take part in more key cultural experiences. Focus specifically on key experiences per year. <ul style="list-style-type: none"> - Sweet Grass (Gr. 7 & 8) - Spring Canoe Trip (Gr. 9) - Sr Winter Camp - Drum Dances - Graduation Ceremony - Traditional Games - Hand GamesGr. 7 & 8 Sweetgrass Camp Gr. 9 Canoe Trip Gr. 10-12 Winter Camp All Grades Drumming/Hand Games/ Dene Games	Partially achieved (COVID)-Camps for students/staff only occurred in the winter (Sr High) and spring (all grades).
HC	Hunting and Trapping Camp for students Weekly visits to culture camp which promotes: Traditional learning in the Culture Camp setting and provides students with hands on experiences and authentic language acquisition. Whenever possible elders facilitate and model traditional teachings.	Achieved
PA	Hunting and Trapping Camp for students Weekly visits to culture camp which promotes: Traditional learning in the Culture Camp setting and provides students with hands on experiences and authentic language acquisition. Whenever possible elders facilitate and model traditional teachings.	Achieved
DJ	Development of key cultural experience planning checklists for: Grade 8 – Trapping Camp Grade 9 – Ice Fishing Expedition Grade 10 – Beaver Mitt Making Grade 11 – Dry Fish/Dry Meat Fall Camp	Grade 8, 9 and 10 experiences took place. Grade 11 was cancelled due to a COVID closure. Grade 12 was modified to an afternoon/evening camp.

	Grade 12 – Overnight Spring Camp	
DN	Bring Elders in to tell stories about the areas and support with key experiences. On-site cultural camp in order to more easily integrate cultural activities and skill development on a daily basis.	On-site cultural camp will be completed in Sept, 2022. Elders could not come into the school due to COVID restrictions.
LK	Student outreach to Elders in the Community (food is good). Connect via food preparation and then visitation to Elders homes and community member places of gathering to engage in oral learning and sharing over food students/staff have prepared. Culture Camp continues	Students baked items for Elders and dropped it off to their homes, many were still worried about Covid so students did not visit homes; our culture camp was a more regular, consistent event this year.
CSEC	Investing in family by the development of the family tree project, and also community leaders into the school to participate in Sandy Creek trips and culture camps. Invite Elders and Community leaders into the school to share language, oral traditions, crafts and cultural activities e.g. Mitten making, cooking etc. Participate in local ceremonies and cultural practices.	Repository of stories to be used in many different ways. Drumming tied to learning about singing the important songs. Orange Shirt day teachings also occurred.

School Specific Performance Indicators	School	Wise Practice
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	JBT	Offering opportunity for all classes to attend culture camp. This year we expanded our cultural area so that it can provide opportunity to include more than one class at a time and has designated areas for eating, cooking, demonstrations, storytelling, sharing circles, with various housing (tents, teepee's, outdoor covered eating area, and a small log house). Elders/Knowledge Keepers & community members are a part of our ILE committee, that oversees our action plan and our culture camp planning and carry through. Our cultural area and spring camp involved all students from JK-grade 6, each station had a sign in Cree & Chipewyan for students to read and understand. Having a consistent cultural area that is easily accessible and equipped with necessary structures provides staff with immense opportunity to teach outside but also incorporate cultural education throughout the year, on a regular basis.
	PWK	Week-long Ice safety camp – all grades, all staff . Held at Thebacha campsite (Salt River) – led by the SRFN & FS Metis. IL vocabulary was introduced through activities and story-telling.
	HC	Traditional drumming with Elders for JK to 3, Elders gave historical significance of drumming for prayers, dance, celebrations and appreciation to the creator. HC School gym with student participation, dancing and community viewing.
	PA	Traditional medicine knowledge teachings for grades 4 to 7, Elders displayed examples and explained. A nature walk to collect spruce gum and

		spruce tea with an Elder was arranged and students made traditional medicine bags.
	DJ	Our grade 10 mitt making project is incorporated into Northern Studies and allows students to work with one another and Elders (when we were able to have Elders in the school) on a weekly basis. This is an activity that has become fully ingrained into our school culture and one ALL students look forward to participating in. We have been able to schedule our Dene Yatie teacher to teach this course and therefore incorporate the language into this class regularly.
	DN	This was limited to the spring fish camp for grades 7-12 in June. Appropriate language was incorporated by the IL teacher; two community Elders taught traditional methods of catching, preparing and cooking the fish. The two-month school closure and the COVID restrictions had an enormous impact on carrying out cultural experiences for our students.
	LK	Rabbit camp: on school and around school grounds; use of the teepee; community experts took students to set and check rabbit snares, showed them how to harvest the rabbit and cook; students were immersed in the language as much as possible and could only respond in the language for common relevant terms.
	CSEC	Language mentor program was beneficial. Two IL speakers in the classroom to really enrich the speaking experience and making it come alive.

K. Strengthening Core and Immersion Indigenous Language Instruction

In most NWT schools, Indigenous language programming is offered as a core language program with instructional time averaging 90 hours a year. A few schools in the NWT have implemented Indigenous language immersion programs, and others have recently begun the immersion implementation process.

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability.	The SSDEC has set students up for success using research proven instructional strategies such as the Neurolinguistic approach to second language acquisition. This approach emphasizes the development of full sentence and meaningful conversations between students that are both functional and authentic. The approach is literacy based (listen-speak-read-write) with an early emphasis on oral language acquisition. We encourage students to take their language home and have specific strategies that promote the use of the language at home and in the community. Our IL staff members are trained in the latest assessment strategies and are collecting fluency data from all IL students. ILE are supported in-school by literacy coaches, regionally by the RILE (inc. school visits and 2 2-day workshops each year).
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
# of new ILIs in the region	0	1	Mid-year turnover at DJSS
Areas of Strength for the region	Development of OLC units and resources and sharing on a Regional basis as well as developing proficiency in Oral language testing and benchmarking.		
Areas for Development for the region	More focus on sharing and creating resources with the Indigenous Language Instructors and continuing to deepen understanding of the Oral language testing components and benchmarking process.		
Additional Comments for the region	Covid limited Elders from accessing the on site school so oral language testing was challenging.		

ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	Goal	Explanation on status of goal
JBT	<p>Core Cree and Chipewyan Language Programming – Have all staff participate in language by using all greetings in all classrooms and all school settings Use repetitive language as a tool to learn, express emotions– e.g. Brown Bear Brown Bear in Cree Have Cree and Chipewyan teachers work closely together to use similar successful strategies in both classrooms (e.g. puppets for oral language, all students will make a Brown Bear story in Chipewyan & Cree) Karen (Cree) Steve (Chipewyan) All year and Chipewyan, poems, songs, chants. An additional Goal: Expanding Immersion, Indigenous Language Program OR Creating an ILE Team JBT has an ILE team and will Invite Metis, SRFN, SLFN, DEA leaders to attend and reps to attend JBT ILE *Propose to meet every 2nd Wednesday @ 3:30 throughout the school year</p>	<p>All staff participated in Cree and Chipewyan language practices throughout the year at staff meetings and when greeting students in the school. Our Cree and Chipewyan teachers collaborated very closely with one another to ensure they used the Brown Bear Story and used puppets and other similar resources. Our ILE Team included members from SRFN, Metis, SLFN and DEA and met monthly.</p>
PWK	<p>Offer both local languages (Chipewyan & Cree) Grades 7-9 all-year 125 hours Grades 10-12 semestered 125 hrs Indigenous Language Awards</p>	<p>Funding increased to have 2 full-time ILI on staff. dëne dédliné yati and nēhiyaw offered from 7-12. Committee set up to develop scholarship criteria for PWK students graduating at the capable level.</p>
HC	<p>ILE teacher trainee employee to ensure continuity of program Elders are mentors and Language consultants All teachers infuse ILE teaching in year plans and classroom environments. ILE school committee to plan and share Dene Kede and OLE infusion into curricula during STIP. Whenever possible elders are hired to teach traditions, history, culture and language. Track student and staff language acquisition of common phrases and greetings.</p>	<p>Achieved</p>
PA	<p>ILE teacher trainee employee to ensure continuity of program Elders are mentors and Language consultants All teachers infuse ILE teaching in year plans and classroom environments. ILE school committee to plan and share Dene Kede and OLE infusion into curricula during STIP.</p>	<p>Achieved</p>

	Whenever possible elders are hired to teach traditions, history, culture and language. Track student and staff language acquisition of common phrases and greetings.	
DJ	Having our newly established .2 ILE support assistant be the champion of the language and make it fun by speaking to and challenging staff and students to respond in the language daily.	Partially achieved as we had numerous COVID closures and then flooding.
DN	Continue to provide opportunities for students to authentically use the language Master trainee position to ensure continuity, planning and assessments with regional coordinators, real-world language use, oratories, daily announcements, signage, active use among staff. Cultural camp to effect more embedded daily use.	In progress and moving forward.
LK	Bringing the language beyond the school (it is a regular part of our monthly newsletters that go home) Family/Community involvement as much as possible Regular talks by Elders Bringing the language into our school and beyond so staff and students know basic commands and greetings.	Monthly newsletter contains language; school website will have a page dedicated to the language; all of our doors have signage in the language and items labelled throughout; any signs are in Chipewyan and then English; monthly staff challenges led by one of our IL instructors; regular invitations to community and Elders (once restrictions eased some).
CSEC	Core Dene Yatie Language Programming – 45 minutes a day plus average of 1.5 days/month on-the-land experiential education in the language at Sandy Creek Have all staff participate in language by using all greetings in all classrooms and all school settings Use the language as a tool to learn, express emotions – feelings; describe family members Indigenous language awards and other awards based on Dene Laws and characteristics of a capable person Fluency assessments continuous throughout the year Strengthening IL instructor knowledge and use of language by working with mentor Establish regular meetings of ILE collaborative learning community for ILE instructor to share ideas for language instruction with supporting teachers such as: -ILE school committee to plan and share Dene Kede and OLE infusion into curricula during STIP. -All teachers will include Dene Kede and OLE objectives in their year plans.	Developing each person’s power – capable person...connected to the wolf (the strengths it possesses).

	<ul style="list-style-type: none">-Whenever possible elders are hired to teach traditions, history, culture and language.-Track student and staff language acquisition of common phrases and greetings.	
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L. Engaging Community in Indigenous Language Programs

Engaging Community in Indigenous Language Programming is emphasized in the *Dene Kede* and *Inuuqatigiit* curricula and reminds educators that community involvement can take many forms. Schools should look for opportunities to engage with the community to promote, use and celebrate Indigenous languages. Students can be offered many activities where language speakers from the community may come into the school or the students may go out into the community. Some examples are participating in a culture camp with language use, attending a local government meeting, working with a health care nurse attending to Elders, or talking in the language while visiting at a store.

<p>Regional approach to engaging community in Indigenous Language Programs (required 2022)</p>	<p>SSDEC schools actively engage community members in all aspects of school cultural programming. Elders will be frequently invited to the school to tell stories lead key cultural experiences and present an Indigenous perspective on current topics.</p> <p>Many SSDEC schools have created school yard cultural camps so that the connections and experiences between students and community members can take place in a more traditional setting. Once covid protocols are relaxed, our schools hope to again offer an array of on-the-land activities which always involve community members.</p> <p>Our Indigenous Language instructors actively encourage the use of the language at home and in the community. Our goal is to push the language out of the classroom – into the hallways and playground and into the community and homes of our students. Parents and Elders have responded very positively to this initiative and it encourages our students to become proud carriers of their language.</p>
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ILE Action Plan Goal for Engaging Community in Indigenous Language Programs		
School	Goal	Explanation on status of goal
JBT	Create dual language books with students in Cree and Chipewyan	Students created books in Cree or Chipewyan and also performed songs or read poems that were spoken in Cree or Chipewyan.
PWK	Fall/ winter/ Spring Cultural Open House	Partial Achievement – Elders provided small class/topic specific lessons to students in our outdoor cultural area. We did not have our community open houses (COVID).
HC	-Host events and invite community participation; Dene games, Feasts, Student performances -Literacy Week Activities Indigenous Gratitude Bingo and Reading with families Selfies -Parent/School FB page for parent viewing of student work and language use.	Achieved as Covid restrictions allowed. In the next school year, we will have more cultural events with parent, elder and community involvement.

	-Invite parents and elders to participate in school culture day in June to celebrate National Indigenous Peoples Day.	
PA	-Host events and invite community participation; Dene games, Feasts, Student performances -Literacy Week Activities Indigenous Gratitude Bingo and Reading with families Selfies -Invite parents and elders to participate in school culture day in June to celebrate National Indigenous Peoples Day.	Achieved as Covid restrictions allowed. In the next school year, we will have more cultural events with parent, Elder and community involvement.
DJ	Developing stronger partnerships with indigenous parents and indigenous groups within our community.	Partially achieved – again numerous closures made this difficult.
DN	Cultural camp with embedded language use, using the language at the grocery store.	In progress and moving forward.
LK	Use technology to showcase students using the language (e.g. pod casts, radio etc.). Create a relationship with the Band Language Director to see what ways students can highlight /showcase their language skills. Dene Games – inviting community to watch and participate	IL instructor created class videos to share with families and Elders; Band Language Director position has been empty most of the year; Dene Games tournament held in early May with invited community attending.
CSEC	Holding events outside of the school Include families in language learning by bringing language beyond the school – through FaceBook videos, postings, language booklets home, language challenges Celebrate and identify family connections through the family tree project and artifact collection.	Fully achieved – videos celebrated families’ stories and strengthened connections with each other. TAKT and MACA supported Elders to visit the Sandy Creek camp.

M. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region's approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that all schools Employ a Whole School Approach to Language Use	<p>The SSDEC has a regional target that At least 80% of SSDEC trustees, staff and students will be able to engage and respond to greetings (How are you?, I'm fine, You?), express a word of appreciation (well done/that's good), say thank you, and use at least three more phrases of salutation / thanks in the local Indigenous language(s) (8 phrases to engage/respond without reminder)</p> <p>SSDEC schools will set goals within their Indigenous Language & Education Committees that directly relate to Employing the Whole School Approach to Language Use. The ILE committee will take time during each Community Education Planning day to review those goals.</p> <p>Our RILE and Indigenous language instructor team are tasked with helping establish and/or support ILE committees in each school as well as sharing best practices.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	<p>SSDEC schools have long been leaders in promoting the language throughout the school and into the community. Almost all of our schools have had signage in the language for several years now and all SSDEC staff members are expected to learn and use key phrases in the languages when greeting students and community members in a school setting. In several of our schools, our IL instructors lead</p>		

	language classes among the staff. Our Indigenous Languages are a priority in all our schools and regularly celebrated.
Areas for Development for the region	Our three community dictionaries have been essential and welcomed resources for anyone in the community seeking to learn and speak their language. Community and Elder involvement were integral to the production of all three dictionaries and the process of bringing Elders into our schools to work on these projects demonstrated the SSDEC's commitment to our Indigenous Languages. The SSDEC has responded to requests to expand these dictionaries with additional words and phrases, and we have completed phase 2 of this work but there are several more phases to complete in the years ahead before these dictionaries are republished.
Additional Comments for the region	Public events have been limited due to Covid restrictions/school closures and this has dampened our ability to celebrate and promote our languages in the manner and custom we are familiar with. We are hoping to return to a new-normal now that restrictions are lifted.

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
JBT	Using greeting and thank you cards in all languages, including Cree and Chipewyan. Expanding our cultural area and having a permanent cultural area on site used weekly/regularly. Elders brought in weekly. Teachers can then sign up for extra cultural time weekly.	We have 'Thank You' post cards that use Chipewyan, Cree, English and French. Our cultural area was expanded and used regularly through the year. All classes were able to sign up for culture classes. Elders and Knowledge Keepers brought in for language and for our Spring Culture Camp.
PWK	By June 2022 80% of students and staff will be able to engage and respond to greetings (How are you, I am fine...), express words of appreciation (Well done, That's good...), say Thank you and use at least two more phrases of salutation/ thanks in at least one of the local Indigenous languages [Chipewyan or Cree] without reminder - 8 in total Word (Phrase of the week) Room signage in both Indigenous languages with QR codes Announcements/ Class Greetings	Partially achieved – Still working on having announcements made in the Indigenous Languages.
HC	All staff will engage in the use of common Dene Yatie phrases and greetings daily. This will be supported with:	Achieved

	<ul style="list-style-type: none"> - School signage in Dene Yatie (not just classrooms but items in rooms) -Culture classes for all students even if the second language choice is not Dene Yatie. -Add books written in Dene Yatie and Indigenous themes to library. -Apps downloaded with South Slavey Language -Play games that use Dene Yatie -ILE instructors and visitors stay in the language when teaching. -Encourage students to speak in sentences when using Dene Yatie. 	
PA	<p>All staff will engage in the use of common Dene Yatie phrases and greetings daily. This will be supported with:</p> <ul style="list-style-type: none"> -School signage in Dene Yatie (not just classrooms but items in rooms) -Culture classes for all students even if the second language choice is not Dene Yatie. -Add books written in Dene Yatie and Indigenous themes to library. -Apps downloaded with South Slavey Language -Play games that use Dene Yatie -ILE instructors and visitors stay in the language when teaching. -Encourage students to speak in sentences when using Dene Yatie. 	Achieved
DJ	Authentically incorporating language by using basic phrases on announcements, in the classrooms and hallways of DJSS.	Partially complete – it was used regularly in announcements, but not in all classrooms & hallways as we planned.
DN	Cultural camp with embedded language use, using the language at the grocery store.	In progress and moving forward.
LK	<p>Weekly cultural activities</p> <p>Use of language in all classrooms/ hallways</p> <p>Students doing school announcements in the language</p>	Students not yet confident to make school announcements in the language; we are looking at pre-recording items to play over the intercom.
CSEC	<p>Regular use of common phrases by staff and students tracked.</p> <p>Strengthening IL instructor knowledge and use of language by working with mentor</p> <p>Establish regular meetings of ILE collaborative learning community for ILE instructor to share ideas for language instruction with supporting teachers such as:</p>	<p>Completed...</p> <p>Built on beyond the greetings in IL.</p> <p>Elders used extensively to teach and share the language.</p>

	<p>-ILE school committee to plan and share Dene Kede and OLE infusion into curricula during STIP. -All teachers will include Dene Kede and OLE objectives in their year plans. -Whenever possible elders are hired to teach traditions, history, culture and language.</p>	
--	--	--

School Specific Performance Indicators	School	Initiatives	Achieved Results	Explanation for difference <i>(if applicable)</i>
Initiatives in place to promote a Whole School Approach to Language Use.	JBT	All students will make their own small book song chant (e.g. Brown Bear Brown Bear) in Cree and Chipewyan	All students in Cree & Chipewyan class completed poems/writing in Cree/ Chipewyan.	
	PWK	All rooms Morning & transition announcements Student Staff Phrase use (90%)	Partial	Announcements (other than the day of the cycle) remain in English.
	HC	-Signage and items labelled. -Track successes for using the language. -Morning announcements -Assembly land acknowledgement and Dene Yatie student performances -Cultural Camp visits where the language is spoken for authentic purposes. -Reading and writing books written in Dene Yatie	100%	
	PA	-Signage and items labelled. -Track successes for using the language. -Morning announcements -Assembly land acknowledgement and Dene Yatie student performances	100%	

		-Cultural Camp visits where the language is spoken for authentic purposes. -Reading and writing books written in Dene Yatie		
	DJ	80% of students and 100% of staff able to engage respond without reminder for 8 Dene Yatie & French phrases.	Students: 28% Staff: 84%	Repeated school closures negatively impacted our results
	DN	Daily announcements, phrase of the week, reinforcement and practise of using the language in the halls; 100% language participation in grades JK-9; use of language at all cultural activities; Dene Kede is the centrepiece of all classrooms.		In progress/completed
	LK	Signage throughout the school Items labeled Part of morning announcements – students participate All students JK-9 in daily IL classes; majority if Gr. 10-12 students involved Monthly Chipewyan Challenges	Met; with the exception of morning announcements	Students not confident in themselves yet
	CSEC	Daily signs displayed throughout the school such as No, Thank you etc Greetings regularly used by staff and students (tracked) Use of language mentors to model language. Regular ILE committee meetings to support staff. Weekly cultural experiences for all students.	100%	

N. Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Fort Resolution	16,097	23,000	Originally allocated to several on-the-land activities that did not go forward.	5,000	Fish Camp; traditional cooking program.	COVID restrictions; school closure.
Fort Smith	27,929	35,000	JBT - used to purchase items for ILE cultural projects/education in our culture camp and in our school	JBT 12,879 PWK 35,000	Winter/ Spring Camps	Reported on in prior table...
Hay River	26,834	26,834				
Kátł'odeeche First Nation	11,681	11,681				
Lutsel K'e	15,497	16,000				
TOTAL	\$98,038	\$112,515	Budgeting less in Indigenous Education and Resource Development			

O. Resource Development for OLC and ILE

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and the *Indigenous Language and Education (ILE) Handbook*.

This funding is to be used only for:

- a) Developing resources for the implementation of OLC and ILE Handbook in schools;
- b) Training and workshops for Indigenous Language Instruction (ILI) staff to further their professional development in OLC and ILE implementation; and
- c) Technology needs that support OLC and ILE implementation.

Note: Ensure a copy of any resources produced are submitted to ECE-ILES.

Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
\$144,325	\$100,000	Re-allocation to staff 2 IL apprentices		

Resources in the region	Type and amount of Indigenous language resources being developed or purchased to support OLC.	Type and amount of Indigenous language resources being developed or purchased to support ILE.
	<p>The SSDEC continues to support our IL staff with the development and purchase of resources and supports to assist instruction. Our teachers have the technology, the books and resources and a number of planned units to assist them in their roles. This provides our IL staff the luxury of focusing on instruction rather than the development of day-to-day classroom learning aids. If our IL staff identifies an instructional need, our principals and regional staff work diligently to fulfill those needs. The schools have received numerous posters to be used as teaching aids, 2 games have been produced in the language for the IL classrooms, and continued work on the dictionaries in all three languages is going into phase 3. The SSDEC has also finalized the Three Feathers movie</p>	<p>The SSDEC continues to support our schools and IL staff with development and purchasing of resources for ILE and language development. Each school through their ILIs and Principals have identified resources that were needed to support ILE development and language learning in the schools. This year the SSDEC has developed resources around in-servicing staff on Indigenizing Education, as well as supported schools in creation of handbooks to support staff in decolonizing education. Also, a number of resources were purchased to support ILE and language learning with school-based camps to create authentic learning environment for the language and culture.</p>

	(language edition), and is in the works of finalizing a video game to support language learning.	
<p>OLC/ILE Professional Development in the region</p>	<p>Number of ILI’s attending and type of professional development opportunity</p>	<p>Number of school staff attending professional development to support OLC and/or ILE implementation.</p>
	<p>ILI’s have attended four 2 day workshops with the RILE, with a focus on language acquisition and assessment of the OLC.</p>	<p>Every school has attended ECE workshops around the ILE handbook, as well as one school has had a workshop from ECE on the OLC. Many of the ILI’s have met with ECE around the OLC 10,20,30. The RILE has also in-serviced two schools on indigenizing and decolonizing education, as well as, all principals have been in-serviced on these topics at a regional level.</p>

Appendix A: Operating Plan - Operating Budget

**South Slave Divisional Education Council
Statement of Revenues and Expenditures
Annual Budget**

	<u>2021/22</u> <u>Budget</u>	<u>2020/21</u> <u>Approved</u> <u>Budget</u>	<u>2020/21</u> <u>Projected</u>
<u>Revenues</u>			
Government of the NWT			
Regular Contribution	\$24,102,384	\$24,103,092	\$25,294,194
French Language Contribution	\$193,000	\$260,000	\$391,800
Indigenous Language and Education			
Other ECE Contributions (includes NDL)	\$210,000		\$2,292,724
Total ECE Contributions	\$24,505,384	\$24,363,092	\$27,978,718
Other GNWT Contributions	15,000	15,000	
Total GNWT	\$24,520,384	\$24,378,092	\$27,978,718
Federal Government - Jordan's Principle	\$2,181,815	\$0	\$2,525,160
Federal Government Other	\$0	\$0	\$0
Council Generated Funds			
Investment Income	\$50,000	\$150,000	\$55,000
Non-GNWT Contributions	70,000	70,000	90,316
Other			20,000
Total Council Generated Funds	\$120,000	\$220,000	\$165,316
Total Revenues	\$26,822,199	\$24,598,092	\$30,669,194
<u>Expenditures</u>			
Administration	\$2,316,332	\$2,290,826	\$2,559,289
School Operations	16,208,156	16,221,070	18,816,316
Inclusive Schooling	7,139,485	5,140,009	7,576,422
Indigenous Languages and Education	2,163,440	2,312,840	2,737,833
Total Expenditures Before Amortization	\$27,827,413	\$25,964,745	\$31,689,860
Amortization (see Schedule 6)	26,236	0	26,236
Total Expenditures	\$27,853,649	\$25,964,745	\$31,716,096
Surplus/(Deficit)	(\$1,031,450)	(\$1,366,653)	(\$1,046,902)
Accumulated Surplus/(Deficit) - Opening *	\$3,294,377	\$4,341,279	\$4,341,279
Accumulated Surplus/(Deficit) - Closing *	\$2,262,927	\$2,974,626	\$3,294,377

* Accumulated Operating Surplus exclusive of Investments in TCA's and LED Reserve. CSFTNO excludes liability to GNWT.

**South Slave Divisional Education Council
Details of Expenditures - Consolidated
Annual Budget**

	Administration	School Programs	Inclusive Schooling	Indigenous Languages and Education	Jordan's Principle	Total
<u>Salaries</u>						
Teachers Salaries		\$13,291,368	\$1,938,874	\$1,325,701	\$598,888	\$17,154,831
Support Assistants			\$2,151,869	\$217,102	\$1,492,927	\$3,861,898
Regional Coordinators		\$169,456	\$338,912	\$169,456	\$90,000	\$767,824
Counsellors						\$0
Non-Instructional Staff	\$1,255,000	\$1,450,881				\$2,705,881
Board Trustee Honoraria	\$5,000					\$5,000
<u>Employee Benefits</u>						
Benefits/Allowances	\$300,000					\$300,000
Leave/Termination Benefits						\$0
<u>Staff Development</u>						
		\$200,000				\$200,000
<u>Acquired Services</u>						
Professional/Technical	\$45,000	\$38,000	\$25,000	\$30,000		\$138,000
Postage/Communications	\$41,000					\$41,000
Utilities						\$0
Employee Travel	\$100,000	\$115,000	\$40,000	\$20,000		\$275,000
Student Travel						\$0
Student Transportation (bussing)		\$280,793	\$10,000			\$290,793
Advertising/Printing/Publish.	\$20,000	\$30,000	\$9,000	\$200,000		\$259,000
Maintenance/Repair	\$25,000					\$25,000
Rentals/Leases	\$163,610	\$35,000	\$10,000	\$18,000		\$226,610
Other						\$0
Contracted Services	\$30,000	\$150,000	\$72,000	\$35,000		\$287,000
<u>Materials/Supplies/Freight</u>						
Assistive Technology			\$120,000	\$146,181		\$266,181
Materials	\$326,722	\$425,658	\$202,015			\$954,395
Freight	\$5,000	\$22,000	\$40,000	\$2,000		\$69,000
Total	\$2,316,332	\$16,208,156	\$4,957,670	\$2,163,440	\$2,181,815	\$27,827,413

**South Slave Divisional Education Council
Details of Inclusive Schooling Expenditures
Annual Budget**

	General	Magnet Facilities	Total
<u>Salaries</u>			
Regional Coordinator	\$338,912		\$338,912
Program Support Teachers	\$2,388,042	\$149,720	\$2,537,762
Support Assistants	\$3,644,796		\$3,644,796
Counsellors	\$90,000		\$90,000
<u>Employee Benefits</u>			
Benefits/Allowances			\$0
<u>Staff Development</u>			
			\$0
<u>Purchased/Contracted Services</u>			
Professional/Technical	\$25,000		\$25,000
Travel	\$40,000		\$40,000
Student Transportation (bussing)	\$10,000		\$10,000
Other Contracted Services	\$91,000		\$91,000
<u>Materials/Supplies/Freight</u>			
Assistive Technology	\$120,000		\$120,000
Materials	\$193,015	\$9,000	\$202,015
Freight	\$40,000		\$40,000
Total	\$6,980,765	\$158,720	\$7,139,485

**South Slave Divisional Education Council
Details of Indigenous Languages and Education Expenditures
Annual Budget**

	Indigenous Education	Teaching and Learning Centres	Community Support	Total
<u>Salaries/Honoraria</u>				
Regional Coordinator		\$169,456		\$169,456
Teachers	\$1,325,701			\$1,325,701
Support Assistants	\$217,102			\$217,102
Elders in the School			\$25,000	\$25,000
<u>Employee Benefits</u>				
Benefits/Allowances				\$0
<u>Purchased/Contracted Services</u>				
Professional/Technical	\$30,000			\$30,000
Travel		\$20,000		\$20,000
Student Transportation (bussing)				\$0
Advertising/Printing/Publishing	\$200,000			\$200,000
Rentals/Leases	\$18,000			\$18,000
Other Contracted Services	\$35,000			\$35,000
<u>Materials/Supplies/Freight</u>				
Materials	\$46,181		\$75,000	\$121,181
Freight	\$2,000			\$2,000
Total	\$1,873,984	\$189,456	\$100,000	\$2,163,440

**South Slave Divisional Education Council
Schedule of Approved Person Years
Annual Budget**

	<u>PY's</u>
<i>Administration Staff</i>	9.00
<i>Territorial Schools</i>	
Teachers	84.10
Secretaries	6.20
Custodians	11.30
School Community Counsellors	
Consultants	1.00
<i>Inclusive Schooling</i>	
Consultants	2.00
Support Assistants	42.10
Magnet Facilities	1.60
Counsellors	0.90
Student Support Teachers	14.60
<i>Aboriginal Languages</i>	
Teachers	10.30
Classroom Assistants/ALS	1.80
Regional Consultant	1.00
<i>Total Person Years</i>	<u>185.90</u>

**South Slave Divisional Education Council
Related Party Transactions
Annual Budget**

	<u>2021/22 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	\$2,181,815
Interest Revenue *	\$50,000
Other Revenue (general)	
NWTTA - SSI	\$70,000
Total Revenue	\$2,719,815
 <u>Expenditures</u>	
Compensation and Benefits	\$2,524,815
Other Expenses	\$195,000
Total Expenditures	\$2,719,815
 Annual Operating Surplus/(Deficit)	 \$0

Notes

* Interest revenue earned from short-term liquid investments and current investments with a maturity date of less than 90 days to 1 year from acquisition.

**South Slave Divisional Education Council
Contribution Agreement & Other Dedicated Funding Summary
Annual Budget**

	Second Language - French	Trades Awareness	Drop the Pop	Jordan's Principle	Career Coordinator	SSI	Total
Revenue	\$193,000	\$60,000	\$15,000	\$2,181,815	\$150,000	\$70,000	\$2,669,815
Expenses							
Salaries	\$193,000			\$2,181,815	\$150,000		\$2,524,815
Operating & Maintenance		\$60,000	\$15,000			\$70,000	\$145,000
Project Based (Minority lang.)							\$0
Other							\$0
Total Expenses	\$193,000	\$60,000	\$15,000	\$2,181,815	\$150,000	\$70,000	\$2,669,815
Surplus/(Deficit)	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Approvals

Operating Plan



Education Body Chair



Superintendent

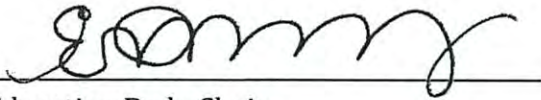
Oct 3/22

Date

Oct 31 2022

Date

Annual Report



Education Body Chair



Superintendent

Oct 3/22

Date

Oct. 3/ 2022

Date



AVERY COOPER & CO. LTD.
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October 3, 2022

The Minister of Education, Culture, and Employment
Government of the Northwest Territories
P.O. Box 1320
Yellowknife, NT X1A 2L9

Client ID: 1930

HAND DELIVERED

Attention: Colton Moran

Dear Colton Moran:

As per the Audit Terms of Reference, we are herewith enclosing one unbound copy of the audited consolidated financial statements of the South Slave Divisional Education Council, for the year ended June 30, 2022, and one copy of our management letter for the Education Council.

We have emailed the final copy in PDF format to you as well.

Please do not hesitate to contact us if you should require further information.

Yours truly,

AVERY COOPER & CO. LTD.

Eberhard (Abe) Theil, CPA, CGA

ZS

c.c. Shawn Brace, CPA, Comptroller, South Slave Divisional Education Council

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL

FORT SMITH, NT.

**CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2022**

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Management Discussion and Analysis For the year ended June 30, 2022

Introduction

This management discussion and analysis is prepared as part of the responsibility of management and the *South Slave Divisional Education Council* (SSDEC) to promote transparency and accountability in its financial reporting.

The SSDEC was established in 1991 with a mandate to provide a quality pre-kindergarten (4 yr olds) to grade twelve education to approximately 1,200 students in the communities of Hay River, Fort Smith, K'atlodecche, Fort Resolution and Lutsel 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 2021/22 representatives were as follows:

Fort Smith – Crystal Villebrun
Fort Resolution – Bess Ann McKay (Chairperson)
Hay River – Pennie Pokiak (Vice-Chairperson)
K'atlodecche – Josie Tourangeau
Lutsel K'e – Iris Catholique

Key senior management positions were as follows:

Superintendent – Dr. Curtis Brown and Dr. Souhail Soujah
Asst. Superintendent – Trudy Rowlands and Cora America
Comptroller – Jamie Watts, CPA and Shawn Brace, CPA

Note: All three senior management positions changed in 2021/22

The SSDEC and its DEAs are committed to a philosophy of education which is built upon a foundation of enabling communities, DEAs, schools, staff members, and parents to help students reach their potential. Student achievement is at the heart of everyone's work at the SSDEC and is the common thread connecting the Council's vision, mission, beliefs and values.

VISION
All individuals reach their educational potential
MISSION
<i>The South Slave Divisional Education Council strives to prepare students to create their futures by ensuring high levels of learning for ALL.</i>

The SSDEC is committed to improving student *literacy, numeracy* and *social responsibility* as the key priorities for student success in school and in life.

Below is a summary of student and staff levels at each school for the 2021/22 year.

School	Students (FTE's)	Staffing (PY's) *
Joseph Burr Tyrrell	267.5	40.0
Paul William Kaeser	215.5	30.4
Sub-total (Fort Smith)	483.0	70.40
Harry Camsell	135.0	19.3
Princess Alexandra	145.5	19.2
Diamond Jenness	210.0	30.4
Sub-total (Hay River)	490.5	68.9
Chief Sunrise Education Centre (K'stloedeeche)	66.75	11.3
Deninu School (Fort Resolution)	94.5	20.2
Lutsel K'e Dene School (Lutsel K'e)	68.5	15.8
Overall Totals	1203.25	186.4

- Includes staff hired with Jordan's Principle funding.

Operating Environment

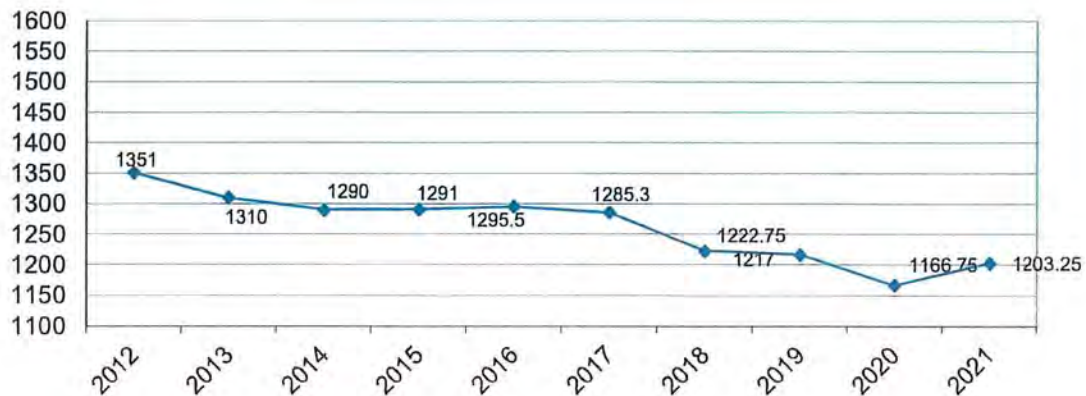
The SSDEC receives the financial resources for the entire division on an annual basis, largely through a funding formula established by the *GNWT Department of Education, Culture and Employment (ECE)*. Unfortunately, there are a number of unfunded and underfunded areas in the formula. For example:

- school boards are funded based on prior year teacher salaries yet collective agreement provisions provide annual salary increments to staff which school boards must pay. ECE also underfunds school boards for salaries of long term UNW, Excluded, and Managers
- ECE confirms that they are underfunding school boards more than \$1 million per year for the hiring of casuals resulting from staff leave provisions in the collective agreements
- some of the funding formula line items are not indexed to keep up with inflation and have not increased in over 15 years

Per student ECE allocations for inclusive schooling has decreased over the past several years as well.

Shrinking enrolment has also brought significant challenges over the last several years. South Slave student enrolment is now less than two thirds what it was fifteen years ago (approx. 1203 now vs. over 1800 previously).

South Slave Divisional Education Council Enrolment History



Fewer students means less funding and less flexibility for the Council to allocate the resources necessary to continue to fund its priorities and a diversity of program offerings. We seem to have plateaued at around 1150-1200 students for the last few years. Whether this stability continues into the future is an uncertainty that we deal with by allowing schools to maintain staffing surpluses. These surpluses allow schools to smooth out any potential wrinkles caused by sudden drops in enrolment and make for an easier transition to having fewer students going forward.

Finalization of the GNWT's policy on surpluses provides clarity on what Education Bodies are allowed to retain. The policy encourages and allows a surplus of up to 7% of the last audited figure for overall revenue. This is inclusive of any school and DEA surpluses. The results from the 2021/22 financial audit, inclusive of the revised GNWT actuarial calculations, leave the SSDEC above the maximum allowable surplus. The planned deficit for 2022/23 will address that overage.

The SSDEC continues to address the funding challenges by annually reviewing and applying their budget assumptions and priorities:

1. Approve a regional budget each year that prioritizes funding for the Council priorities.
2. Approve a budget each year that maintains an accumulated fund balance of at least \$500,000 after taking into account school staffing surpluses.
3. Ensure fair and equitable distribution of funds to schools and DEAs and minimize conflict between Council reps/DEAs.
4. Provide for significant community-based priority setting and related budgeting.
5. Provide transparency in budget process and allocations, and
6. Consider expenditures against a Council surplus over \$500,000, after taking into account school staffing surpluses, each year.

Each year the SSDEC determines the key priorities as well as the unfunded and underfunded areas that simply can't be overlooked, and budgets for those costs first. Upon notification of resulting allocations, staffing plans are developed by school principals for approval of their respective DEAs and the superintendent (prior to March 15th) so that the majority of teacher staffing for the next year can occur while quality applicants are still available. The SSDEC and schools have also been very successful in identifying, applying for and obtaining third party funding in order to supplement program offerings.

Another challenge for the Council is the low levels of readiness of many young children entering the school system, poor attendance by many students, and disengaged parents, probably related to the intergenerational effects of residential schooling. These varying levels and engagement can make it difficult to catch up and retain these students so that they progress and reach their potential. The recent disruption to schooling resulting from the COVID-19 pandemic has exacerbated the equity of access and engagement issues.

In an effort to improve the life chances of more and more children, since 2007 the SSDEC has focused on a few key priorities, with carefully chosen research based strategies, and a long term and relentless commitment to results:

To improve student success in <i>literacy</i>	To increase the percentage of students meeting or exceeding expectations for literacy proficiency
To improve student success in <i>numeracy</i>	To increase the percentage of students meeting or exceeding expectations for numeracy proficiency
To increase understanding and practice of <i>socially responsible behaviour</i> by all members of the school community	To increase the percentage of trustees, staff and students demonstrating responsible behaviour

Accordingly, Council has remained committed to funding the *Leadership for Literacy* initiative that places and trains experienced teachers in instructional coach roles in their respective schools. These coaches provide training and in-classroom support to other teachers and support staff so that more students will achieve success in literacy and math, the essential skills required for success in school and in life.

In *Literacy* we saw a growth in the percentage of students reading at or above acceptable levels (from 64% to 67%). Each school continued to maintain a full-time Literacy Coach who in turn is supported by our Regional Literacy Coordinator. Our *Numeracy* project also has each school with an identified Math Lead who worked closely with our Regional Coordinator. Overall, the number of students meeting an acceptable standard in math also increased from 70-73% from the previous year. In the area of *Social Responsibility*, the targets for 2021/22 (student attendance, parent participation, and social-emotional learning) were not able to be assessed effectively given the pandemic and it's continuing affects this past year..

Much has been accomplished as evidenced by improving student achievement results over the past several years. Further indicative of the SSDEC's success are the various awards received including the three *Ministerial Literacy Awards* for the *SSDEC Literacy Project*, the *Premier's Award of Excellence* for the *Trades Awareness Program* partnership, and the *Premier's Award for Collaboration* for the *South Slave Healthy Communities Partnership*.

Further, the SSDEC's Leadership for Literacy initiative has been recognized nationally as well, being awarded *Indspire's (aka National Aboriginal Achievement Awards) Indigenous Education Organization Award* in 2016, the *Canadian Education Association (CEA) and Reader's Digest Canadian Innovators in Education Award 2015*, and runner up for the CEA's "*Innovation that Sticks*" *Award and Case Study Program*. This is on the heels of the SSDEC becoming the first school board in Canada to win Gold in the education category of the *Public Sector Leadership Awards*, as selected by the *Institute of Public Administration of Canada (IPAC)* and Deloitte in 2014.

South Slave staff and students are excelling and benefitting accordingly as well. Aside from the recognition of the Council and the impressive recipients of the *SSDEC Excellence in Education Awards*, five of the South Slave school principals have now been selected to the exclusive National Academy of *Canada's Outstanding Principals (The Learning Partnership)*, and the SSDEC Superintendent was the first northern recipient of the *Canadian Superintendent of the Year* award (*Canadian Association of School System Administrators (CASSA) & American Association of School Administrators (AASA)*). Two of the five SSDEC trustees received the *Queen's Diamond Jubilee* medals for exemplary service to their communities. The South Slave DEC also has 12 inductees into the NWT Education Hall of Fame.

Three of the South Slave's educators have also received *Indspire Indigenous Educator Awards* and another Indigenous teacher received the *Prime Minister's Award for Teaching Excellence*. These awards are examples of how effective literacy efforts are being encouraged and supported in our Indigenous language programs in Cree, Slavey and Chipewyan; in addition to English and French. The SSDEC recently had an Indigenous Language educator receive the *Premier's Award of Excellence* while another received the *NWTTA Indigenous Educator Award*.

There has also been an increase in staff use of long-term leave requests due to mental health issues. As we are unsure when staff will be able to return to their classrooms, we increasingly find ourselves hiring unqualified substitutes for repeated one and two month periods. This is not only disruptive to classroom routine, but compromises the quality of students' education and is costly for the SSDEC.

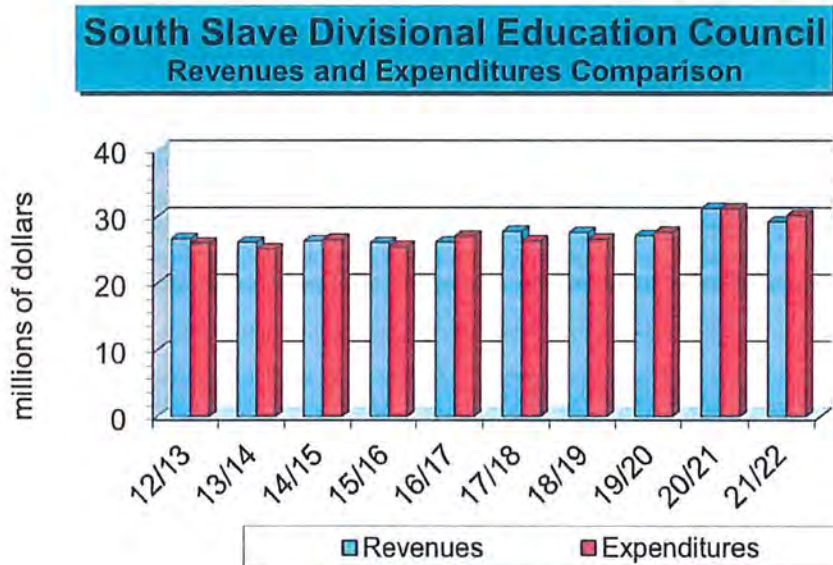
Teacher turnover, compounded by the shortage of suitable applicants, means there is a need to engage in more formalized transition planning. Specialist positions are continuing to be difficult to fill, in particular; Indigenous Language teachers, French Immersion and senior Math/Science. We were proactive in finding and funding 4 Indigenous Language interns last year.

ECE's *Education Renewal and Innovation* initiative also includes aspects that look to help educate and provide support for mental health and wellness of both staff and students. Recent

SSDEC strategies and targets are also intended to improve student attendance, ownership for their learning (inquiry-based, 21st century learning), pride and resiliency as part of its academic and social responsibility priorities.

Financial Condition

The bar chart below provides a historical comparison of revenues and expenditures over the past ten years.



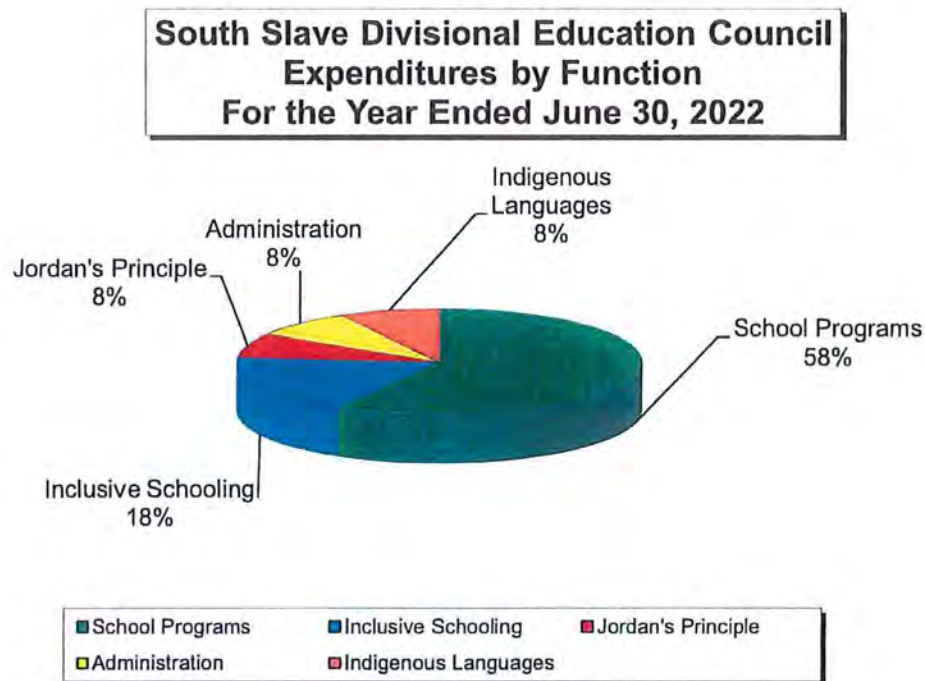
For the year ended June 30, 2022 the Council had an operating deficit of \$979,452 inclusive of DEA surpluses and deficits. This was lower than the projected deficit due mostly to an adjustment to the Council’s employee future benefits liability amount \$413,112. Other reasons for the result include, but are not limited to, COVID-19 still affecting schools for the majority of the year resulting in lower casual wages costs, no duty travel, and general expenditures being lower. Also related to COVID-19 was increased funding from ECE to cover costs in teacher salaries, custodial services, casual wages and materials and supplies (approx. \$490 million). As well, the Council recorded approx. \$2.2 million in Jordan’s Principle funding this past year

The accumulated uncommitted fund balance for the Council now sits at \$2,958,699 (see chart below) which is \$975,156 above the Council’s maximum fund balance of \$1,983,543 spelled out in policy DFAA – Financial Surplus. The Council’s budget for 2022/23 is a deficit budget of \$957,096 that, if realized, would bring the Council’s accumulated fund balance down to \$2,001,603.

	<u>2023</u>	<u>2022</u>
Accumulated Fund Balance at beginning of year	\$2,958,699	\$3,907,227
Operating Surplus/(Deficit) for year	<u>(957,096)</u>	<u>30,924</u>
Accumulated Fund Balance at end of year	\$2,001,603	\$3,938,151
Commitments against Fund Balance (incl. bus purchase)	<u>(1,241,704)</u>	<u>(1,313,243)</u>
Uncommitted Fund Balance at end of year	<u>\$ 759,899</u>	<u>\$2,624,908</u>

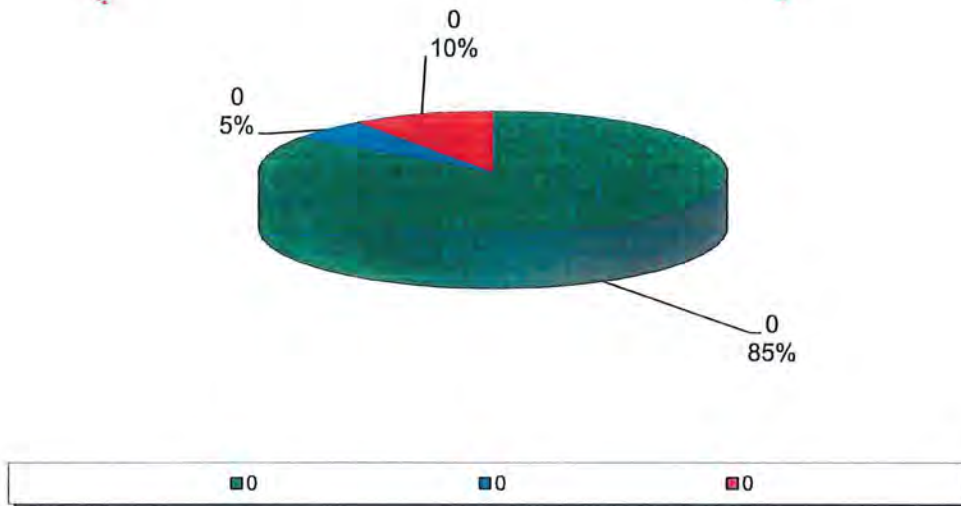
Currently the Council's liquidity position is good but, given the back-end loading of allocations to school boards by ECE, there is still the concern that funds could be short around the end of March. Given that about 85% (see second chart below) of the SSDEC's expenditures are for staffing payroll and benefits, any unanticipated reductions in allocations from ECE, or unexpected expenditures, would be difficult to adjust for until the following school year. The chart below breaks down the Council's expenditures according to the functions identified. ECE mandates that 15% of the Council's expenditures be in Inclusive Schooling. Inclusive Schooling made up 18% of the Council's expenditures in 2021/22. Indigenous Languages Education expenditures was also above what was funded by ECE.

During the 2021/22 year the Council was reimbursed a total of \$252,611 for termination costs related to the 2020/21 fiscal year covering 6 retirements/resignations (all NWTTA).



The chart below breaks down the Council's expenditures into three main categories: Salaries and Employee Benefits, Materials/Supplies and Freight and Purchased/Contracted Services.

**South Slave Divisional Education Council
Details of Expenditures
For the Year Ended June 30, 2022**



Summary and Outlook

In summary, the SSDEC is currently in a positive financial position although, due to the inclusion of school and DEA surpluses in the calculation, we are currently above the maximum surplus allowed under the new GNWT policy as detailed earlier. Our deficit budget for 2022/23 is planned to address that excess.

It should also be noted that in the last four years our surplus has increased by almost \$2.2 million due to a reduction in the Council's post-employment benefits liability (a number provided by the GNWT in July, after our fiscal year spending is complete, and after our next year budget and staffing has been finalized as well). This reduction is not a result of operations but artificially increases our surplus without adding anything to our cash balances. It is expected that this will be taken into consideration when applying the GNWT's surplus policy to Education Bodies.

We anticipate a return to almost normal pre-COVID operations for the Fall of 2023. Of course if the situation changes we will be ready to adapt as necessary.

We are also seeing an increase in the number of students entering the system with complex needs and vulnerabilities at the same time our core Inclusive Schooling funding has decreased. Our schools have been proactive in applying for and receiving over \$4 million in additional funding through the Jordan's Principle initiative. It is hoped that initiatives like Jordan's Principle will continue to provide supplemental funding for psychological testing for students and increased supports in the classroom that will help address some of the causes and impacts of mental health issues in students, including attendance and behavioural issues.

Council is concerned that the significant progress that has been made in the South Slave in the past several years could be undone with any further efforts to reduce local input and centralize, combined with any further reductions in allocations, compounded by existing unfunded and underfunded expenses (salary increments, casual costs, etc.) and cost increases (several formula funding lines not indexed to keep up with inflation), resulting in a decrease in the quality and quantity of education programs and services that can be offered.



Creating Futures

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The Minister of Education, Culture and Employment
Government of the Northwest Territories

The Management Discussion & Analysis, Financial Statements, Schedules and Notes herein submitted have been reviewed by management. They provide full disclosure and accurately reflect the financial and non-financial condition of the authority in all material respects and in accordance with Canadian Public Sector Accounting Standards (CPSAS) as well as the Financial Administration Manual (FAM) and the Financial Administration Manual for Education Authorities (FAMEA) of the Government of the Northwest Territories.

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of South Slave Divisional Education Council have been conducted within the statutory powers of the South Slave Divisional Education Council. The operations and administration of the South Slave Divisional Education Council as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the Education Act, Financial Administration Act, FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the South Slave Divisional Education Council Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

Management hereby asserts that auditors have been provided with all relevant records and documentation as well as unrestricted access to the same. Management is not aware of any undisclosed irregularities involving management or employees with either current or potential impact on financial results, fraud or suspected fraud, disbursements made for purposes not consistent with an appropriation, irregular commitments including those in the form of guarantees, violations or possible violations of laws or regulations, claims or litigation, known or suspected environmental site contaminations or of any other undisclosed environmental or safety hazards within its jurisdiction.

The auditors, Avery, Cooper & Co. Ltd., Chartered Professional Accountants, annually provide an independent, objective audit for the purpose of expressing an opinion on the

financial statements in accordance with Canadian generally accepted auditing standards. The auditors also consider whether the transactions that have come to their notice in the course of this audit are, in all significant respects, in accordance with specified legislation and directives from the Department of Education, Culture and Employment of the Government of the Northwest Territories.

Approved and confirmed on behalf of the South Slave Divisional Education Council



Dr. Souhail Soujah
Superintendent
September 10, 2022



Shawn Brace, CPA
Comptroller



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INDEPENDENT AUDITORS' REPORT

To the Minister of Education, Culture and Employment
Government of the Northwest Territories

Report on the Audit of the Consolidated Financial Statements

Qualified Opinion

We have audited the accompanying consolidated financial statements of South Slave Divisional Education Council which comprise the Consolidated Statement of Financial Position as at June 30, 2022 and the Consolidated Statements of Changes in Net Financial Assets (Debt), Statement of Operations and Statement of Cash Flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, except for the matter described in the Basis for Qualified Opinion paragraph, these consolidated financial statements present fairly, in all material respects, the financial position of the South Slave Divisional Education Council as at June 30, 2022 and its financial performance and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Qualified Opinion

Salaries and related benefits paid to employees of the South Slave Divisional Education Council are administered by the Government of the Northwest Territories and are audited as part of the Government of the Northwest Territories audit. Our audit scope was limited as we did not audit the components of compensation and benefits expenditures and related balances. Accordingly we are not able to determine whether any adjustments might be necessary to compensation and benefits expenditures, payroll liabilities, employee future benefits, net financial resources and accumulated surplus/deficit as well as note disclosures associated with transactions and year-end balances relating to compensation and benefits.

Other matter

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements of South Slave Divisional Education Council taken as a whole. The supplementary information included on various schedules is presented for purposes of additional information and is not a required part of the consolidated financial statements. Such supplementary information has been subjected to the auditing procedures applied, only to the extent necessary to express an opinion in the audit of consolidated financial statements taken as a whole.

INDEPENDENT AUDITORS' REPORT - cont'd.

Other Information

Management is responsible for the other information. The other information comprises the Management Discussion and Analysis.

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon. In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the management Discussion and Analysis prior to the date of this auditor's report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in this auditor's report. We have nothing to report in this regard.

Responsibilities of Management and Those charged with Governance for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards and the Act of the Northwest Territories, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Those charged with governance are responsible for overseeing the 's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the 's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

INDEPENDENT AUDITORS' REPORT - cont'd.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the 's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Report on Other Legal and Regulatory Requirements

We further report, in accordance with the Education Act's requirement for the Education Authority to comply with the Financial Administration Act, in our opinion, proper books of account have been kept by the South Slave Divisional Education Council, the consolidated financial statements are in agreement therewith and the transactions that have come under our notice have, in all significant aspects, been within the statutory powers of the Council.

Avery Cooper & Co. Ltd.

VERY COOPER & CO. LTD.
Chartered Professional Accountants
Yellowknife, NT

September 10, 2022

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
as at June 30, 2022**

	<u>2022</u>	<u>2021</u>
<u>Financial Assets</u>		
Cash and Cash Equivalents (Note 4)	\$8,722,675	\$9,969,397
Trust Assets (Note 18)	77,740	77,595
Due from the GNWT (Note 8)	39,992	27,556
Due from the Government of Canada (Note 13)	0	0
Other Accounts Receivable (Note 8)	94,227	163,486
	<u> </u>	<u> </u>
Total Financial Assets	<u>\$8,934,634</u>	<u>\$10,238,034</u>
<u>Liabilities</u>		
Bank Indebtedness	\$0	\$0
Accounts Payable and Accrued Liabilities (Note 10)	162,283	90,864
Trust Liabilities (Note 18)	77,740	77,595
Due to the GNWT (Note 10)	0	75,085
Payroll Liabilities (Note 10)	2,683,276	2,392,794
Deferred Revenue (Note 11)	1,810,058	1,704,133
Post-Employment Benefits (Note 17)	1,781,424	2,194,535
	<u> </u>	<u> </u>
Total Liabilities	<u>\$6,514,781</u>	<u>\$6,535,006</u>
Net Financial Resources	<u>\$2,419,853</u>	<u>\$3,703,028</u>
<u>Non-Financial Assets</u>		
Prepaid Expenses (Note 20)	\$0	\$0
Tangible Capital Assets (Note 19)	212,508	236,123
	<u> </u>	<u> </u>
Total Non-Financial Resources	<u>\$212,508</u>	<u>\$236,123</u>
Accumulated Fund Balance	<u>\$2,632,361</u>	<u>\$3,939,151</u>
Represented By:		
Operating Fund Balance	\$859,728	\$2,406,968
DEA Fund Balances	\$318,421	\$217,940
Capital Asset Depreciation	\$212,508	\$236,120
School Staffing Surpluses (Note 35)	\$1,241,704	\$1,077,123
	<u> </u>	<u> </u>
Accumulated Fund Balance	<u>\$2,632,361</u>	<u>\$3,938,151</u>

Approved:


Chairperson


Comptroller

See attached notes and schedules.

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
CONSOLIDATED STATEMENT OF CHANGES IN NET ASSET (DEBT)
For the Year Ended June 30, 2022**

	Unaudited 2022 Budget	2022	2021
Operating Surplus/(Deficit) (Statement III)	\$1,197,752	(\$1,305,790)	\$30,924
Prior Year Adjustments	_____	_____	_____
Increase/(Decrease) in Net Financial Resources	\$1,197,752	(\$1,305,790)	\$30,924
Opening Net Financial Resources	<u>3,938,151</u>	<u>3,938,151</u>	<u>3,907,227</u>
Closing Net Financial Resources	<u><u>\$5,135,903</u></u>	<u><u>\$2,632,361</u></u>	<u><u>\$3,938,151</u></u>

See attached notes and schedules.

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
CONSOLIDATED STATEMENT OF OPERATIONS
For the Year Ended June 30, 2022**

	(Note 25) (unaudited) <u>2022 Budget</u>	<u>2022 Actual</u>	<u>2021 Actual</u>
<u>REVENUES</u>			
ECE Contributions			
ECE Regular Contributions	\$24,303,003	\$24,914,033	\$25,294,194
Other ECE Contributions	403,000	1,037,432	2,728,621
Total ECE Contributions	<u>\$24,706,003</u>	<u>\$25,951,465</u>	<u>\$28,022,815</u>
Other GNWT Contributions	\$15,000	\$251,221	\$232,919
Total GNWT Contributions	<u>\$24,721,003</u>	<u>\$26,202,686</u>	<u>\$28,255,734</u>
Other Education Bodies	\$0	\$0	\$0
Government of Canada			
Jordan's Principle	\$2,181,815	\$2,204,639	\$2,496,973
Other Government of Canada	0	(1,000)	1,836
Total Government of Canada	<u>\$2,181,815</u>	<u>\$2,203,639</u>	<u>\$2,498,809</u>
Generated Funds			
Investment Income	\$50,400	\$68,814	\$49,974
Non-GNWT Contributions	70,000	110,000	86,319
Donations	0	3,186	2,050
Other	43,800	593,866	286,356
Total Generated Funds	<u>\$164,200</u>	<u>\$775,867</u>	<u>\$424,699</u>
Total Revenues	<u>\$27,067,018</u>	<u>\$29,182,191</u>	<u>\$31,179,242</u>
<u>EXPENSES (Schedule 1)</u>			
Administration	\$2,493,961	\$2,476,829	\$2,498,636
School Programs	16,437,800	17,801,606	18,410,455
Inclusive Schooling	5,072,846	5,507,666	5,135,856
Indigenous Language and Education	1,864,659	2,433,774	2,595,615
Jordan's Principle	0	2,246,442	2,507,756
Total Expenses	<u>\$25,869,266</u>	<u>\$30,466,317</u>	<u>\$31,148,319</u>
OPERATING SURPLUS/(DEFICIT)	<u>\$1,197,752</u>	<u>(\$1,284,125)</u>	<u>\$30,924</u>
Opening Fund Balance		<u>3,938,151</u>	<u>3,907,227</u>
Closing Fund Balance		<u>\$2,654,026</u>	<u>\$3,938,151</u>

See attached notes and schedules.

Statement IV

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
CONSOLIDATED STATEMENT OF CASH FLOW
For the Year Ended June 30, 2022**

	<u>2022</u>	<u>2021</u>
Cash Provided By (Used In):		
Operating Surplus/(Deficit)	(\$1,305,790)	\$30,924
Changes in Non-cash Assets and Liabilities		
Decrease (increase) due from Government of Canada	\$0	\$0
Decrease (increase) in accounts receivable	56,823	174,218
Decrease (increase) in capital assets	23,612	(236,120)
Increase (decrease) in acc. payroll/emp. deductions	290,482	314,977
Increase (decrease) in accounts payable	(3,666)	83,176
Increase (decrease) in trust liability	145	(262)
Increase (decrease) in deferred revenue	105,925	870,198
Increase (decrease) in post-employment benefits	(413,111)	(456,159)
Decrease (increase) in prepaid expenses	<u>0</u>	<u>0</u>
Cash Provided by (Used In) Operating Transactions	<u>(1,245,580)</u>	<u>\$780,952</u>
Increase/(Decrease) in Cash and Cash Equivalents	<u>(1,245,580)</u>	<u>\$780,952</u>
Cash and Cash Equivalents at Beginning of Year	\$9,783,444	\$9,003,688
Cash and Cash Equivalents at End of Year *	<u><u>\$8,536,668</u></u>	<u><u>\$9,783,444</u></u>

* Cash and cash equivalents are represented by cash and short-term investments.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

Note 1. Nature of the Organization

The Council was formerly known as the South Slave Divisional Board of Education. With the adoption of the new Education Act, its legal name is now the South Slave Divisional Education Council (Council).

The Council was established under the Education Act of the Government of the Northwest Territories by order of the Minister of Education dated July 1, 1991. Its purpose is to administer and maintain standards of educational programs defined under the Act in the member communities of the South Slave region.

Consequently, the Council is economically dependent upon funding from the Department of Education, Culture and Employment of the GNWT. Member communities have formed local District Education Authorities (DEA) which have assumed the responsibility of providing sufficient educational programs within their respective communities.

Note 2. Significant Accounting Policies

a) Basis of Accounting

These consolidated financial statements have been prepared in accordance with Canadian public sector accounting standards. The consolidated financial statements have, in management's opinion, been properly prepared with reasonable limits of materiality. The basis of accounting refers to the timing of when revenue and expenditure items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized for all funds. Under this basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

b) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques, and short term highly liquid investments that are readily convertible to cash and usually with a maturity date of 90 days or less from the date of acquisition.

c) Financial Instruments

Financial assets originated or acquired or financial liabilities issued or assumed in an arm's length transaction are initially measured at their fair value. In the case of a financial asset or financial liability not subsequently at its fair value, the initial fair value is adjusted for financing fees and transaction costs that are directly attributable to its origination, acquisition, issuance or assumption. Such fees and costs in respect of financial assets and liabilities subsequently measured at fair value are expensed.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

Financial assets subsequently measured at amortized costs include cash, accountable funds, due from the GNWT and other accounts receivable.

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, accrued salaries, deferred revenue, post-employment benefits and accountable funds.

At the end of each reporting period, management assesses whether there are any indications that financial assets measured at cost or amortized cost may be impaired. If there is an indication or impairment, management determines whether a significant adverse change has occurred in the expected timing or the amount of future cash flows from the asset, in which case the asset's carrying amount is reduced to the highest expected value that is recoverable by either holding the asset, selling the asset or by exercising the right to any collateral. The carrying amount of the asset is reduced directly or through the use of an allowance account and the amount of the reduction is recognized as an impairment loss in operations. Previously recognized impairment losses may be reversed to the extent of any improvement. The amount of the reversal, to a maximum of the related accumulated impairment charges recorded in respect of the particular asset is recognized in operations.

d) Non-Financial Assets

Prepaid expenses and other non-financial assets are accounted for as assets by the Council because they can be used to provide government services in future periods. These assets do not normally provide resources to discharge the liabilities of the Council.

e) Tangible Capital Assets

All buildings and works, furniture, equipment and vehicles are the property of the GNWT. The Minister grants to the Education Authority the full occupancy and use of such facilities and equipment where required for the administration and delivery of education system programs. Capital assets with a value in excess of \$50,000 are recorded at cost and amortized in accordance with the Financial Administration Manual guidelines by the GNWT. Capital assets with a value of less than \$50,000 are recorded as a current expenditure.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

f) Revenue Recognition

Government Transfers:

Revenues are recognized in the period in which the transactions or events occur that give rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met, except to the extent that transfer stipulations give rise to an obligation that meets the definition of a liability. Transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Transfer revenue is recognized in the statement of operations as the stipulation liabilities are settled.

Operating transfers are recognized as revenue in the period in which the events giving rise to the transaction occur, providing the transfers are authorized, eligibility criteria have been met and reasonable estimates of the amounts can be determined.

GNWT – Regular Contributions:

The regular contributions from the GNWT are determined by a funding formula and are received in monthly installments. The council retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided for by the formula, must first be approved by the GNWT.

Other Contributions:

The Council follows the deferral method of accounting for other contributions. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred.

Deferred Revenue:

Deferred revenue consists of funds received in advance of providing the services or acquiring the goods. These amounts are taken into revenue when the eligible expenses are incurred.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

Investment income:

Investment income is recognized when received or receivable, if the amount can be reasonably estimated.

Special Purpose Funds:

School activity funds which are fully controlled by the Council with respect to when and how the funds available can be disbursed are included in these financial statements. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising and/or contributions or fees paid related to a specific planned benefit. Examples might include planned student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

Student activity funds which are controlled by students or parties other than the Council are not included in these financial statements even if custody of the funds is held by the Council. Examples might include student clubs or associations for which the Council has no on-going responsibility or liability for losses.

g) Budget Data

The *Education Act* of the NWT requires that the Council prepare an annual budget, as outlined in Sections 128 and 129.

The priorities and funding allocations are determined by the Council and the budget is then legally adopted by a motion of the Council in accordance with Section 135(3) of the *Education Act*.

Council approved budgets are submitted to the Minister of Education, Culture and Employment for final approval as directed by sections 117(2)(k), (l) and (m) of the *Education Act*.

The annual budget includes estimates of revenues, expenditures and the net operating surplus/(deficit). Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Council.

The budget may be amended within a given fiscal year in accordance with Council policy, regulations and approved budget procedures. The budget data presented in the consolidated financial statements reflects the Minister approved budget for the school year.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

h) Measurement Uncertainty

The preparation of these consolidated financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenue and expenses during the period. Actual results could differ from these estimates.

i) Inventories Including Materials and Supplies

Inventories of books, materials, supplies and other expendables purchased by the Council are treated as expenditures during the year of acquisition and are not being recorded on the statement of financial position.

j) Payroll Liabilities

According to the Northwest Territories Teachers Association (NWTTA) and GNWT Collective Agreement, teaching staff have their salary issued by the GNWT bi-weekly pay system. NWTTA staff will have earned their annual salary by June 30th of each year which provides for continued payment during the summer. GNWT payroll for NWTTA staff starts with the annualized salary commitment for compensation and then allocates the complete payout of that value over the number of pay periods between August 1 and July 31 (usually 26). The pay periods that fall within the month of July therefore have to be accrued.

The duties and compensation base for UNW school year employees are scheduled to align with the academic year although the actual start dates and durations vary by specific location and job function. Accordingly, the Council determines the start dates of their UNW employees and accrues the related payroll liability as necessary

All other staff salaries are accrued to include earnings to June 30th.

k) Post-Employment Benefits, Compensated Absences and Termination Benefits

Under the terms and conditions of employment, Council employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment. Eligibility is based on a variety of factors including place of hire, date employment commenced and reason for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. The expected cost of providing these benefits is recognized as employees render service. Termination benefits are also recorded when employees are identified for lay-off. Compensated absences

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

include sick, special, parental and maternity leave. Accumulating non-vesting sick and special leave is recognized in the period the employee provides service, whereas parental and maternity leave are event driven and are recognized when the leave commences. An actuarial valuation of the cost of these benefits (except parental and maternity leave) has been prepared using data provided by the GNWT and assumptions based on management's best estimates.

l) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed. Transfers include grants and contributions and are recorded as expenses when the transfer is authorized and eligibility criteria have been met by the recipient.

Note 3. Future Accounting Changes

Financial Instruments

The Public Sector Accounting Board (PSAB) issued PS 3450 – Financial Instruments effective for fiscal years beginning on or after April 1, 2022. Items within the scope of the standard are assigned to one of two measurement categories: fair value, or cost or amortized cost. Fair value measurement will apply to derivatives and portfolio investments in equity instruments that are quoted in an active market. Also, when groups of financial assets and financial liabilities are managed on a fair value basis they may be reported on that basis. Other financial assets and financial liabilities will generally be measured at cost or amortized cost. Until an item is derecognized, gains and losses arising due to fair value measurement will be reported in the Statement of Remeasurement of Gains and Losses.

Other New Standards

Effective July 1, 2022, Education Bodies will concurrently be required to adopt: PS2601 – Foreign Current Translations, PS1201 – Financial Statement Presentation and PS3041 – Portfolio Investments in the same fiscal period. Government organizations that apply PSAS were required to adopt these standards effective April 1, 2021 however there is no significant impact on the financial statements as a result of this application.

Effective July 1, 2022, Education Bodies will be required to adopt PS3280 – Asset Retirement Obligations. This standard provides guidance on how to account for and report liabilities for retirement of tangible capital assets. There is no significant impact on the financial statements as a result of this application.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

Effective July 1, 2023, Education Bodies will be required to adopt PS3400 – Revenue. This standard provides guidance on how to account for and report on revenue. Specifically, it differentiates between revenue arising from transactions that include performance obligations and transactions that do not have performance obligations.

The impact of this standard on the consolidated financial statements is currently being assessed.

Note 4. Cash and Cash Equivalents

	<u>2022</u>	<u>2021</u>
Cash	\$ 8,722,675	\$ 9,969,397
Trust Assets	77,740	77,595
Bank Indebtedness	<u>0</u>	<u>0</u>
Total	<u>\$ 8,800,415</u>	<u>\$10,046,992</u>

Note 5. Special Purpose Funds

Nothing to report.

Note 6. Restricted Assets

Nothing to report.

Note 7. Portfolio Investments

Security	June 30 balance	Interest for year	March 31 balance	Date Purchased	Term	Maturity	Interest Rate
T-Bill (FR)	\$18,424.97	\$28.63	\$18,413.14	Unknown	n/a	n/a	n/a
GIC (FS)	\$177,276.77	\$286.30	\$177,276.77	2022/04/21	1 yr.	2023/04/20	2.7%
GIC (KFN)	\$5,877.66	\$2.95	\$5,877.66	2022/06/29	2 mos. 30 days	2022/09/28	0.05%

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

Note 8. Accounts Receivable

	<u>2022 Net</u>	<u>2021 Net</u>
GNWT – Finance	\$ 13,829	\$ 5,035
GNWT – HSS	6,765	0
GNWT – ECE	610	0
Fort Smith DEA	0	22,521
Diamond Jenness	12,288	0
Chief Sunrise	<u>6,500</u>	<u>0</u>
Total due from GNWT	<u>\$ 39,992</u>	<u>\$ 27,556</u>
Due from Government of Canada	2,000	0
Payroll Chargeback Recoveries	59,902	0
Other	<u>32,325</u>	<u>163,486</u>
Total Receivables	<u>\$134,219</u>	<u>\$190,042</u>

Note 9. Inventories

Not applicable.

Note 10. Accounts Payable and Accrued Liabilities

	<u>2022</u>	<u>2021</u>
GNWT – Dept. of Education, Culture & Employment	\$ 0	\$ 0
GNWT – Lutsel K'e Dene School	0	5,000
GNWT – Infrastructure	0	85
WSCC	<u>0</u>	<u>70,000</u>
	\$ 0	\$ 75,085
<u>Payroll Liabilities</u>		
To GNWT (Finance)	\$2,566,360	\$2,252,516
Government of Canada	0	0
Annual/Lieu	<u>116,916</u>	<u>140,278</u>
	<u>\$2,683,276</u>	<u>\$2,392,794</u>
Total Due to GNWT	\$2,683,276	\$2,467,879
Other	<u>162,283</u>	<u>90,864</u>
Total Accounts Payable	<u>\$2,845,559</u>	<u>\$2,558,743</u>

Note 11. Deferred Revenue

	<u>2022</u>	<u>2021</u>
COVID-19 funding - SSDEC (ECE)	\$ 0	\$ 493,784
Library funding – Fort Resolution (ECE)	0	1,626
Take A Kid Gardening – K'atlodeeche (ITI)	<u>0</u>	<u>2,102</u>
Total GNWT	\$ 0	\$ 497,512
Jordan's Principle	<u>1,810,058</u>	<u>1,206,621</u>
Total Deferred Revenue	<u>\$1,810,058</u>	<u>\$ 1,704,133</u>

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

Note 12. Contribution Repayable

	<u>2022</u>	<u>2021</u>
GNWT		
Department of Education, Culture & Employment	\$ 0	\$ 27,504

Note 13. Due To/From the Government of Canada

Nothing to report.

14. Capital Lease Obligations

Nothing to report.

15. Pensions

Nothing to report.

16. Long-term Debt

Nothing to report

17. Post-Employment Benefits, Compensated Absences and Termination Benefits

In addition to pension benefits the Council provides severance (resignation and retirement), removal and compensated absences (sick, special, parental and maternity leave) benefits to its employees. The benefit plans are not pre-funded and thus have no assets, resulting in a plan deficit equal to the accrued benefit obligation.

Severance benefits are paid to Council employees based on the type of termination (resignation vs. retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being location of hire, employee category and length of service. The benefits under these two categories were valued using the projected unit credit methodology.

Compensated absence benefits generally accrue as employees render service and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to, employee or dependant illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under compensated absence benefits were actuarially valued using the expected utilization methodology.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

Valuation result

The actuarial valuation was completed as at March 31, 2022. The effective date of the next actuarial valuation is March 31, 2022. The liabilities are actuarially determined as the present value of the accrued benefits at February 2022 and the results extrapolated to June 30, 2022. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

	Severance and Removal \$	Compensated Absences \$	2022 \$	2021 \$
Changes in Obligation				
Accrued benefit obligations at beginning of year	\$1,348,276	\$430,281	\$1,778,557	\$2,038,291
Current period benefit cost	\$89,220	\$32,669	\$121,889	\$126,329
Interest accrued	\$43,833	\$14,325	\$58,158	\$54,286
Benefits payments	(\$386,413)	(\$57,746)	(\$444,159)	(\$473,418)
Plan amendments	\$10,375	(\$9)	\$10,366	\$0
Actuarial (gains)/losses	\$301,457	(\$41,331)	\$260,126	(\$33,069)
Accrued benefit obligations at end of year	\$1,406,748	\$378,189	\$1,784,937	\$1,778,557
Surplus/(deficit) at end of year	(\$1,406,748)	(\$378,189)	(\$1,784,937)	(\$1,778,557)
Unamortized net actuarial (gain)/loss	(\$81,426)	\$84,939	\$3,513	(\$415,978)
Net future obligation	(\$1,488,174)	(\$293,250)	(\$1,781,424)	(\$2,194,535)
Other employee future benefits	\$0	\$0	\$0	\$0
Other compensated absences	\$0	\$0	\$0	\$0
Total employee future benefits and compensated absences	(\$1,902,593)	(\$291,935)	(\$2,194,535)	(\$2,650,694)
Benefits Expense				
Current period benefit cost	\$89,220	\$32,669	\$121,889	\$126,329
Interest accrued	\$43,833	\$14,325	\$58,158	\$54,286
Plan amendments	\$10,375	(\$9)	\$10,366	\$0
Amortization of actuarial gains	(\$171,435)	\$12,076	(\$159,356)	(\$163,356)
Total Expense	(\$28,007)	\$59,061	\$31,057	\$17,259

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

The discount rate used to determine the accrued benefit obligation is an average of 4.1%. No inflation rate was applied. The expected payments during the next five fiscal years are:

	Severance & Removal \$	Compensated Absences \$	Total \$
2023	\$164,080	\$28,789	\$192,869
2024	\$159,096	\$27,308	\$186,404
2025	\$157,145	\$31,559	\$188,704
2026	\$146,384	\$30,726	\$177,110
2027	\$153,690	\$36,315	\$190,005
	\$780,395	\$154,697	\$935,092

18. Trust Assets Under Administration

	<u>2022</u>	<u>2021</u>
Andrew John Piche Scholarship Fund	\$77,740	\$77,595

19. Tangible Capital Assets

	Cost	Additions	Deletions	Opening Acc. Amortization	Amortization	Closing Acc. Amortization	2022 NBV	2021 NBV
Equipment								
Buses	\$262,356	\$0	\$0	\$0	\$23,612	\$49,848	\$212,508	\$236,123
Total	\$262,356	\$0	\$0	\$0	\$23,612	\$49,848	\$212,508	\$236,123

20. Prepaid Expenses

Nothing to report.

21. GNWT Assets Provided at no Cost.

	Cost	Acc. Amort.	2022 NBV	2021 NBV
Joseph Burr Tyrrell School	\$10,354,271	\$6,145,666	\$4,208,604	\$4,496,183
Paul William Kaeser School	\$8,070,058	\$6,156,332	\$1,913,726	\$2,161,591
Deninu School	\$5,447,087	\$5,241,679	\$205,408	\$222,063
Lutsel K'e Dene School	\$16,791,305	\$3,875,291	\$12,916,014	\$13,483,571
Princess Alexandra School	\$7,762,885	\$6,357,802	\$1,405,083	\$1,688,416
Diamond Jenness School	\$34,388,973	\$15,234,184	\$19,154,789	\$19,976,350

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

Harry Camsell School	\$6,949,011	\$4,721,683	\$2,227,328	\$2,355,970
Chief Sunrise Education Ctr.	\$3,342,966	\$1,501,719	\$1,841,246	\$1,973,903
DJSS Trades Building	\$2,423,804	\$708,517	\$1,715,288	\$1,775,827
PWK High School Seacan	\$687,229	\$515,422	\$171,807	\$217,623
PWK Welding Shop	\$389,368	\$74,629	\$314,740	\$324,474
	\$96,606,955	\$50,532,923	\$46,074,032	\$48,676,150

22. Contractual Obligations

	2023	2024	2025	2026	2027	Total
<u>Equipment</u>						
Altalink B8065	\$1,227					\$1,227
Altalink C8145	\$4,066	\$4,066	\$4,066			\$12,198
<u>Commercial Lease</u>						
Fort Smith Construction	\$163,615	\$54,538				\$218,153
Total	\$168,908	\$58,604	\$4,066			\$231,578

23. COVID-19

On March 11, 2020, there was a global outbreak of a novel coronavirus known as COVID-19, which has had a significant impact on organizations and companies through the restrictions put in place by federal, provincial, territorial and municipal governments regarding travel, business operations and isolation or quarantine orders. While the Council was unable to quantify the overall financial effect of these events, they have resulted in school closures and disruptions in regular operations. The Council continues to take measures to mitigate the effects of the current crisis.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

24. Related Parties and Inter-Entity Transactions

The Council is related, in terms of common ownership, to all GNWT created departments, agencies and corporations. The Council enters into transactions with these entities in the normal course of business. The Council is provided with various administrative services by the GNWT, the value of which is not reflected in these financial statements. The administrative costs include legal services by the Department of Justice, insurance coverage, payroll services and internal audit services by the Department of Finance and utilities and maintenance by Public Works and Services. Transactions with related parties and balances at year-end not disclosed elsewhere in the financial statements are disclosed in this note.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

Accounts Payable

	<u>2022</u>	<u>2021</u>
Dept. of Finance	\$2,566,360	\$2,392,794
Dept. of Education, Culture and Employment	0	0
WSCC	0	70,000
Lutsel K'e Dene School	0	5,000
Dept. of Infrastructure	0	85

Accounts Receivable

GNWT – Finance	\$ 13,829	\$ 5,035
GNWT – HSS	6,765	0
GNWT – ECE	610	0
Fort Smith DEA	0	22,521
Diamond Jenness	12,288	0
Chief Sunrise	6,500	0
Lutsel K'e DEA	0	0

25. Budget Data

The Education Act of the Northwest Territories requires that Education Bodies prepare an annual budget as outlined in Section 117, Duties of Education Body. The budget is legally adopted by a motion of the Council which may or may not include the establishment of a tax levy to support the approved budget in accordance with Section 135, Assessment and Taxation of the Education Act.

The annual budget includes estimates of revenue and expenditures for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Council.

The budget figures presented are those approved by the Minister of Education, Culture and Employment on December 20, 2021 and have not been audited.

26. Economic Dependence

The South Slave Divisional Education Council receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that the South Slave Divisional Education Council's operations would be significantly affected.

27. Financial Instruments

The Council's carrying value of cash, accounts receivable, due from the GNWT, accounts payable and accrued liabilities, due to the GNWT, accrued salaries and the trust liability approximate fair value due to the immediate and short-term maturity of these instruments.

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

The Council's carrying value of the accrued leave and termination benefits approximates fair value due to the information readily available in the NWTTA, UNW and Senior Manager's Handbook.

It is management's opinion that the Council is not exposed to significant interest rate, currency, market, credit, liquidity or cash flow risks arising from these financial instruments and that there are no significant concentrations of such risk.

28. Expenses by Object

	<u>2022 Budget</u>	<u>2022 Actual</u>	<u>2021 Actual</u>
Compensation	\$22,631,876	\$25,834,981	\$26,027,102
Other	<u>3,328,390</u>	<u>4,633,490</u>	<u>5,121,217</u>
Total	<u>\$25,959,266</u>	<u>\$30,468,471</u>	<u>\$31,148,319</u>

29. Subsequent Events

Nothing to report.

30. Comparative Figures

Nothing to report.

31. ECE Other Contributions

Career Coordinator	\$ 154,720
French (FSL) Funding	313,500
Trades Awareness	64,802
Self-Regulation resources	9,000
COVID-19 funding (deferred from 2021)	493,784
Library Funding	<u>1,626</u>
Total	<u>\$1,037,432</u>

32. GNWT Other Contributions

Health & Social Services

Drop the Pop	\$ 15,112
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Energy & Natural Resources

Take a Kid Trapping	42,818
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Municipal & Community Affairs

Child/Youth Resiliency	27,191
Youth Paddling	15,000
Active After School	107,100

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

The Council's carrying value of the accrued leave and termination benefits approximates fair value due to the information readily available in the NWTTA, UNW and Senior Manager's Handbook.

It is management's opinion that the Council is not exposed to significant interest rate, currency, market, credit, liquidity or cash flow risks arising from these financial instruments and that there are no significant concentrations of such risk.

28. Expenses by Object

	<u>2022 Budget</u>	<u>2022 Actual</u>	<u>2021 Actual</u>
Compensation	\$24,996,423	\$25,834,982	\$26,027,102
Other	<u>3,328,390</u>	<u>4,633,490</u>	<u>5,151,323</u>
Total	<u>\$28,234,813</u>	<u>\$30,468,472</u>	<u>\$31,178,425</u>

29. Subsequent Events

Nothing to report.

30. Comparative Figures

Nothing to report.

31. ECE Other Contributions

Career Coordinator	\$ 154,720
French (FSL) Funding	313,500
Trades Awareness	64,802
Self-Regulation resources	9,000
COVID-19 funding (deferred from 2021)	493,784
Library Funding	<u>1,626</u>
Total	<u>\$1,037,432</u>

32. GNWT Other Contributions

Health & Social Services

Drop the Pop	\$ 15,112
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Energy & Natural Resources

Take a Kid Trapping	42,818
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Municipal & Community Affairs

Child/Youth Resiliency	27,191
Youth Paddling	15,000
Active After School	107,100

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2022

Drumming	5,000
Take a Kid Trapping	<u>39,000</u>
Total	<u>\$251,221</u>

33. Contingent Assets

Nothing to report.

34. Contractual Rights

Nothing to report.

35. Commitments Against Surplus

The Council currently has approved commitments against its surplus of \$2,101,433 consisting of school staffing surpluses (\$1,241,704) and as detailed in the Consolidated Balance Sheet and Schedule 27 to the financial statements.

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
CONSOLIDATED SCHEDULE OF EXPENSES
For the Year Ended June 30, 2022**

	School Programs	Inclusive Schooling	Admin.	Indigenous Language	Jordan's Principle	Fiscal & Transfers	Total
Salaries							
Teachers	\$13,179,611	\$2,618,820	\$0	\$1,215,346	\$0	\$0	\$17,013,776
Instruction Assistants	\$23,041	\$2,162,440	\$12,525	\$346,461	\$2,170,021	\$0	\$4,714,487
Non-Instructional Staff	\$2,004,623	\$151,133	\$1,621,314	\$149,632	\$0	\$0	\$3,926,702
Board/Trustee Honoraria	\$10,600	\$7,800	\$35,080	\$20,770	\$0	\$0	\$74,250
Employee Benefits							
Employee Benefits/Allowances	\$155,297	\$65,251	\$11,745	\$20,880	\$0	\$0	\$253,173
Leave & Termination Benefits	(\$90,419)	(\$37,991)	(\$6,838)	(\$12,157)	\$0	\$0	(\$147,406)
Services Purchased/Contracted							
Professional/Technical Services	\$62,250	\$75,052	\$115,066	\$12,255	\$0	\$0	\$264,623
Postage/Communication	\$59,329	\$426	\$43,759	\$762	\$0	\$0	\$104,276
Utilities	\$2,400	\$0	\$0	\$0	\$0	\$0	\$2,400
Travel	\$19,579	\$62,865	\$26,385	\$13,662	\$0	\$0	\$122,490
Student Travel	\$8,703	\$699	\$0	\$2,320	\$1,109	\$0	\$12,831
Advertising/Printing/Publishing	\$0	\$12,292	\$19,549	\$22,730	\$0	\$0	\$54,571
Maintenance/Repair	\$27,196	\$0	\$10,607	\$5,921	\$0	\$0	\$43,723
Rentals/Leases	\$93,758	\$501	\$192,350	\$2,001	\$0	\$0	\$288,611
Contracted Services	\$462,957	\$80,413	\$14,883	\$149,238	\$60,090	\$0	\$767,581
Materials/Supplies/Freight							
Materials	\$1,749,480	\$304,637	\$351,939	\$482,036	\$15,222	\$0	\$2,903,315
Amortization			\$23,612				\$23,612
Freight	\$35,352	\$3,333	\$4,854	\$1,918	\$0	\$0	\$45,457
Total	\$17,803,757	\$5,507,671	\$2,476,829	\$2,433,773	\$2,246,442	\$0	\$30,468,471

**FORT SMITH DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
as at June 30, 2022**

	<u>2022</u>	<u>2021</u>
<u>Financial Assets</u>		
Cash and Cash Equivalents	\$58,886	\$52,862
Cash Held in Trust	77,740	77,595
Other Accounts Receivable (net)	<u>0</u>	<u>0</u>
Total Financial Assets	<u>\$136,626</u>	<u>\$130,456</u>
<u>Liabilities</u>		
Accounts Payable & Accrued Liabilities	(\$3)	(\$3)
Trust Liability	<u>77,740</u>	<u>77,595</u>
Total Liabilities	<u>\$77,737</u>	<u>\$77,854</u>
Net Financial Resources	<u>\$58,889</u>	<u>\$52,865</u>
Fund Balance	<u><u>\$58,889</u></u>	<u><u>\$52,865</u></u>

FORT SMITH DISTRICT EDUCATION AUTHORITY
STATEMENT OF OPERATIONS
For the Year Ended June 30, 2022

	<u>2022 Budget</u> <u>(unaudited)</u>	<u>2022 Actual</u>	<u>2021 Actual</u>
<u>REVENUES</u>			
ECE Contributions			
ECE Regular Contributions	\$526,376	\$498,414	\$558,476
Other ECE Contributions	0	594,500	547,396
Total ECE Contributions	<u>\$526,376</u>	<u>\$1,092,914</u>	<u>\$1,105,872</u>
Other GNWT Contributions	\$0	\$81,600	\$56,000
Total GNWT Contributions	<u>\$526,376</u>	<u>\$1,174,514</u>	<u>\$1,161,872</u>
Government of Canada Contributions			
Jordan's Principle	\$0	\$19,870	\$52,680
Other Government of Canada	0	0	0
Total Government of Canada Contributions	<u>\$0</u>	<u>\$19,870</u>	<u>\$52,680</u>
Generated Funds			
Investment Income	\$400	\$286	\$597
Other	43,800	129,171	90,173
Total Generated Funds	<u>\$44,200</u>	<u>\$129,457</u>	<u>\$90,770</u>
Total Revenues	<u>\$570,576</u>	<u>\$1,323,841</u>	<u>\$1,305,322</u>
<u>EXPENSES (Schedule 4)</u>			
Administration	\$80,600	\$175,332	\$135,003
School Programs	386,888	754,015	970,560
Inclusive Schooling	144,769	92,526	46,532
Indigenous Language and Education	0	234,747	184,292
Jordan's Principle	0	61,199	53,588
Total Expenses	<u>\$612,257</u>	<u>\$1,317,818</u>	<u>\$1,389,974</u>
Operating Surplisu/(Deficit)	<u>(\$41,681)</u>	<u>\$6,024</u>	<u>(\$84,652)</u>
Fund Balance at beginning of year		52,865	137,517
Prior Period Adjustment		<u>0</u>	<u>0</u>
Fund Balance at end of year		<u>\$58,889</u>	<u>\$52,865</u>

FORT SMITH DISTRICT EDUCATION AUTHORITY
SCHEDULE OF EXPENSES
For the Year Ended June 30, 2022

	School Programs	Inclusive Schooling	Admin.	Indigenous Language	Jordan's Principle	Fiscal & Transfers	Total
Salaries							
Teachers							\$0
Instruction Assistants							\$0
Non-Instructional Staff			\$84,570				\$84,570
Board/Trustee Honoraria							\$0
Employee Benefits							
Employee Benefits/Allowances							\$0
Leave & Termination Benefits							\$0
Services Purchased/Contracted							
Professional/Technical Services							\$0
Postage/Communication	\$32,436		\$3,601				\$36,037
Utilities							\$0
Travel							\$0
Student Travel					\$1,109		\$1,109
Advertising/Printing/Publishing							\$0
Maintenance/Repair	\$3,598						\$3,598
Rentals/Leases	\$18,539		\$2,060				\$20,599
Contracted Services	\$96,908				\$60,090		\$156,998
Materials/Supplies/Freight							
Materials	\$602,534	\$92,526	\$85,101	\$234,747			\$1,014,908
Freight							\$0
Total	\$754,015	\$92,526	\$175,332	\$234,747	\$61,199	\$0	\$1,317,818

**HAY RIVER DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
as at June 30, 2022**

	<u>2022</u>	<u>2021</u>
<u>Financial Assets</u>		
Cash and Cash Equivalents	\$39,578	\$27,038
Due from the GNWT	0	0
Other Accounts Receivable (net)	<u>0</u>	<u>0</u>
Total Financial Assets	<u>\$39,578</u>	<u>\$27,038</u>
<u>Liabilities</u>		
Accounts Payable & Accrued Liabilities	\$2,158	\$2,191
Deferred Revenue	<u>\$0</u>	<u>\$0</u>
Total Liabilities	<u>\$2,158</u>	<u>\$2,191</u>
Net Financial Resources	<u>\$37,420</u>	<u>\$24,847</u>
<u>Non-Financial Assets</u>		
Tangible Capital Assets	\$212,508	\$236,120
Fund Balance	<u><u>\$249,928</u></u>	<u><u>\$260,967</u></u>

**HAY RIVER DISTRICT EDUCATION AUTHORITY
STATEMENT OF OPERATIONS
For the Year Ended June 30, 2022**

	<u>2022 Budget (unaudited)</u>	<u>2022 Actual</u>	<u>2021 Actual</u>
<u>REVENUES</u>			
ECE Contributions			
ECE Regular Contributions	\$679,537	\$506,880	\$679,537
Other ECE Contributions	0	524,842	595,486
Total ECE Contributions	<u>\$679,537</u>	<u>\$1,031,722</u>	<u>\$1,275,023</u>
Other GNWT Contributions	\$0	\$84,900	\$77,538
Total GNWT Contributions	<u>\$679,537</u>	<u>\$1,116,622</u>	<u>\$1,352,561</u>
Government of Canada Contributions			
Jordan's Principle	\$0	\$0	\$0
Other Government of Canada	0	0	0
Total Government of Canada Contributions	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Generated Funds			
Investment Income	\$0	\$0	\$1,101
Other	0	46,877	54,876
Total Generated Funds	<u>\$0</u>	<u>\$46,877</u>	<u>\$55,977</u>
Total Revenues	<u>\$679,537</u>	<u>\$1,163,499</u>	<u>\$1,408,538</u>
<u>EXPENSES (Schedule 7)</u>			
Administration	\$119,000	\$145,252	\$152,148
School Programs	561,100	860,461	1,133,992
Inclusive Schooling	28,407	27,266	7,000
Indigenous Language and Education	115,769	141,559	222,325
Jordan's Principle	0	0	0
Total Expenses	<u>\$824,276</u>	<u>\$1,174,538</u>	<u>\$1,515,465</u>
Operating Surplus/(Deficit)	<u>(\$144,739)</u>	<u>(\$11,039)</u>	<u>(\$106,927)</u>
Fund Balance at beginning of year		<u>260,967</u>	<u>367,894</u>
Fund Balance at end of year		<u>\$249,928</u>	<u>\$260,967</u>

HAY RIVER DISTRICT EDUCATION AUTHORITY
SCHEDULE OF EXPENSES
For the Year Ended June 30, 2022

	School Programs	Inclusive Schooling	Admin.	Indigenous Language	Jordan's Principle	Fiscal & Transfers	Total
Salaries							
Teachers	\$36,669						\$36,669
Instruction Assistants							\$0
Non-Instructional Staff			\$107,880				\$107,880
Board/Trustee Honoraria			\$8,327				\$8,327
Employee Benefits							
Employee Benefits/Allowances							\$0
Leave & Termination Benefits							\$0
Services Purchased/Contracted							
Professional/Technical Services							\$0
Postage/Communication	\$24,027		\$3,323				\$27,350
Utilities							\$0
Travel							\$0
Student Travel							\$0
Advertising/Printing/Publishing							\$0
Maintenance/Repair	\$15,612						\$15,612
Rentals/Leases	\$36,062						\$36,062
Contracted Services	\$151,803						\$151,803
Materials/Supplies/Freight							
Materials	\$586,512	\$27,266	\$2,110	\$141,559			\$757,447
Amortization			\$23,612				\$23,612
Freight	\$9,776						\$9,776
Total	\$860,461	\$27,266	\$145,252	\$141,559	\$0	\$0	\$1,174,538

K'ATLODEECHE FIRST NATIONS DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
as at June 30, 2022

	<u>2022</u>	<u>2021</u>
<u>Financial Assets</u>		
Cash and Cash Equivalents	\$90,841	\$26,421
Other Accounts Receivable (net)	33,023	5,836
Total Financial Assets	<u>\$123,864</u>	<u>\$32,257</u>
<u>Liabilities</u>		
Accounts Payable & Accrued Liabilities	\$121,291	\$27,834
Deferred Revenue	1,185	2,102
Total Liabilities	<u>\$122,476</u>	<u>\$29,935</u>
Net Financial Resources	<u>\$1,388</u>	<u>\$2,322</u>
Fund Balance	<u><u>\$1,388</u></u>	<u><u>\$2,322</u></u>

K'ATLODEECHE FIRST NATIONS DISTRICT EDUCATION AUTHORITY
STATEMENT OF OPERATIONS
For the Year Ended June 30, 2022

	<u>2022 Budget</u> <u>(unaudited)</u>	<u>2022 Actual</u>	<u>2021 Actual</u>
<u>REVENUES</u>			
ECE Contributions			
Regular ECE Contributions	\$127,194	\$127,194	\$75,604
Other ECE Contributions	0	187,089	309,266
Total ECE Contributions	<u>\$127,194</u>	<u>\$314,283</u>	<u>\$384,870</u>
Other GNWT Contributions	\$0	\$33,936	\$48,184
Total GNWT Contributions	<u>\$127,194</u>	<u>\$348,219</u>	<u>\$433,054</u>
Government of Canada Contributions			
Jordan's Principle	\$0	\$16,748	\$0
Other Government of Canada	0	0	1,836
Total Government of Canada Contributions	<u>\$0</u>	<u>\$16,748</u>	<u>\$1,836</u>
Generated Funds			
Investment Income	\$0	\$3	\$3
Donations	0	1,186	2,050
Other	0	130,629	35,787
Total Generated Funds	<u>\$0</u>	<u>\$131,817</u>	<u>\$37,840</u>
Total Revenues	<u>\$127,194</u>	<u>\$496,785</u>	<u>\$472,731</u>
<u>EXPENSES (Schedule 10)</u>			
Administration	\$26,032	\$69,851	\$37,590
School Programs	63,362	345,474	393,678
Inclusive Schooling	0	5,995	6,000
Indigenous Language and Education	37,800	60,835	61,062
Jordan's Principle	0	15,563	0
Total Expenses	<u>\$127,194</u>	<u>\$497,718</u>	<u>\$498,330</u>
Operating Surplus/(Deficit)	<u>\$0</u>	<u>(\$934)</u>	<u>(\$25,599)</u>
Fund Balance at beginning of year		<u>\$2,322</u>	<u>\$27,921</u>
Fund Balance at end of year		<u>\$1,388</u>	<u>\$2,322</u>

K'ATLODEECHE FIRST NATIONS DISTRICT EDUCATION AUTHORITY
SCHEDULE OF EXPENSES
For the Year Ended June 30, 2022

	School Programs	Inclusive Schooling	Admin.	Indigenous Language	Jordan's Principle	Fiscal & Transfers	Total
Salaries							
Teachers							\$0
Instruction Assistants	\$3,960		\$12,525	\$12,857	\$2,000		\$31,341
Non-Instructional Staff							\$0
Board/Trustee Honoraria	\$10,600		\$6,600	\$20,770			\$37,970
Employee Benefits							
Employee Benefits/Allowances							\$0
Leave & Termination Benefits							\$0
Services Purchased/Contracted							
Professional/Technical Services			\$13,020				\$13,020
Postage/Communication	\$663		\$3,485				\$4,148
Utilities							\$0
Travel				\$1,271			\$1,271
Student Travel	\$8,703			\$1,100			\$9,803
Advertising/Printing/Publishing							\$0
Maintenance/Repair	\$7,961			\$3,353			\$11,314
Rentals/Leases	\$1,783		\$4,270				\$6,053
Contracted Services	\$19,461		\$600				\$20,061
Materials/Supplies/Freight							
Materials	\$290,701	\$5,995	\$29,352	\$21,484	\$13,563		\$361,095
Freight	\$1,642						\$1,642
Total	\$345,474	\$5,995	\$69,851	\$60,835	\$15,563	\$0	\$497,718

FORT RESOLUTION DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
as at June 30, 2022

	<u>2022</u>	<u>2021</u>
<u>Financial Assets</u>		
Cash and Cash Equivalents	\$73,313	\$57,512
Due from GNWT	0	0
Other Accounts Receivable (net)	<u>0</u>	<u>0</u>
Total Financial Assets	<u>\$73,313</u>	<u>\$57,512</u>
<u>Liabilities</u>		
Payroll Liabilities	\$1,837	\$505
Deferred Revenue	<u>0</u>	<u>1,626</u>
Total Liabilities	<u>\$1,837</u>	<u>\$2,103</u>
Net Financial Resources	<u>\$71,476</u>	<u>\$55,381</u>
Fund Balance	<u><u>\$71,476</u></u>	<u><u>\$55,381</u></u>

FORT RESOLUTION DISTRICT EDUCATION AUTHORITY
STATEMENT OF OPERATIONS
For the Year Ended June 30, 2022

	<u>2022 Budget</u> <u>(unaudited)</u>	<u>2022 Actual</u>	<u>2021 Actual</u>
<u>REVENUES</u>			
ECE Contributions			
Regular ECE Contributions	\$106,418	\$106,418	\$105,830
Other ECE Contributions	0	102,878	116,926
Total ECE Contributions	<u>\$106,418</u>	<u>\$209,296</u>	<u>\$222,756</u>
Other GNWT Contributions	\$0	\$15,300	\$0
Total GNWT Contributions	<u>\$106,418</u>	<u>\$224,596</u>	<u>\$330,758</u>
Government of Canada Contributions			
Jordan's Principle	\$0	\$0	\$0
Other Government of Canada	0	0	0
Total Government of Canada Contributions	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Generated Funds			
Investment Income	\$0	\$29	\$23
Other	0	186,260	38,060
Total Generated Funds	<u>\$0</u>	<u>\$186,289</u>	<u>\$38,083</u>
Total Revenues	<u>\$106,418</u>	<u>\$410,884</u>	<u>\$260,839</u>
<u>EXPENSES (Schedule 13)</u>			
Administration	\$26,290 2	\$120,737	\$129,297
School Programs	41,155 3	138,786	128,146
Inclusive Schooling	0	0	1,440
Indigenous Language and Education	38,973 4	135,266	58,028
Jordan's Principle	0	-	(206)
Total Expenses	<u>\$106,418</u>	<u>\$394,789</u>	<u>\$316,705</u>
Operating Surplus/(Deficit)	<u>\$0</u>	<u>\$16,095</u>	<u>(\$55,866)</u>
Fund Balance at beginning of year		<u>55,381</u>	<u>111,247</u>
Fund Balance at end of year		<u>\$71,476</u>	<u>\$55,381</u>

FORT RESOLUTION DISTRICT EDUCATION AUTHORITY
SCHEDULE OF EXPENSES
For the Year Ended June 30, 2022

	School Programs	Inclusive Schooling	Admin.	Indigenous Language	Jordan's Principle	Fiscal & Transfers	Total
Salaries							
Teachers							\$0
Instruction Assistants	\$19,081						\$19,081
Non-Instructional Staff			\$5,806				\$5,806
Board/Trustee Honoraria			\$10,560				\$10,560
Employee Benefits							
Employee Benefits/Allowances							\$0
Leave & Termination Benefits							\$0
Services Purchased/Contracted							
Professional/Technical Services			\$19,062				\$19,062
Postage/Communication	\$778		\$7,400				\$8,178
Utilities	\$2,400						\$2,400
Travel	\$13,600		\$4,379				\$17,979
Student Travel				\$1,220			\$1,220
Advertising/Printing/Publishing			\$5,997				\$5,997
Maintenance/Repair			\$1,800				\$1,800
Rentals/Leases	\$34,200		\$2,715				\$36,915
Contracted Services	\$17,050		\$5,770	\$78,000			\$100,820
Materials/Supplies/Freight							
Materials	\$51,667		\$56,038	\$55,485			\$163,189
Freight	\$10		\$1,211	\$562			\$1,783
Total	\$138,786	\$0	\$120,737	\$135,266	\$0	\$0	\$394,789

LUTSEL K'E DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
as at June 30, 2022

	<u>2022</u>	<u>2021</u>
<u>Financial Assets</u>		
Cash and Cash Equivalents	\$176,903	\$110,096
Other Accounts Receivable (net)	0	0
	<hr/>	<hr/>
		\$0
Total Financial Assets	\$176,903	\$110,096
	<hr/>	<hr/>
<u>Liabilities</u>		
Bank Indebtedness	\$0	\$0
Deferred Revenue	0	0
Accounts Payable & Accrued Liabilities	27,655	27,570
	<hr/>	<hr/>
Total Liabilities	\$27,655	\$27,570
	<hr/>	<hr/>
Net Financial Resources	\$149,248	\$82,525
	<hr/>	<hr/>
Fund Balance	\$149,248	\$82,525
	<hr/> <hr/>	<hr/> <hr/>

**LUTSEL K'E DISTRICT EDUCATION AUTHORITY
STATEMENT OF OPERATIONS
For the Year Ended June 30, 2022**

	<u>2022 Budget (unaudited)</u>	<u>2022 Actual</u>	<u>2021 Actual</u>
<u>REVENUES</u>			
ECE Contributions			
Regular ECE Contributions	\$129,649	\$129,649	\$111,737
Other ECE Contributions	0	184,236	218,945
Total ECE Contributions	<u>\$129,649</u>	<u>\$313,885</u>	<u>\$330,682</u>
Other GNWT Contributions	\$0	\$20,373	\$35,118
Total GNWT Contributions	<u>\$129,649</u>	<u>\$334,258</u>	<u>\$224,418</u>
Government of Canada Contributions			
Jordan's Principle	\$0	\$0	\$0
Other Government of Canada	0	0	0
Total Government of Canada Contributions	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Generated Funds			
Investment Income	\$0	\$0	\$0
Donations	0	2,000	0
Other	0	75,064	48,635
Total Generated Funds	<u>\$0</u>	<u>\$77,064</u>	<u>\$48,635</u>
Total Revenues	<u>\$129,649</u>	<u>\$411,322</u>	<u>\$414,435</u>
<u>EXPENSES (Schedule 16)</u>			
Administration	\$69,120	\$10,338	\$29,178
School Programs	45,500	264,564	171,905
Inclusive Schooling	0	8,167	7,975
Indigenous Language and Education	15,029	59,871	108,997
Jordan's Principle	0	1,659	10,081
Total Expenses	<u>\$129,649</u>	<u>\$344,599</u>	<u>\$328,136</u>
Operating Surplus/(Deficit)	<u>\$0</u>	<u>\$66,723</u>	<u>\$86,299</u>
Fund Balance at beginning of year		<u>82,525</u>	<u>(3,774)</u>
Fund Balance at end of year		<u>\$149,248</u>	<u>\$82,525</u>

LUTSEL K'E DISTRICT EDUCATION AUTHORITY
SCHEDULE OF EXPENSES
For the Year Ended June 30, 2022

	School Programs	Inclusive Schooling	Admin.	Indigenous Language	Jordan's Principle	Fiscal & Transfers	Total
Salaries							
Teachers							\$0
Instruction Assistants							\$0
Non-Instructional Staff							\$0
Board/Trustee Honoraria			\$4,250				\$4,250
Employee Benefits							
Employee Benefits/Allowances							\$0
Leave & Termination Benefits							\$0
Services Purchased/Contracted							
Professional/Technical Services							\$0
Postage/Communication	\$1,426	\$426	\$2,429	\$673			\$4,953
Utilities							\$0
Travel							\$0
Student Travel							\$0
Advertising/Printing/Publishing							\$0
Maintenance/Repair	\$25			\$2,567			\$2,592
Rentals/Leases	\$3,174	\$501		\$2,001			\$5,677
Contracted Services	\$50,861	\$2,778		\$37,560			\$91,199
Materials/Supplies/Freight							
Materials	\$186,179	\$4,461	\$3,659	\$17,070	\$1,659		\$213,028
Freight	\$22,899						\$22,899
Total	\$264,564	\$8,167	\$10,338	\$59,871	\$1,659	\$0	\$344,599

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NON-CONSOLIDATED STATEMENT OF FINANCIAL POSITION
as at June 30, 2022**

	<u>2022</u>	<u>2021</u>
<u>Financial Assets</u>		
Cash and Cash Equivalents	\$8,260,212	\$9,695,468
Due from the GNWT	90,439	27,556
Other Accounts Receivable	80,716	156,650
	<hr/>	<hr/>
Total Financial Assets	\$8,431,366	\$9,879,674
<u>Liabilities</u>		
Current		
Accounts Payable and Accrued Liabilities	\$58,994	\$33,272
Due to the GNWT	0	75,085
Payroll Liabilities	2,679,458	2,392,289
Deferred Revenue	1,810,058	1,700,406
Post-Employment Benefits	1,781,424	2,194,535
	<hr/>	<hr/>
Total Liabilities	\$6,329,933	\$639,558
Net Financial Resources	\$2,101,433	\$3,484,087
<u>Non-Financial Assets</u>		
Prepaid Expenses (Note 20)	\$0	\$0
Accumulated Fund Balance	\$2,101,433	\$3,484,087
	<hr/> <hr/>	<hr/> <hr/>

Schedule 18

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NON-CONSOLIDATED STATEMENT OF CHANGES IN NET DEBT
For the Year Ended June 30, 2022**

	<u>2022</u>	<u>2021</u>
Annual Surplus/(Deficit) (Schedule 19)	(\$1,382,656)	\$217,668
Prior Year Adjustments	<u>0</u>	<u>0</u>
Increase/(Decrease) in Net Financial Resources	(\$1,382,656)	\$217,688
Opening Net Financial Resources	<u>3,484,088</u>	<u>3,266,420</u>
Closing Net Financial Resources	<u><u>\$2,101,433</u></u>	<u><u>\$3,484,088</u></u>

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
NON-CONSOLIDATED STATEMENT OF OPERATIONS
For the Year Ended June 30, 2022**

	<u>2022 Budget (unaudited)</u>	<u>2022 Actual</u>	<u>2021 Actual</u>
<u>REVENUES</u>			
ECE Contributions			
Regular ECE Contributions	\$24,102,384	\$24,914,033	\$25,294,194
Other ECE Contributions	403,000	1,035,806	2,695,246
Total ECE Contributions	<u>\$24,505,384</u>	<u>\$25,949,839</u>	<u>\$27,989,440</u>
Other GNWT Contributions	\$15,000	\$15,112	\$16,079
Total GNWT Contributions	<u>\$24,520,384</u>	<u>\$25,964,951</u>	<u>\$28,005,519</u>
Government of Canada Contributions			
Jordan's Principle	\$2,181,815	\$2,168,021	\$2,444,293
Other Government of Canada	0	(1,000)	0
Total Government of Canada Contributions	<u>\$2,181,815</u>	<u>\$2,167,021</u>	<u>\$2,444,293</u>
Other Education Bodies	\$0	\$0	\$0
Generated Funds			
Investment Income	\$50,000	\$68,496	\$48,249
Non-GNWT Contributions	70,000	110,000	86,319
Donations	0	0	0
Other	0	25,865	18,825
Total Generated Funds	<u>\$120,000</u>	<u>\$204,362</u>	<u>\$269,872</u>
Total Revenues	<u>\$26,822,199</u>	<u>\$28,336,334</u>	<u>\$25,834,366</u>
<u>EXPENSES (Schedule 20)</u>			
Administration	\$2,172,919	\$1,955,320	\$2,018,328
School Programs	15,339,795	15,442,607	15,645,670
Inclusive Schooling	4,899,670	5,379,712	5,111,109
Indigenous Language and Education	1,864,659	1,818,791	2,031,819
Jordan's Principle	2,181,815	2,168,021	2,444,293
Amortization	26,236	0	26,236
Transfers to DEAs	1,368,555	2,954,538	3,134,317
Total Expenses	<u>\$27,853,649</u>	<u>\$29,718,990</u>	<u>\$30,385,537</u>
Operating Surplus/(Deficit)	<u><u>(\$1,031,450)</u></u>	<u><u>(\$1,382,656)</u></u>	<u><u>\$217,668</u></u>
Fund Balance at beginning of year		<u>3,484,088</u>	<u>3,266,420</u>
Fund Balance at end of year		<u><u>\$2,101,433</u></u>	<u><u>\$3,484,088</u></u>

SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF EXPENSES
(Non-Consolidated)
For the Year Ended June 30, 2022

	School Programs	Inclusive Schooling	Admin.	Indigenous Language	Jordan's Principle	Fiscal & Transfers	Total
Salaries							
Teachers	\$13,142,942	\$2,618,820		\$1,215,346			\$16,977,107
Instruction Assistants		\$2,162,440		\$333,604	\$2,168,021		\$4,664,065
Non-Instructional Staff	\$2,004,623	\$151,133	\$1,423,059	\$149,632			\$3,728,446
Board/Trustee Honoraria		\$7,800	\$5,343				\$13,143
Employee Benefits							
Employee Benefits/Allowances	\$155,297	\$65,251	\$11,745	\$20,880			\$253,173
Leave & Termination Benefits	(\$90,419)	(\$37,991)	(\$6,838)	(\$12,157)			(\$147,406)
Services Purchased/Contracted							
Professional/Technical Services	\$62,250	\$75,052	\$82,985	\$12,255			\$232,542
Postage/Communication			\$23,521	\$89			\$23,610
Utilities							\$0
Travel	\$5,979	\$62,865	\$22,007	\$12,391			\$103,241
Student Travel		\$699					\$699
Advertising/Printing/Publishing		\$12,292	\$13,552	\$22,730			\$48,574
Maintenance/Repair			\$8,807				\$8,807
Rentals/Leases			\$183,306	\$0			\$183,306
Contracted Services	\$126,873	\$77,635	\$8,513	\$33,678			\$246,699
Materials/Supplies/Freight							
Materials	\$34,037	\$180,384	\$175,679	\$28,988			\$419,089
Freight	\$1,025	\$3,333	\$3,642	\$1,356			\$9,357
Transfers to DEA's							
						\$2,954,538	\$2,954,538
Total	\$15,442,607	\$5,379,712	\$1,955,320	\$1,818,791	\$2,168,021	\$2,954,538	\$29,718,990

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENSES
INCLUSIVE SCHOOLING
For the Year Ended June 30, 2022**

	General Expenditures	Staff Development	Assistive Technology	Magnet Facilities	Total
<u>Salaries</u>					
Regional Coordinator	\$108,405				\$108,405
Program Support Teachers	\$2,024,034	\$58,045		\$167,691	\$2,249,770
Support Assistants	\$2,655,688				\$2,655,688
<u>Employee Benefits</u>					
Employee Benefits/Allowances *					\$0
<u>Services Purchased/Contracted</u>					
Professional/Technical Services	\$75,052				\$75,052
Travel		\$62,865			\$62,865
Student Transportation (Bussing)					\$0
Advertising/Printing/Publishing	\$12,292				\$12,292
Maintenance/Repair					\$0
Rentals/Leases	\$501				\$501
Contracted Services	\$80,413				\$80,413
<u>Materials/Supplies/Freight</u>					
Materials	\$266,541	\$26,466	\$19,752		\$312,758
Freight			\$3,333		\$3,333
Total	\$5,222,924	\$147,375	\$23,085	\$167,691	\$5,561,075

* From Schedule 20

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENDSES
INDIGENOUS LANGUAGE AND EDUCATION
For the Year Ended June 30, 2022**

	Student Instruction	Teaching Resources	Professional Development	School ** Activities	Total
Salaries					
ILE Teachers	\$1,195,546				\$1,195,546
Language Consultants		\$146,956		\$12,858	\$159,814
Instruction Assistants	\$333,604				\$333,604
Non-Instructional Staff				\$20,770	\$20,770
Honoraria					\$0
Employee Benefits					
Employee Benefits/Allowances *					\$0
Services Purchased/Contracted					
Professional/Technical Services					\$0
Travel		\$6,516	\$5,875	\$1,271	\$13,662
Student Transportation (Bussing)				\$2,320	\$2,320
Advertising/Printing/Publishing		\$22,730			\$22,730
Maintenance/Repair				\$5,920	\$5,920
Rentals/Leases				\$2,001	\$2,001
Contracted Services		\$45,932		\$115,560	\$161,492
Materials/Supplies/Freight					
Materials		\$29,077		\$471,017	\$500,094
Freight		\$1,356		\$562	\$1,918
Total	\$1,529,149	\$252,568	\$5,875	\$632,279	\$2,419,871

* from Schedule 20

** from respective DEA schedules

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENDITURES
FRENCH LANGUAGE
For the Year Ended June 30, 2022**

	Contributions July 1, 2021 to June 30, 2022	SSDEC Commitment July 1, 2021 to June 30, 2022	Total Expenses July 1, 2021 to June 30, 2022	Under/(Over) Funding
Bilateral Agreement Funding				
Core French 1-12 (salary)		\$397,700	\$435,458	(\$37,758)
Immersion Pioneer Class (salary)	\$273,000	305,500	711,054	(132,554)
Resources		15,000	12,686	2,314
Partnership with YK1	15,000		15,000	-
French Monitor		5,000	2,225	2,775
Professional Development		5,000	6,195	(1,195)
French Language Communications				
Intensive French: Salary		289,200	441,239	(152,039)
Intensive French: Retention/Recruitment	11,000			11,000
Intensive French: Resources	10,000		7,590	2,410
Intensive French: Training/Visits	4,500		1,437	3,063
Totals	\$313,500	\$1,017,400	\$1,632,885	(\$301,985)

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENDITURES
NWT STUDENT SUCCESS INITIATIVE - PROFESSIONAL DEVELOPMENT
For the Period July 1, 2021 to June 30, 2022**

	Budget 2021/22	Actual 2021/22
Revenue		
Education, Culture and Employment	\$55,000	\$55,000
NWTTA		0
Total Revenue	\$55,000	\$55,000
Expenditures		
Salaries/Wages		
Salaries	\$598,880	\$1,044,702
Facilitator's Fees	169,456	169,456
Substitute Teachers Wages	11,500	0
Travel		
Facilitator Travel	20,000	98
Staff Travel	18,500	3,241
Accommodation	17,000	3,804
Per Diems	12,500	2,105
Workshop Expenses		
Room Rental		
Tuition		
Refreshments	3,000	291
Resources	62,500	115,419
Miscellaneous	15,000	920
Total Expenses	\$928,336	\$1,340,035
Net Surplus/(Deficit)	(\$873,336)	(\$1,285,035)

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENDITURES
NORTHERN DISTANCE LEARNING
For the Year Ended June 30, 2022**

	Budget 2021/22	Fort Resolution	Total	July 1, 2021 to March 31, 2022	April 1, 2022 to June 30, 2022	July 1, 2021 to June 30,2022
Revenues						
Education, Culture & Employment	\$63,000	\$63,000	\$63,000	\$42,210	\$20,790	\$63,000
Other						\$0
Total Funding	\$63,000	\$63,000	\$63,000	\$42,210	\$20,790	\$63,000
Expenditures						
Support Persons	\$0	\$67,990	\$67,990	\$50,993	\$16,997	\$67,990
Network Charges			\$0			\$0
Total Expenditures	\$0	\$67,990	\$67,990	\$50,993	\$16,997	\$67,990
Surplus/(Deficit)	\$63,000	(\$4,990)	(\$4,990)	(\$8,783)	\$3,793	(\$4,990)

Schedule 26

**SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL
SCHEDULE OF SPECIFIC PROGRAM EXPENDITURES
Jordan's Principle
For the Year Ended June 30, 2022**

	June 30, 2022 Budget	June 30, 2022 Actual	June 30, 2021 Actual	July 1, 2021 to March 31, 2022 Actual	April 1, 2022 to June 30, 2022 Actual
Revenue					
Government of Canada					
- First Nations and Inuit Health Branch	\$1,196,973	\$2,204,639	\$1,663,038	\$2,157,587	\$47,052
Carry Forward from Previous Year	\$1,206,622	\$0	\$833,935	\$0	
Total Revenue	\$2,403,595	\$2,204,639	\$2,496,973	\$2,157,587	\$47,052
Expenditures					
Administration					
Personnel	\$2,403,595	\$2,230,111	\$2,444,810	\$1,621,012	\$609,099 ¹
Transportation		\$1,109	\$7,219	\$1,109	\$0
Materials and Supplies		\$15,222	\$20,929	\$15,222	\$0 ²
Rent and Utilities					
Evaluation					
Other		\$0	\$34,798	\$0	\$0
Total Expenditures	\$2,403,595	\$2,246,442	\$2,507,756	\$1,637,343	\$609,099
Surplus/(Deficit)	\$0	(\$41,803)	(\$10,783)	\$520,244	-\$562,047
Deferred Revenue	\$0	(\$41,803)	(\$10,783)		

Schedule 27

South Slave Divisional Education Council
2021/22 Fund Balances
(Unaudited)

	<u>SSDEC</u>	<u>Fort Smith</u>	<u>Hay River</u>	<u>K'at'odeeche</u>	<u>Fort Resolution</u>	<u>Lutsel K'e</u>	
Fund Balances as per audited Financial Statements	\$2,101,433	\$58,889	\$249,928	\$1,388	\$71,476	\$149,248	\$530,929
less: Staffing Surpluses							
- Lutsel K'e Dene School	\$106,005						
- Paul William Kaeser	\$291,778						
- Harry Camsell	\$145,231						
- Joseph Burr Tyrrell	\$123,754						
- Chief Sunrise	\$149,624						
- Princess Alexandra	\$159,681						
- Diamond Jenness Secondary School	\$192,548						
- Deninu School	\$73,083						
		(\$1,241,704)					
Commitments against surpluses							
- Council Office							
- Fort Resolution DEA plan					(\$64,027)		
- Lutsel K'e DEA plan						(\$140,173)	
- Hay River DEA plan (bus depreciation)			(\$212,508)				
- Fort Smith plan		(\$24,226)					
Uncommitted Fund Balance	\$859,729	\$34,663	\$37,420	\$1,388	\$7,449	\$9,075	
2022/23 contributions from SSDEC		\$456,529	\$535,153	\$175,874	\$126,423	\$123,353	
Fund Balance percentage *		7.59%	6.99%	0.79%	5.89%	7.36%	
* Calculated as per SSDEC policy DFAA - Financial Surplus maximum SSDEC fund balance as per policy DFAA - Financial Surplus		\$1,983,543					

Education Accountability Framework

Tłıchǫ Community Services Agency

Annual Report

For the 2021-22 School Year



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Operating Plan - Executive Summary

The Tłıchǫ Community Services Agency's Operating Plan for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Tłıchǫ Community Services Agency's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

The TCSA consists of 5 schools that house approximately 915 students. Our schools serve students from JK-12 and our programs include Tłıchǫ Immersion, regular and transitional programs, and Northern Distance Learning. "Strong Like Two People" is the mission of the agency, each school, and the intent of all educational programming.

In response to the TCSA strategic plan, education has set the following goals and priorities for 2018-22.

1. Literacy: Supporting high quality instruction, interventions, and training for oral language, reading, and numeracy.
2. Wellness and Student Support: Ensure all students have equal opportunity to succeed.
3. Lifelong Learning: Developing capable lifelong learners.
4. Culturally responsive programs and services: Indigenizing education in the support of developing capable Tłıchǫ people.

In response to regional literacy data the TCSA has developed a comprehensive plan to improve oral language, and literacy that includes:

- A Literacy Curriculum Coordinator to strengthen instruction, analyse student achievement data; and
- Student Success Initiative (SSI) proposal to provide support for Professional Learning Communities (PLC) through onsite coaching to build capacity in our educators.

Due to the significant number of students with support plans, and in response to the results of the Early Development Instrument (EDI), and Middle Years Development Instrument (MDI), the TCSA will focus on:

- Creating a healthy environment for our students through a variety of healthy food, counselling, recreation, and rehabilitation (SLP/OT) programs;
- All schools within the TCSA adhere to Safe Schools Plans that are reviewed annually to ensure the safety of our students;
- Improving SSPs and IEPs goals to be responsive to assessments;
- Supporting the Indigenous Health and Wellness Elders (IHWE), Child and Youth Care Counsellors (CYCCs) and Northern Counselling and Therapeutic Services (NCTS) in providing healing and counselling services to our students;

- All schools in the Tłıchq region have School-Based Support Teams (SBST); and
- Continue to support our student population which includes a significant number of students with complex needs such as speech and language, Occupational Therapy, literacy and other academic gaps, and students on the autism spectrum with responses to intervention.

To prepare students and support staff to be lifelong learners, the TCSA will:

- Foster lifelong learning through purposeful coaching and in-servicing for educators specifically in the areas of reading, mathematics, and Tłıchq language; and
- Support quality career path programming for students in grades 7-12 (such as CPP, myBlueprint, and working with Career Education Advisors (CEA)).

As language and culture is such a vital part of the identity of our agency, staff, and community, the TCSA strives to be innovators and leaders in Tłıchq 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 Tłıchq as a second language, and one school offers Tłıchq 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 Tłıchq 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 Tłıchq 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, Tłıchq History, and numerous Tłıchq language books.

The TCSA has embraced Chief Jimmy Bruneau's vision: "a school to be built... on my land... and that school will be run by my people, and my people will work at that school and our children will learn both ways, our way and the white man's way". To our future we look to Elizabeth Mackenzie's belief that the old Chief Jimmy Bruneau looked far ahead for us, so that our children will be 'strong like two people'.

Annual Report - Executive Summary

The Tłıchq Community Services Agency's Annual Report for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:

The Tłıchq Community Services Agency (TCSA) consists of 5 schools that house approximately 890 students. Our schools serve students from JK-12 and our programs include Tłıchq Immersion, regular programs, and Northern Distance Learning. "Strong Like Two People" is the mission of the agency, each school, and the intent of all educational programming. All our schools also house public libraries except Alexis Arrowmaker School (AAS) in Wekweètì.

In response to regional literacy and oral language development data the TCSA has developed a multiyear comprehensive plan to improve oral language, and literacy that includes:

- Providing training for JK-2 teachers and support assistants in promoting oral language development;
- Work in collaborative Professional Learning Communities to improve student achievement through systemic approaches to data including using early reading behaviours as indicators of reading readiness;
- Improve tier 2 and 3 approaches to literacy particularly in phonological awareness and reading behaviours;
- Applied to and received Jordan's Principle to support Speech and Language Therapy using an online therapy site and increased support assistant positions, and staff Literacy Instructional Coaches in all schools;
- Community engagement activities that promote oral language development; and
- Accessing literacy experts to consult with and direct the professional growth of all educators specifically in the area of reading instruction, assessment, and intervention.

This consistent approach has yielded positive results in oral language and literacy:

- Teacher Rating of Oral Language and Literacy (TROLL) – over the last 6 years the TCSA has reported significant improvement (in 2016 15% of kindergarten students were in the expected range, by 2022 42% were in the expected range); and
- Reading (measured using Fountas & Pinnell Benchmark Assessments) – over the last 4 years we have seen a growth in the % of students who gain more than one full grade level in reading (2018 - 28.5%, 2019 - 28.6%, 2020 - 14.6%*, 2021 - 54%*, and 2022 - 36.2%*). *COVID interrupted years

In 2021-2022, the TCSA refocused on mathematics instruction:

- Replenishing mathematics resources including manipulatives and supporting resources;

- Coaching teachers in math talks, use of manipulatives, planning, use of resources, and instructional practices;
- Selected and trained PSTs on math programs that support students with complex needs; and
- Collected baseline data on student achievement and growth to drive further decisions around improving student achievement in math.

The TCSA has always prioritized Tłıchǵ language and culture to fulfill our mission, however this year we were able to embed several key projects and initiatives more deeply:

- 'Indigenous Health and Wellness Elders' project is a partnership with Health and Social Services. We were able to hire 8 Elders (or Elders in Training) for the last two school years. These Wellness Elders created a sense of identity in the school, served as listeners for all students, and strengthened the language and culture programming of each school;
- The TCSA responded to the Truth and Reconciliation Commission Call to Action #5 and created a Tłıchǵ parenting locally developed course;
- We continued to offer key cultural experiences at every school several times a year, supported locally developed initiatives such as Tłıchǵ History Project and Culture Based Integrated Programming, as well as created a 'Camp Guidebook - Dechı nı ts'ò Ts'eedè' to make connections between key cultural experiences on the land and in the classroom; and
- Tłıchǵ schools have always embraced the whole school approach to language and were able to further embed these practices by using the approach that 'everyone is a Tłıchǵ language instructor'.

In response to the high number of Student Support Plans (SSPs), high vulnerability in the EDI and MDI, and other locally used assessments, the TCSA focused on several key partnerships, and priorities to address these challenges:

- Improved transition programming through 'Making a Plan' (MAP) and other transitional supports for students at key stages (JK/K, grade 6, 9, and 12);
- PSTs have adopted a student-centered approach using reading assessments to better drive instruction and interventions; and
- Partnered with several key stakeholders like Tłıchǵ Government, and Jordan's Principle to improve access to support services such as Speech and Language, Occupational Therapy, Education Psychology Assessments, counselling, and other school support services.

The TCSA continues to be challenged with retention and recruitment of teachers, and to find available and maintained housing for staff in our communities.

Cadre de responsabilisation en éducation

Agence de services communautaires ṭjcḥq̣

Rapport annuel

pour l'année scolaire 2021-2022



Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Agence de services communautaires t̄jch̄q (ASCT) pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités de l'Agence de services communautaires t̄jch̄q pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

L'ASCT regroupe 5 écoles accueillant environ 920 élèves. Nos écoles desservent des élèves de la prématernelle à la 12^e année et nos programmes comprennent l'immersion en t̄jch̄q, les programmes réguliers et le programme d'apprentissage à distance du Nord. Le slogan de l'ASCT, la mission de chaque école (et l'énoncé d'intention de tout le programme éducatif) est « la force de deux peuples ».

En réponse au plan stratégique de l'ASCT, les priorités et buts suivants en éducation ont été retenus pour 2018-2022 :

Littératie : Favoriser une éducation, des interventions et de la formation de grande qualité en langue orale, en lecture et en numératie

Mieux-être et soutien aux élèves : Veiller à ce que tous les élèves aient la même chance de réussir

Apprentissage permanent : Former des élèves qui seront capables d'apprendre toute leur vie

Des programmes et services respectueux de la culture : Intégrer la culture autochtone à l'éducation pour accroître les compétences des T̄jch̄q

En réponse aux données régionales sur la littératie, l'ASCT a élaboré un plan exhaustif pour améliorer les compétences en langue orale et en littératie qui prévoit :

L'embauche d'un coordonnateur de l'alphabétisation pour appuyer l'enseignement et analyser les données sur la réussite

La proposition d'une initiative pour la réussite scolaire pour soutenir les communautés d'apprentissage professionnel par du mentorat sur place afin d'accroître la capacité de nos éducateurs

Vu le nombre important d'élèves faisant l'objet d'un plan de soutien et en s'appuyant sur les données de l'Instrument de mesure du développement de la petite enfance (IMDPE) et de l'Instrument de mesure du développement durant les années intermédiaires (IMDAI), l'ASCT se concentrera sur les éléments suivants :

Créer un environnement sain pour nos élèves grâce à une variété de programmes d'alimentation saine

Toutes les écoles de l'ASCT adhèrent aux plans de sécurité dans les écoles, qui sont révisés annuellement pour assurer la sécurité de nos élèves

Revoir et évaluer les plans de soutien à l'élève et les plans d'enseignement individualisé pour arriver à créer un enseignement adapté et personnalisé

Soutenir les conseillers en soins à l'enfance et à la jeunesse et les services diagnostiques et thérapeutiques dans les écoles des petites collectivités pour offrir des services de santé et de counseling à nos élèves

Constituer, dans toutes les écoles de la région ṭjcḥq, des équipes de soutien scolaire qui se rencontrent toutes les deux semaines

Continuer de soutenir les nombreux élèves de nos écoles ayant des besoins complexes dans le développement de la parole et du langage ou en matière d'ergothérapie, ainsi que les élèves autistes, en adaptant les interventions

Pour préparer les élèves et le personnel de soutien à apprendre toute leur vie, l'ASCT va :

Favoriser l'apprentissage permanent par un encadrement ciblé et l'offre de services sur place pour les éducateurs, tout spécialement dans les domaines de la lecture, de la numératie et de la langue ṭjcḥq

Appuyer la création de programmes de cheminement professionnel de qualité pour les élèves de la 7^e à la 12^e année (comme le plan de programme et de carrière, document MyBlueprint et le travail avec des conseillers en orientation et en éducation)

Comme la langue et la culture sont une part essentielle de l'identité de notre agence, de notre personnel et de la collectivité, l'ASCT s'efforce de faire preuve d'innovation et de leadership dans les domaines de la langue, de la culture et du mode de vie ṭjcḥq. Par conséquent, l'ASCT poursuivra et étendra plusieurs initiatives clés :

Toutes les écoles de la région de l'ASCT offrent des cours de ṭjcḥq langue seconde, et une école offre de l'immersion en ṭjcḥq 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 ṭjcḥq dans les écoles

Pour planifier leurs activités, les écoles de l'ASCT font appel aux forces de leurs éducateurs, de leurs aides-enseignants, de leurs élèves et des membres de la collectivité, ce qui encourage l'établissement d'une relation positive entre la communauté et l'école; ces activités prennent la forme de journées d'orientation culturelle tenues par chaque école au cours de l'année scolaire.

La région ṭjcḥq 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 ṭjcḥq et de nombreux livres en langue ṭjcḥq

L'ASCT a adopté la vision du chef Jimmy Bruneau : « Une école sera construite... sur mes terres... et cette école sera dirigée par mon peuple; ce sont les miens qui travailleront dans cette école et nos enfants apprendront les deux cultures, la nôtre et celle de l'homme blanc. » Pour préparer notre avenir, nous

faisons confiance aux mots d'Elizabeth Mackenzie, qui est d'avis que l'ancien chef Jimmy Bruneau nous a ouvert la voie de l'avenir pour que nos enfants acquièrent « la force de deux peuples ».

L'année 2020-2021 comporte son lot d'incertitudes compte tenu de la pandémie de COVID-19. L'ASCT s'engage à offrir et à maintenir un milieu de travail sain et sécuritaire pour tous les élèves et les employés, en collaborant avec ses partenaires territoriaux pour appliquer les recommandations les plus à jour du Bureau de l'administrateur en chef de la santé publique (BACSP). Cette nouvelle réalité modifie peut-être notre façon de travailler, mais pas notre motivation. L'ASCT s'engage à respecter sa raison d'être, sa mission et ses objectifs stratégiques. Deux écoles t̃ich̃q̃ (l'école Chief Jimmy Bruneau et l'école communautaire Mezi) ont adopté une plateforme d'apprentissage mixte pour leurs élèves de niveau secondaire afin de suivre les recommandations liées à la réouverture sécuritaire.

Rapport annuel – Sommaire

Le rapport annuel de l'Agence de services communautaires t̄h̄ch̄q pour l'année scolaire 2021-2022 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent rendre compte de leurs activités, de leur conformité avec les directives sur l'éducation et de la mise en œuvre d'activités et d'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 réalisés pendant cette année scolaire, ainsi que les points à améliorer.

L'Agence de services communautaires t̄h̄ch̄q (ASCT) regroupe cinq écoles accueillant environ 890 élèves. Nos écoles desservent des élèves de la prématernelle à la 12^e année et nos programmes comprennent l'immersion en t̄h̄ch̄q, les programmes réguliers et le programme d'apprentissage à distance du Nord. Le slogan de l'ASCT, la mission de chaque école et l'énoncé d'intention de tout le programme éducatif se résument ainsi : « la force de deux peuples ». Tous nos établissements hébergent une bibliothèque publique, sauf l'école Alexis Arrowmaker à Wekweèti.

En réponse aux données régionales sur la littératie et le développement de la langue orale, l'ASCT a élaboré un plan exhaustif pour améliorer ces compétences. Ce plan prévoit ce qui suit :

- Offrir de la formation aux enseignants et aux aides-enseignants de la prématernelle à la 2^e année pour favoriser le développement de la langue orale;
- Travailler en communautés d'apprentissage professionnelles pour améliorer la réussite scolaire, par exemple employer l'approche systémique des données, notamment celles sur la lecture précoce comme indicateur de l'état de préparation à la lecture;
- Améliorer les approches d'alphabétisation de niveau 2 et 3, notamment sur les aspects phonologiques du langage et les comportements de lecture;
- Présenter une demande en vertu du principe de Jordan et recevoir du soutien à l'orthophonie grâce à un site Internet et à l'augmentation dans toutes les écoles du nombre de postes d'aides-enseignants et d'accompagnateurs en alphabétisation;
- Participer à des activités de consultation communautaire qui favorisent le développement du langage oral;
- Recourir à des spécialistes en alphabétisation qui conseilleront les éducateurs et orienteront leur croissance professionnelle (surtout pour l'enseignement de la lecture, l'évaluation et l'intervention).

Cette approche cohérente a porté ses fruits pour la langue orale et la littératie :

- Teacher Rating of Oral Language and Literacy (TROLL) [Échelle d'évaluation par l'enseignant de la langue orale et de la littératie] – au cours des quatre dernières années, l'ASCT remarque une amélioration appréciable (en 2016, 15 % des élèves de maternelle se situaient dans le niveau attendu pour leur âge comparativement à 42 % en 2022);
- Lecture (selon la grille d'évaluation de Fountas et Pinnell) – au cours des quatre dernières années, nous avons observé l'augmentation du pourcentage des élèves ayant progressé de plus d'un niveau complet en lecture (2018 – 28,5 %, 2019 – 28,6 %, 2020 – 14,6 %*, 2021 – 54,0 %* et 2022 – 36,2 %*). * Années interrompues par la COVID.

En 2021-2022, l'ASCT a de nouveau accordé beaucoup d'attention à l'enseignement des mathématiques :

- Renouvellement des ressources mathématiques (objets de manipulation, ressources de soutien);
- Encadrement professionnel des enseignants sur les exposés mathématiques, l'emploi d'objets de manipulation, la planification et les pratiques pédagogiques;
- Sélection et formation d'enseignants de soutien aux programmes de mathématiques pour venir en aide aux élèves qui présentent des besoins complexes;
- Collecte de données de référence sur la réussite des élèves pour orienter les décisions futures et ultimement favoriser la réussite des élèves en mathématiques.

Pour remplir sa mission, l'ASCT fait toujours de la langue et de la culture ṭḥcḥq̣ ses priorités. Or, cette année, ses responsables ont pu approfondir plusieurs initiatives et projets importants :

- Nous menons le projet des « aînés pour la santé et le mieux-être autochtone » en partenariat avec le ministère de la Santé et des Services sociaux. Nous avons réussi à recruter huit aînés (ou aînés en formation) pour le réaliser dans les deux dernières années scolaires. Ces aînés ont apporté un sens de l'identité à l'école, notamment en étant à l'écoute de tous les élèves et en venant bonifier les programmes culturels et langagiers des établissements.
- L'ASCT a répondu à l'appel à l'action 5 de la Commission de vérité et réconciliation en créant un cours local de parentalité ṭḥcḥq̣;
- Elle a continué d'offrir, plusieurs fois par année, des expériences culturelles significatives à chaque école en plus de soutenir des initiatives élaborées localement, comme le projet d'histoire orale des Ṭḥcḥq̣ et des programmes intégrés axés sur la culture. Elle a également créé le guide de camp Decḥḥṇṭs'ó Ts'eedè' pour que les élèves fassent des liens entre les expériences culturelles essentielles et leurs apprentissages.
- Les écoles ṭḥcḥq̣ ont toujours adhéré à l'approche scolaire globale de la langue et ont pu intégrer davantage ces méthodes en utilisant l'approche selon laquelle « tout le monde peut enseigner la langue ṭḥcḥq̣ ».

Pour réussir à exécuter le grand nombre de plans de soutien à l'élève (PSÉ), à atténuer la grande vulnérabilité démontrée par l'intermédiaire de l'Instrument de mesure du développement de la petite enfance (IMDPE) et l'Instrument de mesure du développement durant les années intermédiaires (IMDAI), et à surmonter les difficultés relevées dans les autres évaluations utilisées localement, l'ASCT s'est concentrée sur quelques partenariats et priorités :

- Nous avons élargi la programmation en créant des ressources ciblant les transitions importantes, comme *Faire un plan*, pour les élèves de prématernelle et maternelle, ainsi que de 6^e, 9^e et 12^e année;
- Les enseignants de soutien aux programmes (ESP) ont adopté l'approche de mentorat axée sur l'élève, se servant des rapports de lecture pour bien guider leurs enseignements et leurs interventions;
- Nous nous sommes associés à plusieurs intervenants essentiels, comme le gouvernement ṭḥcḥq̣, tout en invoquant le principe de Jordan, pour améliorer l'accès aux services de soutien scolaire, notamment l'orthophonie, l'ergothérapie, l'évaluation psychoéducative ou le counseling.

L'ASCT est encore aux prises avec des problèmes de recrutement et de rétention d'enseignants, et rencontre toujours des difficultés à trouver des logements bien tenus pour le personnel dans les collectivités.

1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

The TCSA was established under the Tłıchǵ 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 Tłıchǵ people and having the longer-term objective of transforming itself into an agency of the Tłıchǵ 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 *Tłıchǵ 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



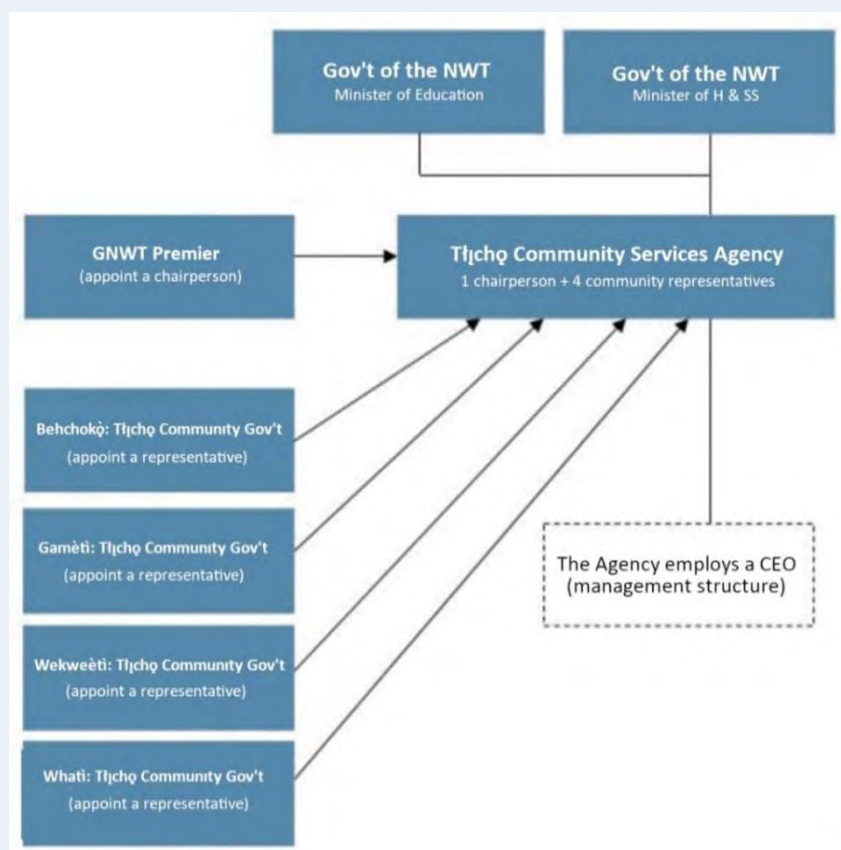
The Agency is governed by a Board made up of four members and a chairperson. The Tłıchǫ Community Governments (Behchokǝ, Gamètì, Wekweètì and Whatì) each appoint one member to represent their community on the Agency Board. The GNWT Minister of Aboriginal Affairs appoints the chairperson after consultation with the Agency appointees and the Tłıchǫ 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 were appointed in July 2021 (updated June 2022):

- Chairperson – Ted Blondin
- Behchokǝ 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 Tłıchǫ 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
- Director of Health and Social Services – Rebecca Nash / Sara Nash
- Director of Finance and Corporate Services – Rose Jiang

The CEO fulfills legislated roles under GNWT legislation including that of “Deputy Head” for the public service, and “Superintendent” under the Education Act. The Early Childhood and First Nations Social Programs, initially transferred to the TCSA by the Tłıchǫ Government, were returned to the Tłıchǫ Government in 2012 as a step towards self-government.

B. Functional Organizational Chart

The following table details the functional organization of the Education Body:

Tłchq Community Services Agency Functional Organizational Chart

Figure 3: Management and Program Function Structure of the Tłchq Community Services Agency



All senior management positions of the TCSA are indeterminate. Each senior manager undergoes a performance evaluation annually.

C. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If no, why not?
Board Orientation	CEO and Director	TCSA Board	September 2021	No	COVID restrictions - held a special meeting by phone Oct 15, 2021 (no training by phone)
Board Orientation	CEO and Director	TCSA Board	November 2021	No	Held in Dec 2021
Education Governance Training	ECE	TCSA Board	February 2022	No	Held in March 2022
Ethical Decision Making and Effective Governance for Quality and Patient Safety Workshop	CSPI and Ontario Hospital Association	TCSA Board	June 2022	No	Scheduled training was not available. Financial Literacy Training and BC Curriculum update was completed.

*The new TCSA Board will be appointed in September and will set the training schedule at that time

D. Education Body Meetings

According to section 109 of the *Education Act*, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If no, why not?
September 2021	Yellowknife	No	COVID restrictions - held by phone - Oct 15, 2021
November 2021	Yellowknife	No	Held Dec 1-3, 2021, and special meetings on Jan 6, 2022, Jan 18, 2022, and Feb 1, 2022
February 2022	Yellowknife	No	Held March 8-11, 2022
June 2022	Yellowknife	Yes	Held June 13-16, 2022

E. School Profiles

The following table details the total number of schools in the District, the expected student headcount for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori). **Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.**

Total Number of Schools in District	5	Total Anticipated Student Headcount	915
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School Name	Community	Grades Offered	Programming Highlights
Mezi Community School (MCS)	Whatì	JK – 12	<ul style="list-style-type: none"> - Culturally responsive programming - Ṭḥcḥ language whole school approach - Multi-grade and split-grade programming - NDL School - Transitional Program (new 2021-22)
Chief Jimmy Bruneau School (CJBS)	Behchoḳ	JK – 12	<ul style="list-style-type: none"> - Culturally responsive programming - NDL School - Ṭḥcḥ language whole school approach - Multi-, and split-grade programming - APPLE School - Transitional Program (new 2021-22)
Elizabeth Mackenzie Elementary School (EMES)	Behchoḳ	JK – 6	<ul style="list-style-type: none"> - Ṭḥcḥ Immersion (K-2) - Culturally responsive programming - Ṭḥcḥ language whole school approach - Split-grade programming
Jean Wetrade Gamètì School (JWGS)	Gamètì	JK – 12	<ul style="list-style-type: none"> - Culturally responsive programming - Ṭḥcḥ 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 - Ṭḥcḥ language whole school approach - Multi-grade programming

Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (*% of students on a Regular Education Program (REP) with a Student Support Plan (SSP) for Accommodations, % of students on a Modified Education Program (MEP) with an SSP for Modifications, and % of students on an Individualized Education Program (IEP)*), and other noteworthy demographics. **Please include any anticipated changes in student enrolment because of COVID-19 pandemic, including any changes in the number of students being homeschooled.**

The Tłıchq Community Services Agency (TCSA) consists of 5 schools with approximately 915 students for the 2021-2022 school year. Our schools house students from JK – 12 and include Tłıchq Immersion, and English programs. The student population is 99% Tłıchq; 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 Tłıchq region of the Northwest Territories is located between Great Bear Lake and Great Slave Lake, of which only two of five communities (Behchokò and Edzo) are located on a year-round road. All other Tłıchq communities are geographically isolated, fly in communities with limited access by ice road in winter.

Table 1: Enrolment (FTE) by School as of September 30, 2020.

School	Total FTEs	Aboriginal FTEs
Chief Jimmy Bruneau School	391.5	389.5
Elizabeth Mackenzie Elementary School	212	206
Jean Wetrade Gamèti School	52	49
Alexis Arrowmaker School	23	21
Mezi Community School	164.5	163.5

Table 2: Student Supports for Grade 1-9 as of April 2021

Program Type	# Of Students
Regular Program	23
Regular Program with Accommodations for Difficulty	170
Modified Program	265
Individual Education Plan	17
Total	475

Table 3: Student Supports for Grade 10-12 as of April 2021

Program Type	# Of Students
Regular Program	261
Regular Program with Accommodations for Difficulty	70
Individual Education Plan	13
Total	344

We are a Professional Learning Community (PLC) region, with a focus on increasing our student's oral language and reading levels with the intention to support more students to work in regular programming.

The TCSA experienced a decrease in actual enrollment during the COVID pandemic. Particularly in the students over 19 the TCSA experienced a significant change in attendance patterns with many students struggling with distance/blended learning.

F. Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention. **Please include any specific information related to the COVID-19 pandemic.**

There are 184 employees, 88 NWTTA positions staffed within the TCSA including 1 Regional Coordinating Principal, 5 Principals (1 teaching Principal), 2 Vice Principals, 6 Indigenous language instructors, 7 program support teachers, classroom teachers (including 2 Tłıchǰ immersion teachers), and 6 regional consultants, in addition to UNW school support staff. The average length of employment for staff is approximately 6.7 years. The turnover rate at the TCSA has been approximately 10-15 teachers (11-17%) each year, with fly-in communities having the most turnover. For the 2021-22 school year the TCSA is expecting 25 new teachers. The higher than normal turnover is linked to many staff choosing to return to their home provinces due to isolation (travel restrictions). The TCSA boasts a large population of Indigenous staff (85 of 184 or 46%), which has strengthened the cultural and language programming throughout the region. Several support assistants have been identified as candidates for teacher training; the TCSA is working with those staff to complete the university programming while continuing their employment.

The TCSA is planning for the succession of Tłıchǰ language instructors. Many of our current language instructors will retire in the next 1-3 years. Efforts to recruit new Tłıchǰ teachers has been successful with three new Tłıchǰ Instructors. The TCSA is currently working to provide mentoring to develop their Tłıchǰ language and classroom skills.

Like most regions across Canada the Tłıchǰ is experiencing a teacher shortage. There has been a decrease in quality applications for classroom positions over the last 5 years. In addition to recruiting challenges, there is an increasing awareness of retention concerns. Specifically, housing has been cited as one of the main reasons for teachers leaving the region. Securing safe, maintained, and available housing remains difficult in all five Tłıchǰ communities.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p>The guiding principles and values of the TCSA strategic plan acknowledge Elders as keepers of the living memory, and value the cooperation and self-sufficiency which comes from knowledge of our history, culture, and language. The foundational principles include the development of strong, capable, healthy Tłıchǫ communities, providing quality integrated programs and services in an effective, efficient, and timely manner, and enabling people to take responsibility for their own health, education, and well-being.</p> <p>The overarching Strategic Plan for the TCSA was published in the TCSA Strategic Plan in 2019.</p> <p>Strategic Plan Priorities:</p> <ol style="list-style-type: none"> 1. Deliver Responsive Quality Programs and Services 2. Be Innovators in Strengthening Tłıchǫ Identity 3. Strengthening Partnerships 4. Implementing Operational Sustainability 5. Ensuring Integrated Accessible Standards and Services for All <p>In response to the strategic plan, education has set the following goals and priorities for 2018-22:</p> <ol style="list-style-type: none"> 1. Culturally responsive programs and services: Indigenizing education in the support of developing capable Tłıchǫ people. 2. Student Achievement (Literacy and Mathematics): Supporting high quality instruction, interventions, and training for oral language, reading, and numeracy through innovative and responsive strategies. 3. Wellness and Student Support: Ensure all students have equal opportunity to succeed by adapting programming in response to student centered decision making.
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	<p>4. Lifelong Learning: Developing capable lifelong learners by providing professional development that supports innovative teaching, and quality career focusing.</p> <p>While the ‘how’ of delivering quality education continues to change during the COVID-19 pandemic, the ‘why’ and the TCSA’s strategic direction does not. We are committed to prioritizing our targets regardless of the delivery model.</p>
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Regional Performance Indicators	Regional Targets	Results
<p>Culturally responsive programs and services:</p> <ol style="list-style-type: none"> 1. Support for ‘Our Languages’ Curriculum Implementation 2. Strengthen ILE teams in every school to support whole school approaches to language. 3. Develop local resources and courses to support high level of cultural instruction. 	<ol style="list-style-type: none"> 1. Mentoring for every ILE through onsite planning, modeling, and coaching with the resources and assessments developed to support the OLC. 2. Fully functional ILE teams in every school that develop and enhance the whole school approach to Tłıchǫ language. 3. Update and/or develop at least 2 locally developed courses (Trails of Ancestors, Tłıchǫ Agreement, Spirituality, and Child Development) and develop teacher resources to support the Drumming course. 	<ol style="list-style-type: none"> 1. Met 2. Met 3. Partially met (1 LDC developed)
<p>Reading and Literacy:</p> <ol style="list-style-type: none"> 1. Oral Language (TROLL) 2. Reading (Fountas and Pinnell) 3. Numeracy (CTBS) 	<ol style="list-style-type: none"> 1. TROLL: by Spring 2022, 60% of kindergarten students at or above the 25th percentile with 25% above the 50th percentile 2. F&P Close the Gap: by spring 2022, 50% of students will close their reading gap by improving more than one grade level. 3. CTBS Close the Gap: by spring 2022, 50% of students will close their numeracy gap by improving more than one grade level. 	<ol style="list-style-type: none"> 1. 42% at or above the 25th percentile (Not Met). 19.4% above 50th percentile (Not Met). 2. 36% of students improved more than one grade level (Not Met) 3. This information is not yet available.

<p>Wellness and Student Support</p> <ol style="list-style-type: none"> 1. Provide culturally innovative mental health and wellness programming 2. Integrated SSPs, IEPs, MEPs, and SBSTs that respond and drive referrals and supports 3. Provide responsive programming for students with complex needs. 	<ol style="list-style-type: none"> 1. Expand on the territorial CYCC program with fully integrated Health and Wellness Elders 2. The RISC will work with PSTs to establish and provide on-going monitoring protocols. 3. Increase access to services and programming that support the delivery of SSP, MEP and IEP goals. 	<ol style="list-style-type: none"> 1. Partially met (CYCC vacancies) 2. Met 3. Met 	
<p>Lifelong Learning:</p> <ol style="list-style-type: none"> 1. Purposeful coaching and in-servicing for staff. 2. Quality career path support for students in grades 7-12 3. Increase the capacity to utilize technology across the region. 	<ol style="list-style-type: none"> 1. Ensure every staff receives a variety of onsite coaching throughout the year to meet individual needs. 2. Develop and expand interagency efforts to promote career focused programming and support. 3. Support and expand on IT instruction and capacity through the region. 	<ol style="list-style-type: none"> 1. Met 2. Met 3. Met 	
Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>% of regional priorities and goals that align with the 5 Shared Priorities.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Culturally responsive programs and services – School camps built on the success of the Camp Guidebook, which has included better integration, more hands-on activities, and increasing language instruction on the land. The TCSA is a leader in the NWT in cultural programming through our innovative initiatives including Culture Based Integrated Planning, Tẖcẖo History Project, and the Camp Guidebook, as well as classroom resources for integrated lessons.</p> <p>Student achievement – Although 2 of 3 targets were not met, when schools were open to in-person learning education staff dedicated this time to literacy (reading and oral language), and while gains were made, they were not significant. COVID has had a significant impact in this area of student achievement.</p>		

	<p>Wellness and Student Support – Schools saw a dramatic increase in access to services such as SLP, OT, Behaviour Support and Educational Psychology to ensure that all students receive programming that is individualized and responsive. These services were funded through Jordan's Principle funding agreements.</p> <p>Lifelong Learning – The TCSA has prioritized building capacity in local staff as an agency-wide effort to reduce reliance on southern hiring and address staffing shortages. An individualized approach has been developed that ensures staff have access to job embedded training, and post-secondary coursework.</p>
<p>Areas for Development for the region</p>	<p>Culturally responsive programs and services – The TCSA has considerable resources to support this area (both material and human resources) however they are not always utilized to their full potential. Working to improve access and integration is key to all staff using the resources at their disposal. Accessible storage of the extensive materials and resources is a critical element to successful programming.</p> <p>Student Achievement – The region must continue to focus on literacy to ensure that students meet grade level requirements needed to transition to post-secondary programs. In addition, the TCSA math coach will continue to support teachers to utilize math resources, including manipulatives and interventions to improve in this area.</p> <p>Student Wellness – A holistic and community based approach to addressing the results of the Early Development Index (EDI) and Middle Year Development Instrument (MDI) is vital. Most Tłıchʔ youth report that they are vulnerable in these measures. Increased support, programs, and services to address these vulnerabilities require an integrated approach that focuses on the community as a strong partner. The CYCC pilot model does not meet the extensive mental health and wellness needs of the students in the region. The TCSA must look to alternative solutions to meet student mental health and wellness needs.</p> <p>Lifelong learning - Career focused education is a priority including improved relationships with Career Advisors from both Tłıchʔ Government and GNWT. The region has moved to the Google platform to increase 21st century skills, and continued training is required in technology, as well as academic skills such as organization, time management, and study skills.</p>

<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Attendance – There has been a significant reduction in attendance due to COVID. This year students had to attend learning on-line as well as in person. Attendance was very low when learning was remote and didn't significantly improve when schools re-opened. Attendance is the number one factor in student achievement. Older students who were unable to attend in person (or choose not to attend the alternative learning sites) resulted in a reduction of graduates. Community and family based strategies are essential to improve attendance in all grades in the future. Missing 1 day a week results in being over 2.5 years behind by grade 12. On average Tłchq students have an average attendance rate of 60.4%. For an average student this means that they lose ONE WHOLE YEAR of school each 3 years, and by grade 12 are at least 4 YEARS BEHIND.</p> <p>Staffing / Housing – There are teacher shortages across the country, and we continue to have challenges to staff teachers and other school positions. Housing has been identified as a major barrier to recruiting and retention. We are working with several teacher programs to have more teacher placements and to provide opportunities to existing staff to get their degrees, however without a significant increase in the number of market rentals, adequate maintenance on the units, and improvements in community housing, recruitment efforts are wasted.</p> <p>Quality and Accountability – Each school has a Parent Advisory Committee, and we are currently looking to expand and develop these committees. Each school has a School Improvement Plan that parents and community members provide feedback and direction on. Each year one school is selected for a review, in 2021-2022 the CJBS review was completed and AAS has been selected for 2022-23.</p> <p>Jordan's Principle – Thanks to support from Jordan's Principle the TCSA will be able to continue to offer increased services such as SLP/OT/counselling, a tutor at CJBS, alternative high school program at CJBS (transition program), behavioural supports (learning centers), one-on-one support assistants for many students, continued support for the Indigenous Health and Wellness Elders, and now an increase in the reading interventions we can provide.</p>
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B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measurable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>All TCSA schools review and adapt their School Improvement Plans annually, under consultation with community, and staff. Each year schools consider previous year's growth, challenges, regional and territorial priorities to create responsive plans. The SIP reflects the regional strategic priorities, which align with territorial initiatives such as Our Languages Curriculum, Indigenizing Education, and Inclusive schooling. Specifically, schools target reading/oral language, Tłchq culture and language, student wellness, and lifelong learning. The school improvement process is linked to the school review process.</p> <p>In addition to the SIP planning process the TCSA recognizes the significant time, and effort by all staff, students, and our communities to ensure schools continue to be a safe place for all. During the COVID-19 pandemic this commitment continues. As new recommendations from the OCPHO are made TCSA schools will adjust and implement accordingly.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	

<p>% of schools in the region for which School Improvement Plans are submitted.</p>	<p>100%</p>	<p>100%</p>	
<p>% of schools in the region for which final School Improvement Plans have been shared with the public.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Principals are regular members of the Community Government meetings and Interagency Community meetings. Along with Parent Advisory Committees, these community meetings serve as an opportunity for principals to have meaningful relationships with parents, community leaders, local governments, and other stakeholders. The collaborative relationships in these settings have ensured community direction in the School Improvement Plans (SIP) and partnerships such as work placements. There is a strong sense of purpose across the region in committing to our goals. The goals require a consistent and persistent effort thus do not change much from year to year.</p> <p>Literacy is another strength within the region. All staff are committed to and part of the plan to improve literacy at all levels. The region has consistent growth through the use of PLC teams, strengthening instructional practice, using evidence to make decisions, and a committed focus.</p>		
<p>Areas for Development for the region</p>	<p>The TCSA has a strong vision for integrating language and culture programming. However, the region needs to move towards fully integrated, rigorous, and authentic language and culture programming. The TCSA also needs to build up local resources to enhance the language and culture experience.</p> <p>Career and Lifelong Learning continues to be an area in which the TCSA is developing a plan based on emerging evidence. The TCSA favours individualized coaching for staff over common workshops and in-services. This approach has improved teaching and learning in the region. The region continues to look for opportunities to expand career focused programming for students. This is challenging in remote communities with limited employment, limited post-secondary training, and where centralized approaches are rarely successful.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Attendance is a significant concern, and barrier to student success. Since the onset of COVID-19 TCSA schools have had a significant reduction in attendance in all grades.</p>		

C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region's approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

For the 2021-22 school year each region can determine how best to proceed with annual school reviews.

Regional approach to the completion of Annual School Reviews , including any specific information related to the COVID-19 pandemic.	The Annual School Review is based on the Strategic Plan, Operating Plan, and School Improvement Plans. Each school reviews their progress against the regional and school targets. TCSA has developed an 'Annual School Review' process in consultation with the TCSA board. The TCSA will conduct a school review of each school on a rotating basis (1 school each year) and may review additional schools as necessary. The Annual School Review will include inspections of COVID-19 safety protocols, OHS, building safety, climate and culture, culture, and language programming, and focuses on the school's ability to deliver effective education programs.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which Annual Reviews are completed.	20%	20%	
% of schools where NWT approved curricula are being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region	The annual school review process that was developed in the region was a successful model to determine if the curricular learning outcomes for all students are within or above the range of reasonable expectation. The annual review was a process of continuous growth; thus, it was expected that through the annual review cycle schools will review, assess, celebrate, and refocus on targets. Using a rotating schedule ensures schools can meaningfully engage in the		

	improvements they set for themselves with the Director and other regional staff.
Areas for Development for the region	To continue to refine the school review process, with a focus on increasing participation from stakeholders such as staff, students, parents, and community leaders.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	The annual review was completed for Chief Jimmy Bruneau High School in Behchokò and is available for public review. Due to COVID parent and community engagement was done remotely.

D. Staff Evaluations

All education staff are required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth for Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following tables detail the region's approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations, including any specific information related to the COVID-19 pandemic.</p>	<p>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. The TCSA does not expect an interruption to these evaluations due to COVID-19, however priority will be placed on completing evaluations for 1st and 2nd year staff. The TCSA is part of the PD and Training territorial sub-committee working on updating the teacher evaluation process.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	44	AAS - 1 EMES - 8 CJBS - 15 JWGS - 1 MCS - 5 Total - 30	Due to COVID many teachers were online for up to half of the school year making evaluations difficult. Principals focused on first year teachers.
Number of principals and assistant principals formally evaluated in the school year.	3	0	The principal scheduled for evaluation had unexpected extended leave for half the school year and evaluations were difficult due to COVID.
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	6	1	Due to COVID many coordinators were reassigned to COVID duties and coverage.
Number of Superintendents formally evaluated in the school year.	1	2	CEO and Director evaluations conducted annually

<p>Areas of Strength for the region</p>	<p>Teacher and support staff evaluations were complete despite a considerable amount of time out of the classroom due to COVID closures.</p>
<p>Areas for Development for the region</p>	<p>Due to a relatively high turnover, and a high number of UNW staff that require annual evaluations there is a considerable workload concern in this area. Education has relatively few managers for the number of staff they oversee. The TCSA looks forward to the development of the updated NWT Teachers Evaluation and Growth Guides.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>COVID related school closures made evaluations very difficult to complete both due to the high workload on principals, and the difficulty in conducting fair evaluations while online.</p>

E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers' Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region's training and in-service plan, the relevance of the plan to regional and shared priorities and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA dedicates a considerable amount of resources to providing training and in-servicing to our educators. For 2021-22 school year this includes: a regional conference, one language instructor in-service, two cultural orientation days, and collaborative STIP time. In addition to these training activities, the TCSA also offers extensive onsite coaching in PLCs, literacy, numeracy, and Indigenizing education. COVID-19 may continue to limit our ability to provide in person coaching; distance and online platforms will be used to ensure personalized training continues. Administrative days are used to complete administrative tasks not in-servicing or training. The TCSA also utilizes the GNWT myHR course offerings to support all GNWT staff in areas such as supervisor training, working safely, cultural sensitivity, IT and information security, and many others.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on shared priorities	100%	100%	
Number of administration days dedicated to training and in-service.	0	0	
% of collaborative STIP time dedicated to regional priorities	100%	100%	
Number of schools which implemented STIP as per the Ministerial Directive	5	5	

Areas of Strength for the region	A clear strength has been the region's movement towards job embedded, personalized coaching. Feedback from staff, coaches, mentors, and supervisors is the approach works well given the variety of experience staff bring to their positions. For example, support assistants who work directly to support SLP or early childhood receive coaching and workshops that directly support their students' and program's needs. Teachers have a wide range of experience and education in literacy instruction, thus personalized coaching draws on their strengths and supports growth. The region uses evidence from literacy assessments to provide targeted coaching.
Areas for Development for the region	While the region has improved its systemic approach to literacy, providing consistent instruction to students with such a wide range of needs is challenging given many teachers are inexperienced in early reading instruction. Expertise in foundational oral language, phonological awareness, and early reading instruction must be provided. The TCSA has recognized that education staff in leadership positions require more training to become proficient in how to use the data to guide in deeper conversation during the PLCs. The TCSA is a small education body with limited capacity to provide this support to an ever changing staff.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Online coaching is not ideal for many staff who have lower technological skills. One size fits all programs, such as online video databases or pull out in-services and workshops, are not effective for the majority of our staff.

F. Literacy Coordinators

Literacy coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and 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		1.0	

* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body, otherwise not allocated.

The following tables detail the region’s role of their Literacy Coordinator, and the relevance of the position to regional and shared priorities, including regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>The Literacy Coordinator position is directly related to the reading and oral language regional priorities and goals which are stated in the strategic plan as “Literacy: Supporting high quality instruction, interventions, and training.” In an effort to disperse leadership the Literacy Coordinator is a shared position. Through peer coaching, literacy through the disciplines, and by using evidence based approaches to drive instruction and prioritize supports, the TCSA has set oral language, reading, and mathematic targets:</p> <ul style="list-style-type: none"> - TROLL: by Spring 2022, 60% of kindergarten students at or above the 25th percentile with 25% above the 50th percentile - F&P Close the Gap: by spring 2022, 50% of students will close their reading gap by improving more than one grade level. - CTBS Close the Gap: by spring 2022, 50% of students will close their numeracy gap by improving more than one grade level. <p>Supporting oral language development in JK-2 classrooms in response to baseline data from the EDI, SLP screening, and early language assessments is critical. The TCSA will continue to support teachers with onsite coaching</p>
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	for reading instruction, and intervention (grades JK-9), as well as, strengthening instruction through Reading in the Disciplines (grades 7-12).
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes	Yes	
Areas of Strength for the region	The TCSA had a strong systemic approach to reading instruction, assessment, and intervention. Tier 1 reading instruction (from oral language to reading comprehension) was a priority driven by PLC teams, RTI, coaching and resource purchasing and development. The TCSA has maintained an unwavering focus on using an evidence based approach to strengthen reading instruction. The TCSA continues to embrace the coaching model while introducing new resources purchased to support literacy development across the disciplines within tier 1. Our evidence has indicated a strong focus on oral language is crucial in JK-2 programs therefore the TCSA developed an Oral Language initiative in partnership with contract providers to make this a continued focus for 2022-23 school year.		
Areas for Development for the region	While the region has seen growth in closing the literacy gap there remains a significant need in the area of literacy. This is an area where teachers and support assistants will continue to require significant investment from the region. Our literacy action plan encompasses not only reading and writing, but precursor skills such as oral language, phonological awareness, and early reading behaviours.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Our schools were impacted by COVID closures this year limiting the impact of the oral language initiative and literacy action plan. These initiatives are embedded in on-site coaching with the support of the Speech and Language Pathologist (SLP) and SLP Coordinator, PSTs, and the Literacy and Math Coaches. Despite COVID interruptions for half a year, the TCSA made progress towards the action plan goals.		

G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Targets													
<p>Relevance of the Healthy Foods for Learning program to regional priorities, including any specific information related to the COVID-19 pandemic.</p>	<p>The Tł̓ch̓q Community Services Agency offers Healthy Food programming in all our schools. Currently, the programs we offer are:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4f81bd; color: white;">Program Name</th> <th style="background-color: #4f81bd; color: white;">Schools Involved</th> </tr> </thead> <tbody> <tr> <td>Breakfast programs</td> <td>All Schools</td> </tr> <tr> <td>Drop the Pop</td> <td>All Schools</td> </tr> <tr> <td>Apple Schools</td> <td>CJBS</td> </tr> <tr> <td>Lunch Program</td> <td>CJBS</td> </tr> <tr> <td>Traditional Food Day</td> <td>All Schools</td> </tr> </tbody> </table> <p>The TCSA will continue to explore opportunities to provide healthy foods to our student population. During the 2019-20 school year a Healthy Foods Policy was approved by our TCSA board. We also are working with our HSS partners to develop an 'Indigenous Foods in School' policy to increase traditional food available to students.</p> <p>The TCSA has followed the recommendations from the OCPHO in preparation and delivery of food in our schools. We anticipate additional costs associated with these recommendations (ex: individual plating, increased IPAC, serving containers, etc.).</p>	Program Name	Schools Involved	Breakfast programs	All Schools	Drop the Pop	All Schools	Apple Schools	CJBS	Lunch Program	CJBS	Traditional Food Day	All Schools
Program Name	Schools Involved												
Breakfast programs	All Schools												
Drop the Pop	All Schools												
Apple Schools	CJBS												
Lunch Program	CJBS												
Traditional Food Day	All Schools												

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	

% of schools following regional wide programming and guidelines, <i>if applicable.</i>	100%	100%	
Areas of Strength for the region	The TCSA schools receive a variety of healthy food funding that support breakfast and snack programs for all students. The TCSA has developed an Indigenous Food Policy to encourage and support traditional foods in schools. Another strength for the TCSA has been identifying high need families who require additional support to deal with food insecurities. This has been successful with partnerships and additional contribution agreements.		
Areas for Development for the region	As the need grows it requires additional funding sources to meet the demand. This becomes an administrative burden to the system. In addition, many of the schools are not equipped to deliver food programs, nor do they have staff to exclusively deliver the programs and often rely on volunteers.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	High quality healthy food is expensive and often difficult to store in schools without food preparation areas. These areas should be a requirement in future infrastructure projects.		

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Frequency of program <i>(Monday - Friday)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If no, why not?
EMES	Breakfast	Monday to Friday	200	All Welcome	yes	
EMES	Snack	Monday to Friday (twice a day)	200	All Welcome	yes	
CJBS	Breakfast	Monday to Friday	300	All Welcome	yes	
CJBS	Snack	Monday to Friday (twice a day)	300	All Welcome	yes	
CJBS	Lunch	Monday to Friday	300	All Welcome	yes	
MCS	Breakfast	Monday to Friday	100	All Welcome	yes	
MCS	Snack	Monday to Friday (twice a day)	100	All Welcome	yes	
JWGS	Breakfast	Monday to Friday	45	All Welcome	yes	
JWGS	Snack	Monday to Friday (twice a day)	45	All Welcome	yes	
AAS	Breakfast	Monday to Friday	18	All Welcome	yes	
AAS	Snack	Monday to Friday (twice a day)	18	All Welcome	yes	
TOTAL	--	--	1,626	All Welcome	as planned	Due to COVID the delivery model was adjusted

* Please complete one row for each program offered in a school. Ex: complete two rows if a school offers both breakfast and snack programs.

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development. Under the proposal summary, indicate whether this is a continuation of previous year's SSI project.

<p>SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.</p>	<p>This project is very specifically designed to build greater capacity in the pedagogical skills of our teaching staff for the direct purpose of enhancing student achievement (Marzano, Frontier, & Livingston, 2011), and to provide targeted and systematic interventions to all students as soon as they demonstrate need (Buffum, Mattos, & Weber, 2010). By creating a coordinated, collective, and collaborative approach to ongoing, job-embedded professional development we will develop greater teacher expertise in aligning curriculum, instruction, and assessment, and commit ourselves to high levels of learning for every student. The specific intent of moving our organization toward being a true professional learning community “is a focus on and commitment to the learning of each student” (Dufour, Dufour, Eaker, & Many, 2010).</p> <p>The interventions supported by this project work to develop literacy skills along the spectrum from oral language development to reading comprehension. As such evidence of student need is provided by four main measures: Early Development Instrument (EDI), Teacher Rating of Oral Language and Literacy (TROLL), student program type, and Fountas and Pinnell: Benchmark Reading Assessments (F&P).</p>
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% Of teaching staff from across the region who participate in SSI PD activities.	100%	100%	
% Of support staff from across the region who participate in SSI PD activities.	25%	25%	

Areas of Strength	<p>The TCSA continues to be dedicated to the work of PLCs teams. Weekly meetings focus on common assessments to improve and strengthen instruction in oral language and literacy.</p> <p>The year began with ‘virtual’ coaching and then on-site coaching resumed to build capacity to continue the implementation of Professional Learning Communities. Our region continues to implement a system-wide approach to improving student achievement with a focus on improving literacy instructional strategies, and assessments.</p> <ul style="list-style-type: none"> - System wide use of reading assessment, instructional resources, and coaching. The TCSA has purchased additional resources as many teachers are becoming confident in Tier 1 instruction. The schools with less turnover are seeing a greater growth in closing the gap. - Individualized coaching support by consultant for leadership teams, and PLC teams. The consultants often work in a ‘train the trainer’ model to build capacity in the leadership team, as well as with individual or teams of teachers. This has allowed the region to meet the needs of each team. The leadership have become better coaches with a clear vision for the path ahead. - Dedicated resources to improving pre-reading skills (including speech and language supports, phonological awareness, and reading behaviours).
Areas for Development	<p>Strengthening teachers’ instructional practice by improving their skills in administering, analyzing, and responding to assessments of reading, writing, mathematics, and oral language. Staff capacity continues to be an area of development. Teachers, school leaders, and all school support staff are acknowledging the need for continued intensive professional development in strengthening reading instruction and the use of PLC teams to support flexible learning strategies.</p> <p>Most schools have implemented a structure to support a Response to Intervention (RTI) however staff capacity, vacancies, and high needs limit our ability to provide intervention for all students identified.</p> <p>Another area that is a challenge is the constant turnover of staff. As new staff join, schools and teams must revisit school culture, commitment, and purpose before gaining back momentum made in previous years.</p>
Additional Comments, including any specific information related to the COVID-19 pandemic.	<p>PLC teams have also identified that collaborative planning and common long range planning are key systemic structures that support this work. Our SSI proposals are multi-year initiatives; we have laid the foundation with a structure and desire to work as PLC teams, expanded our knowledge by focusing on assessment and instruction, and have developed systemic models of intervention. Our region is committed to the PLC and RTI model to improve student achievement; as such, we will continue to support all educators to sustain their effort, and continually build their instructional practice.</p> <p>We are seeing evidence that our approach to literacy is working. This year 36% of students gained at least one year’s growth in reading. Teachers are reporting they are using evidence more effectively to guide Tier 1 instruction.</p>

	Our evidence suggests that our determined efforts are moving us in the right direction and therefore continue to support our PLC and literacy focused approach. COVID significantly impacted our reading growth this year.
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Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? <i>(Yes/No)</i>	If no, why not?
Response to Intervention - Tier 1, 2, and 3	Data Collection - Spring and Fall Coaching and PLC Team meeting ongoing Final reporting - Spring	Yes	Minor adjustments in delivery due to COVID

I. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2021-2022	2022-2023	2023-2024
CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA	BDEC SSDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% Of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% Of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	The TCSA leadership team develops Safe School Plans using a regional collaborative process due to the high number of students and staff that move regularly between communities and schools. The consistent approach allows school staff to share effective practices, supports new principals, and allows for regional training. As an interagency the TCSA accesses its health resources to support plans that ensure access to regional specific emergency planning. The majority of TCSA staff are committed to utilizing a trauma informed approach to teaching and learning.		
Areas for Development for the region	The TCSA continues to work on Personal Emergency Response Plans (Safety Plans) for individual students with complex needs.		

<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Safe and Caring schools' plans must also address the legacies of residential schools. To ensure that schools feel safe for all parents and students, we must work together to strengthen the relationships between community, families and the school. The TCSA has embraced the culture awareness and sensitivity training 'Living Well Together' giving time for staff to complete it during the Regional Conference in 2021.</p>
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J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. This refers to programming that is offered to all students, rather than targeted programs for individual students.

Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region's approach for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.</p>	<p>As part of the TCSA strategic goal to improve student health and wellness, each school in the region has developed a unique plan to incorporate healthy relationship curricula that is responsive to the needs of their students. Examples are: Fourth R, HRPP, Second Step and Social Thinking. In addition to these programs the TCSA has embraced the philosophy of trauma-informed practice, increased access to counselling services (CYCC and NCTS) and implemented self-regulation strategies.</p> <p>The TCSA uses 'Second Step' and 'Social-Emotional Thinking' to support the Healthy Relationship Programming in JK-6. The TCSA encourages approaches that are not 'program' based, instead focusing on processes. Including Indigenized approaches like social stories, sharing circles, building, and modeling healthy relationships, and developing capable people. TCSA schools have found best practice in processes that utilize a model of spiral learning, gradual release of responsibility through co-regulation, and holistic frameworks.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% Of schools with JK-3 students offering WITS.	0%	0%	

% Of schools with grade 4-6 students offering LEADS.	0%	0%	
% Of schools with grade 7-9 students offering the Fourth R.	100% (excluding elementary schools)	100%	
% Of schools with grade 10-11 students offering HRPP.	100% (excluding elementary schools)	100%	
Were there any difficulties accessing training for the above programs?	High teacher turnover results in a high number of teachers requiring this training each year. As the training is in person this is operationally difficult (particularly for training that is required for all junior high staff).		
Are there any recommendations for making training for the above programs more accessible?	Select programs with less training requirements or training that is supported by the publisher with webinars, or customized training (train the trainer).		
Areas of Strength for the region	The TCSA continues to promote health and wellness in the region with evidence-based bullying programs, teacher training in healthy relationships, trauma-informed professional development, and self-regulation practices. The TCSA embraces the partnership between counsellors (when staffed) and Wellness Elders working together in supporting mental health and wellness through on the land programming as an extension to what is occurring in the classroom. Second Step has been a well received program as it is easy to use and requires little training.		
Areas for Development for the region	With high staff turnover, keeping up with training in these areas is challenging. The region will continue to develop the Wellness Elder and counsellor partnership.		
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	The Tłı̨chǫ region continues to experience legacies from residential schools that impact academics, relationships between school/community, and healthy relationships across the communities. Healthy relationship program will continue to be of high importance.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades	EMES	Second Step K-6 (with bullying prevention add-on)	Partially Completed	Instructional time lost to school closures (COVID). Remote learning focused on ELA and Math.
	CJBS	Second Step K-8 (with bullying prevention add-on)	Partially completed	Due to COVID closures and instructional time lost, we focused on core subject areas.

they are being used in (if applicable).		4thR 7-9 HRPP+ 10-12		
	MCS	Second Step K-8 (with bullying prevention add-on) Social Thinking K-12 4thR 7-9 HRPP+ 10-12	Partially completed	Due to COVID closures and instructional time lost, we focused on core subjects, Second Step, and 4th R.
	AAS	Second Step K-8 (with bullying prevention add-on) 4thR 7-9	Partially completed	Due to the number of absences, a lot of instructional time was lost. We focused on core subject areas.
	JWGS	Second Step K-8 (with bullying prevention add-on) 4thR 7-9 HRPP+ 10-12	Partially completed	Due to lost instructional time due to COVID and other issues, instructional time was lost. Core subject areas were focused on.

K. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

School Name	Language of SL (Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̄cho)	Type of SL program (core, immersion, intensive)	Grades of SL program (per program type)	% Of students enrolled (per program type)	Frequency of SL Program (min/week)	Actual Frequency of SL Program (min/week)	Explanation for difference (if applicable)
EMES	Tłı̄cho	Core	JK-6	100%	30 mins/4 day 120 mins/week	90 mins/ week plus integrated classes	Offered integrated language programs in CBIP classes (co-taught)
EMES	Tłı̄cho	Immersion	K-2	10%	300 mins/day 1500 mins/ week	JK - 6 300 mins/day 1500 mins/week	
CJBS	Tłı̄cho	Core	JK-12	100%	JK-9: 25 mins/day 125 mins/week 10-12: 300 mins/ week	JK- 9 30 mins/ day 150 mins/ week 10 - 12; 375 mins/ week	
MCS	Tłı̄cho	Core	JK-12	100%	35-45 mins/day 175-225 mins/week	JK-9 35 mins/day 175 mins/week 10-12	

						80 mins/day 400 mins/week	
AAS	Tḥchq	Core	JK-10	100%	30-45 mins /day 150 – 225 mins / week *Whole school language lesson 15 mins / day	JK- 10 30 mins/ day 150 mins/ week	
JWGS	Tḥchq	Core	JK-12	100%	30 mins/day 150 mins / week	30 minutes per day/ 150 minutes per week	

**Please include a row per school /per language /per type of instruction*

L. Northern Distance Learning

Northern Distance Learning (NDL) provides opportunities for small community high school students to have equitable access to higher-level academic courses. Schools participating in NDL are responsible for ensuring that an In-Class Support Person (ISP) is retained to support students during their NDL classes, all classroom supplies are purchased and to ensure a classroom with access to a long distance telephone and document camera is provided. All other equipment and supplies for the NDL program are provided.

The following tables detail the number of allocated, budgeted and actual (ISPs) in place to provide support to Northern Distance Learning program, and the explanation for any variance between each.

School Name	Allocated (\$)	Education Body Contribution (\$)	Total Budgeted (\$)	Actual (\$)	Explanation for Difference (if applicable)
AAS	\$31,500	In kind	\$31,500	\$0	No NDL students
CJBS	\$26,500	In kind	\$26,500	\$15,898	Staff left mid year
JWGS	\$31,500	In kind	\$31,500	\$31,500	
MCS	\$31,500	In kind	\$31,500	\$23,032	Lack of staffing and school interruptions due to COVID
TOTAL	\$121,000	In kind	\$121,000	\$70,430	Deferred revenue requested

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	0	0		NDL courses were not offered this year.
CJBS	1	1	Local hire	Housing
JWGS	0	0	Local hire	Mid-year abandonment, no replacement.

MCS	1	1	Local hire	Housing
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The following tables detail the regions to regions approach and includes regional and school specific performance indicators and targets set for the upcoming school year related to Northern Distance Learning, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Northern Distance Learning, including any specific information related to the COVID-19 pandemic.</p>	<p>CJBS and MCS were the first schools in the Tłı̄ch̄o region to become NDL schools. Dedicated staff, and space have often been challenging to secure for the NDL program. In 2020-21, JWGS and AAS schools joined the NDL program.</p> <p>The TCSA contributes ‘in kind’ to the NDL program through administrators’ time (ex: CUSO agreements, housing issues, space arrangements, purchasing materials), financial and IT administrative time (ex: reporting, financial record keeping), use of school purchased materials such as textbooks and science equipment, as well as through in kind contributions of housing/travel/IT services.</p> <p>It is anticipated that it will continue to be a challenge to find In-Class Support People (ISP) due to limited local options, and housing.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of eligible high schools offering NDL programming. <i>(NDL schools / Eligible high schools x 100)</i>	100%	75%	AAS did not have any participating students this year
% of NDL courses completed with credits acquired within the school year, based on total # of enrollment. <i>(# of courses passed / # of course enrolments x 100)</i>	100%	89%	8/9 of students completed *this data set does not include students who withdrew from the course
% of NDL students passing diploma exams <i>(for NDL courses)</i> written within the school year. <i>(# of exams passed / # of exams written x 100)</i>	100%	n/a	No students took diploma courses through NDL
% of diploma exam marks <i>(for NDL courses)</i> with a <15% difference from the school awarded mark.	100%	n/a	No students took diploma courses through NDL

<i>(# of exams with <15% difference / # of exams written x 100)</i>			
Areas of Strength or promising practices for the region, including examples of positive impacts that NDL may have had on students.	The TCSA has increased so that all eligible schools are now 'NDL' schools - this ensures that all Tłıchǰ students can take courses that may not otherwise be offered in their schools.		
Areas for Development for the region	NDL students in the Tłıchǰ region have asked that courses offer a wider range of flexible learning strategies to keep engagement high.		
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	Housing has become incredibly difficult to obtain in all Tłıchǰ communities. To be able to staff the positions typically local hires are required and the salary exceeds the funded amounts. The variety of courses offered should be expanded to include courses that require teacher training (CALM, Northern Studies) as those courses are difficult to offer in small communities.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Number of students participating in at least one NDL course, per school, per year.	CJBS	8	1	COVID shutdowns; courses available in school
	MCS	3	2	COVID shutdowns; courses available in school
	AAS	2	0	The student did not select any courses.
	JWGS	1	1	
Number of NDL courses offered by school. (8 available per year for schools with one endpoint / 16 available per year for schools with two endpoints)	CJBS	5	3	Courses available in school
	MCS	4	2	Courses available in school and students withdrew due to covid.
	AAS	3	0	The only eligible student did not choose any courses.
	JWGS	8	7	Scheduling errors.
Number of NDL endpoints actively in use, per school, per year. (one endpoint or two endpoints)	CJBS	1	1	
	MCS	1	1	
	AAS	1	1	

	JWGS	1	1	
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School Specific Reporting	School	School level Reporting
Top one or two challenges experienced with the implementation of NDL at each participating school.	CJBS	Finding ISP due to housing and limited community resources. High administrative burden to administration. Space in school.
	MCS	Finding ISP due to housing and limited community resources. High administrative burden to administration. Space in school.
	AAS	Interest and ability of students to take courses.
	JWGS	Isolation of individual students in multiple NDL classes. High administrative burden to administration. Space in school.
Top one or two supports that would help schools better implement NDL next year at each participating school.	CJBS	Increase funding to offset costs to hire qualified local staff or housing costs.
	MCS	Increase funding to offset costs to hire qualified local staff or housing costs.
	AAS	Offer other courses of interest to students that are difficult to offer in smaller communities (ex: CALM, Northern Studies).
	JWGS	Increased flexibility in staffing options. Offer other courses of interest to students that are difficult to offer in smaller communities (ex: CALM, Northern Studies).

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for programs, processes, and personnel that meet expectations and standards identified in the *Guidelines for Inclusive Schooling* (2016), to effectively support classroom teachers and improve student success. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.0	1.43	Non-compliance request use of 0.43 PST position to over staff RISC due to high need	1.43	

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	1 RISC allocated as less than a full FTE (0.43)	High need for additional RISC due to high inclusive schooling needs of students.

B. Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
MCS	1.34	1.00	Unable to staff a partial position. Limited housing.	NA	1.00	
CJBS	3.25	3.00	Unable to staff a partial position. Limited housing.	NA	3.00	
EMES	1.84	2.00	High level of complex needs.	NA	2.00	
JWGS	1.00	1.00	-	NA	1.00	
AAS	0.50	0.50	-	NA	0.50	
TOTAL	7.93	7.50	Non-compliance request to use 0.43 to add part time RISC	Regional Principal is 0.43 RISC	7.50	

C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Please ensure that Support Assistants funded through Jordan's Principle and Children's First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
MCS	2.49	2.61 *3.48	Complex Needs *JP funded	2.61 *3.48	
CJBS	6.48	6.07 *7.83	Difficulty staffing part time positions. *JP funded	6.07 *7.83	
EMES	3.41	5.22 *10.44	Complex Needs *JP funded	5.22 *10.44	
JWGS	0.87	1.74 *2.61	Complex Needs *JP funded	1.74 *2.61	
AAS	0.29	0.87 *2.61	One full SA position *JP funded	0.87 *2.61	
TOTAL	13.53	16.51 *26.97 = 43.48	Complex Needs *JP funded	16.51 *26.97 = 43.48	

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)
\$87,195	\$87,195		\$181,914	High inclusive schooling needs in the region and many new staff Reading instruction and intervention training to support regional goals

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If no, why not?
Onsite coaching - Leveled Literacy Intervention (LLI) and Reading Behaviours	PSTs / Educators	Literacy Coordinator, Contractor (F&P)	3 sessions planned (Sept. winter, spring) Date: TBD Location: CJBS / EMES/MCS	Yes	
Workshop: SSP writing IEP writing	PSTs / Educators	RISC	Dates: TBD Location: YK	Partial	This was done virtually due to COVID
Workshop:	PSTs	RISC and	Dates: TBD	No	Due to COVID this

Self-Regulation		Regional Post-Secondary Coordinator	Location: YK		workshop was not offered.
Workshop Assessment and Reading Disability	PSTs	RISC and Contract Provider	Dates: TBD Location: YK	Yes	
Video conferencing: SLP Training	Support Assistants	SLP Coordinator, EMES SLP, and Contractors (Stanton and TinyEye)	2 Thursdays a month. Date will depend on SLP availability	Yes	
Workshop: OT training SLP training	Support Assistants	SLP Coordinator and Contractors (Stanton and TinyEye)	2 times a year during clinics and when requested	Yes	
Onsite / video conferencing: Assistive Technology	Support Assistants / PSTs / Educator	RISC or Contractor (as needed)	As needed	Not needed	

The following tables detail the region's approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific	The TCSA's approach to Inclusive Schooling Professional Development has been a responsive and individualized method. Rather than offer blanket professional development on all topics for all staff, the TCSA has opted to provide the training when the need is presented. For example, a new PST or teacher may require coaching or workshops to support the use of class profiles whereas another PST may need support in assistive technology.
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<p>information related to the COVID-19 pandemic.</p>	<p>Rather than one size fits all approach, the TCSA focuses on providing targeted intervention and training when need arises.</p> <p>As such, Inclusive Schooling Professional Development is provided on a needs basis. This includes: use of class profiles, flexible strategies, MAP sessions, and assistive technology.</p> <p>The TCSA has identified the referral process for specialized services, will continue to be a focus for the 2022-23 school year, as access to specialized services provides the direction for SSP and IEP goals.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% Of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?	100%	100%	
% Of staff trained, in the past two years, in the SBST process?	100%	100%	
Areas of Strength for the region	<p>The RISCs continues to work with PSTs to develop, review and implement SSPs and IEPs in alignment with the Inclusive School Policy. The RISCs audited all SSPs and IEPs and identified targeted areas for improvement.</p> <p>The RISCs worked with PSTs and Regional Post-Secondary Coordinator to improve the process of transition planning for students with complex needs. All schools embraced the collaborative approach of Making a Plan (MAPs) to support the programming and transitioning of students with complex needs. Schools are meeting more of the needs of complex students through Tier 3 supports such as sensory equipment and specialized programming. All schools have worked to create an accessible environment for students with complex needs.</p>		
Areas for Development for the region	<p>The TCSA will continue to build consistency in the process of transitioning planning for all transition areas.</p> <p>Tier 3 and other specialized programming requirements have increased and continue to be in high demand in schools. With the reduction of SLP services through Stanton, the TCSA has alternative plans, partnerships, and funding to focus on our oral language initiative.</p> <p>The TCSA will continue to support PSTs in understanding how to interpret recommendations made by contract providers. Example: student programming for a specific reading diagnosis.</p> <p>Including principals in the review of the audit of the SSPs and IEPs.</p>		

Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.	Due to an increase in the number of students with high complex needs, transience, and poor attendance in our region, support for individual students is constantly shifting.
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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 (\$)
Pearson Canada (Fountas and Pinnell Reading Instruction and Intervention)	Teacher coaching cycles - quarterly	Not offered by GNWT	All	Annual	\$103,600
SIVA Training	Instructor training - 5 days	Not offered by GNWT	Regional Board Staff	Instructor training	\$1,600

* 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 Over / Under Allocation (\$)
\$82,484	\$88	Shoebox Auditory Recalibration Shipping	50 students	\$51,573 under due to in person learning closures students relied heavily on Chromebooks and Google Suite of assistive technologies and many assessments were delayed (thus under expected expenses). Was not made aware that these funds could be reallocated. There are associated training / travel costs to support the implementation of new resources.
	\$5,646	Learning A-Z	JK-10	
	\$3,152	SLP Apps: Touchchat, Quillsoft-WordQ, LAMPS	15	
	\$1,171	High school support program (KEY)	Core high school courses	
	\$2,238	Marion Small differentiating mathematics resources	JK-12	
	\$476	Open Questions in mathematics (Rubicon)	JK-12	
	\$221	Oral Language Supports – Early Childhood	JK-2	
	\$3,990	Mathology (Oral Language) Licenses	JK-3	
	\$790	Math Little Books (Pearson)	JK-2	
	\$8,795	Mathology materials (classroom)	JK-2	
	\$4,344	Heggerty	80	
	\$30,911	Total		

F. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)³⁰	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
TCSA	\$117,146	\$117,146		Education Psychology and Behaviour Supports Tier 3 Supports and screening sessions for JK-K students SLP/OT/oral language, behaviour and social emotional benchmarks	\$66,722	Due to COVID in-person assessments were cancelled as well as ill health of the contractor. This meant a total of 7 trips were cancelled.
TOTAL	\$117,146	\$117,146	Reported regional under non-compliance request to allow flexibility in supports		\$66,722	

G. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region's approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<p>As part of our strategic goals, the TCSA has set a priority to ensure all students have equal opportunity to succeed. This will be achieved through regular reviews and audits of SSPs and IEPs by the School Based Support Team (SBST), Regional Inclusive Schooling Coordinator (RISC), Program Support Teachers (PST), teachers, parents, and students. Through regular reviews and revisions of the SSPs and IEPs, teachers will be responsive in creating differentiated instruction.</p> <p>SSPs and IEPs are reviewed with parents at the start of the year, and whenever changes are suggested. Copies are sent home to parents (where in person meetings are not available due to COVID) in the first report card (if not already shared) for signatures.</p> <p>An area of focus for the region is to use the recommendations from assessments (ex: SLP, OT, ASD, Ed Psych, TROLL, Reading and oral language, math, etc.) to set targeted goals in SSPs and IEPs. As the benchmarks become more attainable students meet with regular success and the targets adjust.</p> <p>Making a Plan (MAP) sessions are a vital piece of SSP and IEP programming particularly for students in transition.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% Of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% Of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	

% Of IEPs that will be reviewed and signed by parent(s)/caregiver(s) (if necessary) at each reporting period.	100%	100%	
% Of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100%	
Number of students not able to participate in the Common Learning Environment in their home community.	4	5	One student was added to the list in March 2022
% Of teachers using Class Profiles (Class Reviews) in their lesson planning.	60%	60%	
% Of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100%	100%	
Number of students in temporary residency situations or homebound for whom education programs are provided.	0	0	
Number of times per month that the RISC meets with PSTs via video/phone conference?	1	1	
Number of times per year that the RISC meet with the PSTs in person	2 (territorial) and school visits	2	
Areas of Strength for the region	<p>The TCSA uses evidence from the IEP/SSP audit to target improvements in these plans. The TCSA continues to support training in developing SSPs and IEPs that are consistent within the region and specific to the student. The TCSA prides itself on providing teachers support to implement IEP/SSP support and recommendations through a systemic model of 'Response to Intervention' (RTI) as the needs within classrooms are exceptionally high. The RTI approach ensures alignment throughout assessments, development of plans, instructional practice, and interventions.</p> <p>The TCSA enhanced the JK/K transition planning for children entering school with 'open house screenings' in preparation for an integrated services model in response to our EDI data, and ensured programming is aligned with student needs.</p> <p>The TCSA Literacy Action Plan and Oral Language Initiative use Universal Design Learning principles such common cueing systems, a variety of instructional and assessment strategies to ensure a wide variety of evidence based approaches to literacy instruction.</p>		

Areas for Development for the region	Class profiles are under-utilized in some schools. As teachers continue to use an evidence based approach to planning, classroom profiles will become more readily used. The TCSA has had a greater focus on transitional planning to prepare teachers and schools, as well as ensuring parental input for students on SSP/MEP/IEP.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

H. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region's approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.</p>	<p>As part of our regional strategic goals the TCSA has set a priority to foster lifelong learning and 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 are taken over a one size fits all approach.</p> <p>Principals use student achievement data to create conditions for each teacher to receive support in the area they need. This is most often provided by the PSTs, but often supported by the Literacy Coordinator, Math coach, RISC, Curriculum Coordinator, SLP Coordinator, TBST, or a contract provider.</p> <p>Regardless of the provider of the support – the approach is to use evidence to make informed instructional decisions. This includes use of classroom profiles, creating responsive SSPs/IEPs, flexible and dynamic assessments and observations, and oral language focused lessons.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% Of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	100%	100%	
% Of support assistants who receive support through adequate scheduled time with PST.	100%	100%	
% Of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%	100%	
% Of schools that have a fair process for equitable access to extracurricular activities?	100%	100%	

<p>Areas of Strength for the region</p>	<p>Purposeful collaboration times were embedded into teacher and support assistant schedules to work with the PST to support Tier 1, Tier 2 and Tier 3 instruction. Increased professional development for SAs in the areas of complex needs, speech and language (SLP), self regulation (Interoception Curriculum) sensory skills, and Occupational Therapy and programming allows them to support flexible learning strategies in the classroom.</p> <p>The TCSA strives to embed oral language in all grade levels with a focus in the primary grades in order to respond to evidence that Třchř students struggle with oral language and literacy. All measures of oral language have improved using the PLC and RTI model.</p>
<p>Areas for Development for the region</p>	<p>The TCSA continues to support SAs with professional development in the areas of complex needs to include: SIVA, SLP, behavioural, occupational therapy, early childhood development, sensory and self-regulation. The TCSA has developed an approach to building capacity in local staff to reduce reliance on southern hires. This is difficult given the short amount of time to provide training, and the high needs of 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 their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA has set a strategic priority to ensure all students have equal opportunity to succeed. This will be achieved in part by providing integrated 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 including refining the referral, recording keeping, and procedures associated with the SBST.</p> <p>Based on the evidence from the 2021-22 tracking sheet (minute log) nearly all referrals to the SBSTs focus on solving specific problems. Thus, support for SBSTs will focus on ensuring priority referrals, refining SSPs/IEPs goals, and access to appropriate interventions.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% Of schools that have established an operational SBST by the end of the first month of school.	100%	100%	
% Of teachers accessing the SBST	100%	100%	
% Of schools that are using referral forms to notify SBST about specific student needs.	60%	60%	
% Of schools that keep written records of SBST meetings.	100%	100%	

% Of schools that include CYCCs/NCTS in SBST meetings.	100%	100%	
% Of SBST meetings that focus on developing strategies to support classroom teachers.	25%	28%	Workload on PSTs was high and often record keeping activities were incomplete in 3/5 schools
% Of SBST meetings that focus on solving specific problems.	50%	49%	Workload on PSTs was high and often record keeping activities were incomplete in 3/5 schools
% Of SBST meetings that address systemic issues in the school.	25%	23%	Workload on PSTs was high and often record keeping activities were incomplete in 3/5 schools
Areas of Strength for the region	All schools implemented a referral system and allocated time for their School Based Support Team (SBST) meetings. SBST accessed additional support when needed (ex. SLP, OT, counselling, Child Development Team (CDT)). SBST took on student centered conversations based on diagnostic and formative assessments.		
Areas for Development for the region	The TCSA continues to reinforce referral protocols and promote the benefits of a SBST to staff. The TCSA continues to strengthen territorial and community partnerships to the SBST meetings through an integrated services approach. The TCSA will support 3/5 schools to fill out a minute log to record the purpose for each meeting and record pertinent information.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	The TCSA continues to advocate that documentation from SBST meetings be kept on TIENET to ensure notes and actions logs are kept in one area for individual students. This change to systemic record keeping practices requires support for ECE. COVID closures resulted in an increased administrative load on SBST members as a result SBSTs lost momentum and record keeping was a lower priority.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	MCS	Weekly for 1 hour	yes	
	CJBS	Weekly for 1 hour	yes	
	EMES	Weekly for 1 hour	yes	

	JWGS	Biweekly for 1 hour	Partially met	Staff leaving throughout the year including PST and Principal.
	AAS	Biweekly for ½ hour	yes	

J. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student's parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region's approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA has set a strategic priority to ensure all students have equal opportunity to succeed. This will be achieved through regular reviews and audits of SSPs and IEPs by the Regional Inclusive Schooling Coordinators (RISCs), 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 has identified the need to improve communication on the distinction and interpretation of program types (SSPs and IEPs) with parents/guardians. The region will continue a team approach involving family and other partners to build supports and develop transition planning for students with complex needs.</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 led by PSTs. Regular contact between the school and family is facilitated by PSTs.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% Of teachers who are developing SSPs for which they are responsible.	100%	100%	
% Of teachers who are developing IEPs for which they are responsible	100%	100%	
% Of parents participating in developing SSPs for those students requiring them (<i>more than signing</i>).	100%	100%	
% Of parents participating in developing IEPs for those students requiring them (<i>more than signing</i>).	100%	100%	

% Of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%	100%	
% Of students participating in developing their own SSPs, when required and appropriate.	100%	100%	
% Of students participating in developing their own IEP, when required and appropriate.	100%	100%	
% Of schools with plans or strategies in place to increase student participation in SSP and IEP creation	100%	100%	
Areas of Strength for the region	<p>All TCSA schools continue to do home visits at least once a year. Supporting documentation such as SSPs and IEPs are reviewed during these visits with the student and parents/guardian, and consent forms are also signed to allow the student to access other services.</p> <p>All schools participated in Making a Plan (MAPs) sessions with students well below grade level, moving onto an IEP or in transition. This is a collaborative approach that includes parents, students, teachers and community partners to develop a comprehensive plan to support the student's individual plan moving forward.</p> <p>The TCSA recognizes that student involvement in support planning and future planning is critical. Each student in grades 7-12 was given support to become more involved in considering different pathways and developing their associated support plans. MyBluePrint training was provided to all education staff (grades 7-12) to enhance students' awareness of career paths and academic requirements.</p>		
Areas for Development for the region	<p>TCSA recognizes the value of work experience and will continue to support students with gaining hands-on practical experience.</p> <p>MAP sessions will continue as well as transition planning in alignment with Career and Life Management (CALM) and expand community partnership that support these sessions.</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<p>Authentic parental involvement can be challenging to achieve. COVID restrictions have created an additional barrier. The TCSA will need to continue to encourage early, regular, and rich parental involvement in student support planning.</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, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.</p>	<p>Based on data from the Early Development Instrument (EDI), Middle Year Development Instrument (MDI), speech and language assessments, reading and oral language assessments, and the high number of students on SSPs and IEPs, the demands on PSTs are extremely high. The complex needs of our students make it difficult to comply with the priority use guidelines. This is due to a large administrative load to support teachers in the development of SSPs and IEPs for a very large percent of our population (75-85%), and coordinate additional student supports (speech, OT, educational and psychological assessments). The PSTs are also an integral part of the tier 2 and 3 intervention blocks that support student achievement in reading and literacy. As a result, the PSTs are working directly with students more than the recommended 25%.</p> <p>Schools with more than 1 PST often share the priority use targets unequally; PSTs that have strengths in coaching spend more time coaching, and those with certifications/experience in interventions spend more time directly supporting students.</p> <p>This year COVID-19 closed schools to in-person learning requiring additional barriers for students with complex needs. The TCSA was committed to supporting these families with additional resources.</p> <p>While we have increased the number and availability of service providers which is a benefit to our students (ex: SLP, OT, ASD, TBST, CDT, reading intervention, educational psychology, etc.), the increase has put additional responsibility on the PSTs to coordinate and administer these services (ex: referrals, parental permissions, reports, debriefs, record keeping, communication with other staff, revision support of SSP/IEPs etc.). As a result, the PSTs are working to support teachers through the administration of these services more than the recommended 15%.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% Of PSTs meeting the 60% benchmark of their time directly supporting teachers.	30%	0%	Due to COVID closures PSTs spent most of their time directly supporting students, doing administrative duties, and often were reassigned.
% Of PSTs meeting the 25% benchmark of their time directly supporting students.	30%	0%	Due to COVID closures PSTs spent most of their time directly supporting students, doing administrative duties, and often were reassigned.
% Of PSTs spending no more than 15% of their time on planning and organizational duties.	30%	0%	Due to COVID closures PSTs spent most of their time directly supporting students, doing administrative duties, and often were reassigned.
% Of PSTs allocated as less than a 1.0 FTE	AAS funded and staffed at 0.5 (AAS)	AAS & JWGS	An itinerant PST was hired Mar. 22 to support AAS and JWGS
Areas of Strength for the region	<p>PSTs and teachers did increase the scheduled collaborative coaching time to support teachers with the implementation of recommendations from service providers for individual programming.</p> <p>Due to the high number of students with complex needs PSTs were involved with supporting support assistants in areas such as assistive technology.</p> <p>Schools with multiple PST positions took a strength based approach to support student achievement minimizing overlap and allowing PSTs to focus in different areas.</p>		
Areas for Development for the region	<p>The TCSA recognizes that PSTs need to understand the protocols and procedures around areas of funding when trying to support specific learning tools/apps/technology for students.</p> <p>The TCSA continues to provide territorial and regional support for professional development for teachers and SAs/SNAs to train them on 'flexible learning' strategies' for students with complex needs.</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Tłı̨cẖ schools were closed to in person learning for over half the year. This reality required PSTs to adapt to meet the needs that distance learning posed.		

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
1.0	1.0		1.0	

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school's ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation if the ILE Team was not in place or active during the year.

Indigenous Language and Education Team			
School	ILE Team Composition <i>(Principal, PST, etc.)</i>	Meeting Frequency	Explanation if ILE Team was not in place or active <i>(if applicable)</i>
EMES	Principal (and or VP), five classroom teachers and two support assistants, IHWE	Monthly	ILE team met monthly during the time our school was open to in-person learning.
CJBS	Principal, Vice Principal, Indigenous Language Instructors, IHWE, PE teacher, SAs, Activity Coordinator, Cultural EA, teachers	Monthly	ILE team had regular and impromptu meetings.
MCS	Principal, custodians, ILI, SA, IHWE	Every other week	ILE team had regularly scheduled and impromptu meetings as necessary.
JWGS	Principal, custodians, ILI, SA, IHWE	Every other week	ILE team met bi-weekly and as necessary.
AAS	Principal, ILI, SA, secretary	Monthly	ILE team had regular, impromptu meetings.

C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual ILI (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
MCS	1.75	1.0	The full time position supports language programs in the school. The school hires an outdoor education teacher and local staff to run cultural programming.	1.0	
CJBS	4.03	4.0		4.0	
EMES	2.23	3.0 5.61*	Tłıchǫ Immersion program and core = 3 ILE plus 0.87 culture/language instructor plus 1.74 SA to support immersion program	3.0 5.61*	
JWGS	1.00	1.0		1.0	
AAS	0.50	1.0	Position supports language and cultural programming.	1.0	
TOTAL	9.51	12.61	Some positions are shared across the region to allow for full positions and programming at each school.	12.61	

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 Tłıchǰ 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>As planned, considerable effort and resources were directed to supporting new Tłıchǰ Language Instructors. A weeklong workshop was offered to language instructors with University of Victoria Linguist, Dr. Lesley Saxon provided ILI the opportunity to learn about the structure of the Tłıchǰ language, improve their reading and writing, and collaborate on classroom resources.</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 Tłıchǰ language programs, including offering longer language rich camps to ensure new teachers have strong Tłıchǰ language. Working with partners to encourage university and college programs that prepare a new workforce who are equipped with strong pedagogy and language skills.</p>	<p>The TCSA increased opportunities for peer partnerships as a retention strategy. Partnerships create community which is a critical element to retaining ILI. Another retention and recruitment strategy was to create 'language partners' in language classes at CJBS.</p>
<p>Challenges and/or barriers faced in the region?</p>	<p>Many of the new young Tłıchǰ 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.</p>	<p>We are not funded for 'language partners' so we will be looking to create more of these opportunities within our funding agreements.</p>
<p>What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?</p>	<p>No impact in filling the positions, however as most positions are now filled with new ILE it is difficult to provide training online.</p>	

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) & Source (If applicable)
CJBS	\$42,400	\$42,400		\$62,289	Large number of students	\$25,839 Ekati \$27,110 Take a Kid Trapping
MCS	\$37,800	\$37,800		\$29,719	Difficulty hiring staff with required courses.	\$41,570 Ekati \$12,786 Take a Kid Trapping
JWGS	\$31,500	\$31,500		\$17,872	Small numbers of students. Difficulty hiring staff with required courses.	\$13,555 Take a Kid Trapping
EMES	\$31,800	\$31,800		\$39,014	Large number of students	\$13,555 Take a Kid Trapping \$4,288 On the Land Collaborative
AAS	\$31,500	\$31,500		\$1,914	Small numbers of students	\$24,998 Ekati \$11,845 On the Land Collaborative
TOTAL	\$175,000	\$175,000		\$150,809	COVID impacted the number and type of programs that were offered	

The following table details whether schools choose to allocate funding for an Elder and/or Cultural Support Worker that works at the school daily.

School	Elder in Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
AAS	Yes	No	Daily - Elder Monthly - CSW	Indigenous Health Wellness Elder (IHW)– Jordan Principle Elders and CSW – Indigenous Education funding	
JWGS	Yes	No	Daily - Elder Monthly - CSW	IHW Elder – Jordan Principle Elders and CSW – Indigenous Education funding	
MCS	Yes	No	Daily - Elder Monthly - CSW	IHW Elder – Jordan Principle Elders and CSW – Indigenous Education funding	
EMES	Yes	Yes	Daily - Elder Daily - CSW	IHW Elder – Jordan Principle Elders and CSW – Indigenous Education funding	
CJBS	Yes	Yes	Daily - Elder Daily - CSW	IHW Elder – Jordan Principle Elders and CSW – Indigenous Education funding	

E. Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for the Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual schools in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>As part of our strategic goals, the TCSA has set a priority to promote Tłıchǵ language, culture, and way of life by contributing to revitalization, maintenance, and promotion of Tłıchǵ culture and language through active involvement of community members in seasonal cultural activities including camps (fish camps, winter camps, and rites of passage), in-school supports, and advisory committees.</p> <p>The TCSA has a history of promoting the family to school relationship through home visits for report card delivery, family literacy nights, school name-day feasts, school hosted events (career fair, guest speakers, heritage fairs), and participation in community events such as hand games and drum dances. This also includes partnering with community organizations to participate in Tłıchǵ Aquatic Environmental Monitoring Program (TAEMP) camps, and ımbe Program.</p> <p>School facilities are often the location for community events like Tłıchǵ Government meetings and the annual Tłıchǵ Gatherings. Tłıchǵ Government Youth Council gatherings are also hosted in the schools.</p> <p>Indigenous Mental Health and Wellness Elders (IHWE) will continue in each school under Jordan Principle’s funding. The Indigenous Health and Wellness program is a joint TCSA Education and Health and Social Services program that was originally started in 2018 to complement the CYCC program.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% Of schools with Elders hired for regular school programming,	100%	100%	
Areas of Strength for the region	<p>Thçq schools are at their heart, community schools. The school acts as the center for recreation, culture, gatherings, and even local government and assemblies. The school hosts events that bring the community into the school through the support of their Parent Advisory Teams.</p> <p>All schools have ILE teams with dedicated time Collaborative STIP) to work on school action plans. This dedicated time ensures that staff can connect and contribute. All schools regularly offer cultural and language programs that are supported by school staff and local expertise.</p>		
Areas for Development for the region	<p>Culture programming needs to be responsive to feedback from camps, Elder activities, and events in the school. After each cultural activity a discussion with participating staff and the coordinator would give an opportunity to reflect on areas of strength and areas to improve.</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<p>COVID restrictions and fears often reduced the school's ability to hire Elders (often vulnerable) and other community members.</p>		

ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal
EMES	Videos of staff and students posted on our Facebook page, communicating, celebrating and sharing how we are using language throughout the school.	School Facebook posts celebrate culture and language activities throughout the school. This has been a successful way to interact and connect with families and community members.
CJBS	Build awareness and connection between school and community through strengthening our use of technology and social media outlets (especially during COVID). Utilize the cultural knowledge and expertise available in the school community to encourage collaboration and empower all staff as educators for our students.	Facebook posts have been a hit with both community families and the public. We went viral in the fall with our hide preparation camp! We have also seen a lot of success with using all staff expertise in cultural programming. Staff feel ownership and pride in the cultural program.

MCS	Bannock and soup lunch by homeroom class for parents/families. (COVID dependent)	Our original plan was to host regular lunches and tea times with families, but we could not because of COVID. However, we increased our presence on social media, met outside with families, and contacted parents by phone, email or text. This has strengthened the school's relationship with families and the communities.
JWGS	Increase communication: <ul style="list-style-type: none"> - Facebook - meet outside with families in school ground - phone calls home - email/text sent to families when students lead the prayer or morning announcement - invite RCMP to camp - cultural resource people hired from community 	Huge progress has been made. Relationships with local governments have radically improved. The Chief has made appearances at the school and the Principal now attends Council meetings regularly. Communication is resulting in better engagement of students, as well as renewed interest in drop-out students of all ages returning to get credits/diploma.
AAS	Distribute newsletters to communicate about the activities that take place at school.	Facebook has been a great vehicle for connecting with the community. The staff and the participation from the community has been a great resource for the delivery of the cultural programming.

Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences
AAS	The pandemic has restricted access to the school.	The programming of on the land camps have been limited. We have limited community participation to recent activities.
EMES	Access to EMES has been mainly limited to staff and students.	Access to EMES On the Land camps has been limited to staff and students.
CJBS	This has been limited due to COVID restrictions	This has been limited due to COVID restrictions
JWGS	Access to JWGS has been mainly limited to staff and students.	Access to JWGS On the Land camps has been limited to staff and students.
MCS	Access to MCS has been mainly limited to staff and students.	Access to MCS On the Land camps has been limited to staff and students, including

F. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region's approach to strengthening training for northern educators and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA contributes to revitalization, maintenance and promotion of Tłıchǫ Culture and Language through authentic Tłıchǫ philosophy and worldview, and our vision statement “Strong Like Two People”. TCSA schools and staff actively participate in regional and territorial training opportunities (N2NEC, Regional Conference, and Culture Days). In addition, TCSA schools plan events using the strengths of the educators, support assistants, students, and community members to promote a positive relationship between community and school.</p> <p>In alternating years all staff receive the Residential Schools Awareness training from the region/territory, and all new teachers receive this training at the N2N conference.</p> <p>The TCSA has required all staff to complete the GNWT myHR training, “Living Well Together” (Indigenous Culture Awareness and Sensitivity Training (ICAST) by the end of the 2021-22 school year. This training aims to create awareness and understanding of the impact of colonization, understanding their role in reconciliation, and providing a foundation to move towards cultural competency.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% Of schools offering Indigenous language training and support to all staff members.	100%	100%	
% Of schools holding local Teacher Cultural Orientation Days.	100%	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participating.	See above – all staff	See above all staff	The TCSA had a high number of staff register for and complete the ICAST program.

% Of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%	100%	
Areas of Strength for the region	Staff have embraced the 'Living Well Together' (ICAST) modules. Several staff have opted to complete the ICAST training as a group to offer discussions between Indigenous and non-Indigenous staff. Understanding the legacies of residential schools is a common theme in leadership, school based, and community communications and meetings. The TCSA has continued to develop resources to ensure that all staff have access to approved Indigenous content for their programs of study.		
Areas for Development for the region	The region has many resources to support delivery of the Dene Kede curriculum however considerable storage and organization is required to make them fully accessible. Most resources were digitized over the last few years and could be enhanced to include audio recordings.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Training of Northern Educators		
School	Goal	Explanation on status of goal
EMES	All teachers participate in planning pre and post activities for our on the land camps using our Seasonal on The Land Camp guide.	EMES teachers and support assistants participated in On the Land Camps throughout the year. Teachers used Seasonal Camp Guide as well as Dene Kede to prepare pre and post lessons for each camp. All lessons were reviewed with our Vice-Principal and follow-up activities were planned accordingly.
CJBS	Adopt a teacher – look for informal opportunities to connect with new staff. ILE team to ensure opportunities for staff to engage in cultural activities.	Local staff connected with all new staff offering opportunities to engage with the community or to participate in on-the-land activities; i.e. cultural personnel and custodians took Edzo staff to check on their personal fishnets, staff participated in muskrat trapping and harvesting a buffalo
MCS	Look at alternative ways to run PD so teachers can learn history, culture and language.	MCS teachers, SAs, Custodians, and secretaries participated in the land camps and cultural staff days. Teachers with the support of the ILE team used Dene Kede and the camp guide to prepare relevant pre- and post-lessons for each camp. All staff participated in

		two cultural days where they learned Tłıchǫ and experienced traditional skills (hide preparation, dry meat, fishing, and setting up a camp).
JWGS	New staff training: N2N, Regional cultural orientation, ILI training, mentorship for new staff, safety training on land.	Staff and students just completed Intermediate First Aid and will host a Firearms safety course in June. All staff take part in On the Land cultural activities. Teachers used Dene Kede and the staff Camp Guide in planning activities. Building capacity and confidence encourages staff to build more on the land activities into their core lesson programming.
AAS	Interact with Elders and knowledge keepers. Collaborate with community members in implementing traditional activities.	All staff participate in culture based activities. Teachers use the Camp Guide staff handbook and Dene Kede for the planning of on the land activities.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Type of activities local Cultural Orientation Days.	AAS	Regional (Aug) – Living Well Together May – Tradition medicine	Yes	
	JWGS	Regional (Aug) – Living Well Together May – Tradition medicine	Yes	
	MCS	Regional (Aug) – Living Well Together May – Tradition medicine	Yes	
	EMES	Regional (Aug) – Living Well Together May - Fish and water knowledge	Yes	
	CJBS	Regional (Aug) – Living Well Together May – Tradition medicine	Yes	Many staff have completed Living Well Together. There were challenges to recording completion where teams completed together.

G. Fostering Student Wellbeing

Fostering Student Wellbeing requires educators to support the development of each student as an NWT **capable person** in a holistic manner. Elders in the NWT have explained that each child is born with inherent gifts. To nurture those gifts as a **capable person**, students must be well in body, mind, heart and spirit.

NWT schools need to cultivate healthy environments that nurture student gifts through the development of physical, intellectual, emotional and spiritual self. In collaboration, schools and communities can guide students to strengthen their wellbeing and foster development of their identity, through opportunities to connect to the land, the language and the teachings of their Elders

<p>Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)</p>	<p>The TCSA has embraced the approach of a capable person holistically by using the grounding influences; Circle of Self, Methodology, and Interconnectedness (taken from presentation by Angela James). This approach considers the growth and development of body, mind, heart, and spirit as well as understanding the ways of knowing, doing, and believing. The TCSA believes in an approach that connects our vision statement, “Strong Like Two People” in all aspects of our work for example:</p> <ul style="list-style-type: none"> • Emotional and spiritual development through integrated mental health supports such as Indigenous Health and Wellness Elders (IHWE) that complement the clinical supports provided by the CYCC/NCTS. • Students connect with their identity through regional efforts such as the Culture Based Integrated Planning (CBIP), Tłıchǫ History project, and camps that are strongly supported by community knowledge keepers and Elders. • Embracing the Indigenous pedagogy of spiral learning by ensuring fully integrated support for students at all levels of learning. <p>The TCSA believes that a student’s sense of identity and wellbeing is impacted when these shaping influences are present in all aspects of our teaching and learning practices.</p>
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ILE Action Plan Goal for Fostering Student Wellbeing		
School	Goal	Explanation on status of goal
All Schools	Indigenous Health & Wellness Elders Daily prayers. Supporting culture and language programming, identity, mental health & wellness and curriculum delivery through Indigenous pedagogies.	All schools were able to hire (for at least a portion of the year) an Indigenous Health and Wellness Elder. In line with community wishes, all Tłıchǫ schools offer prayers in the morning often led by students or Elders. The TCSA believes that by offering regular language and cultural

	JWGS – leading feeding of the fire on the first Friday of each month, recognizing ancestors and traditional healing.	activities, cultural identity and student wellbeing is strengthened.
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School	What types of support for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
JWGS and AAS	One Indigenous Health & Wellness Elder available to students at all times. Elders advise the School Based Support Team to ensure a respectful approach rooted in worldview and culture is maintained. Elders interact with students daily through Tłıchʔ language and culture activities to instill a strong sense of identity and pride in culture. Feeding of the fire ceremony regularly offered to all staff and students.	Jordan’s Principle funding allowed school IHWE to promote and strengthen pride in Tłıchʔ language and culture. The Elders are critical in connecting the school with the community and often families.
CJBS, EMES, & MCS	Two Indigenous Health & Wellness Elders available to students at all times. Elders advise the School Based Support Team to ensure a respectful approach rooted in worldview and culture is maintained. Elders interact with students daily through Tłıchʔ language and culture activities to instill a strong sense of identity and pride in culture.	School elders help maintain culture and language, these connections provide students with a strong sense of identity and pride. We carry on the teachings of our ancestors through storytelling, on the land activities and classroom lessons creating an overall positive sense of well-being.

H. Indigenizing Teaching and Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłıchǵ Culture and Language through the Tłıchǵ History project, seasonal camps, language revitalization projects, Tłıchǵ dictionary, and TRC initiatives. These support Tłıchǵ world view, ways of knowing, doing, being, and believing. As previously indicated the TCSA already takes an Indigenized approach to Indigenizing content for curricula and programming. There are no school level targets as all schools aim to work towards spiral, holistic, relational, and experiential approaches. While this looks different for new versus veteran teachers, high school versus elementary teachers, or Indigenous versus non-Indigenous teachers, we expect all teachers to actively Indigenize their practice.</p> <p>We pride ourselves in the Tłıchǵ region on delivering expert Indigenized education. We have a long history of supporting Indigenized approaches that embrace the holistic, spiral, relational, and experiential nature of education. As the Indigenous approach asks us to embrace all these practices, we do not prioritize one over the other. We encourage every staff to build their own knowledge using developed resources, experts from the community, and collaborative approaches to develop their learning practices. The TCSA is committed to providing opportunities for educators to embrace Indigenous history at local, regional and national levels to explore the history and impact of colonization. In most cases, teachers are encouraged to use the CBIP and Tłıchǵ History resources as they were developed with the Indigenized Teaching and Learning practices in mind.</p> <p>TCSA schools embrace an authentic way of teaching and</p>
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	<p>learning for both students and school staff. As such, there is no differentiation in the targets or expectations for each school. All staff are expected to provide to the best of their abilities:</p> <ul style="list-style-type: none"> - Experiential opportunities that integrate the land, the people, the traditional knowledge and language; - Holistic approaches founded in the Dene Kede teachings (relationship with the land, with others, the spiritual world and with oneself); - Spiral teaching and learning practices that give students the opportunity to revisit curriculum and material; and - Founded in relationships between all school staff, community members, elders, and students.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
<p>% Of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)</p>	100%	100%	
<p>Areas of Strength for the region</p>	<p>The region has a significant amount of resources to support Indigenized approaches including both human and material resources. As teachers are ‘ready’ coaching, support, and/or resources are ready to help them. The Camp Guidebook has increased the experiential practices in the region through better coordination between classrooms and camps, and in the 2021-22 school year the pre- and post- camp connections were strengthened.</p> <p>Collaborative teaching for Culture Based Integrated Planning (CBIP) is becoming more common. Principals make every effort to partner Tłıchǵ Language Instructors with classroom teachers for CBIP - this supports a whole school approach to language and creates opportunities for authentic cultural learning in health, social studies, and science classrooms.</p>		
<p>Areas for Development for the region</p>	<p>Many new teachers are inexperienced in Indigenized teaching practices and many of our long serving and local staff have much to offer. Attempting to train everyone at the same time on the same topic has not been successful; but the TCSA has identified the opportunity for greater partnerships, co-teaching, and mentorships as a model for future training.</p>		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	COVID restrictions meant considerable time away from in person learning, reducing opportunities for on the land learning, and building relationships.
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ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal
EMES	By implementing regional resources (CBIP, and Tłıchǫ history) teachers experience spiral, experiential, holistic, and relational teaching and learning practices. Thus, each teacher grows in their practice by experiencing these Indigenized practices.	All relevant Tłıchǫ culture and language documents were reviewed with staff. Staff used these documents to authentically plan lessons that were focused on Tłıchǫ culture and way of life prior to, during and after our On the Land camps.
CJBS	Utilize culture and language opportunities to promote positive self-reflection and personal growth; to reinforce Dene Laws and restorative practices in school practices. By implementing regional resources (CBIP, and Tłıchǫ history) teachers experience spiral, experiential, holistic, and relational teaching and learning practices. Thus, each teacher grows in their practice by experiencing these Indigenized practices.	ILE team support and mentor staff in implementing Indigenous practices in their programming. Regional resources and multiple cultural experiences for teachers have provided teachers with experience living and implementing Indigenous practices. Dene Laws have been included in new Behaviour Response Plans.
MCS	By implementing regional resources (CBIP, and Tłıchǫ history) teachers experience spiral, experiential, holistic, and relational teaching and learning practices. Thus, each teacher grows in their practice by experiencing these Indigenized practices.	ILE team support and mentor staff in implementing Indigenous practices in their programming. Regional resources were reviewed with staff and used to plan lessons focused on Tłıchǫ culture and way of life before, during and after our On the Land camps.
JWGS	Assign local staff in each classroom to increase language, use of language added to classroom checks, monthly feeding of fire, and spiral camp focus. By implementing regional resources (CBIP, and Tłıchǫ history) teachers experience spiral, experiential, holistic, and relational teaching and learning practices. Thus, each teacher grows in their practice by experiencing these Indigenized practices.	The ILE team supported teachers in using the Tłıchǫ language and informing them of cultural practices. Teachers were able to provide a more authentic experience for students.
AAS	By implementing regional resources (CBIP, and Tłıchǫ history) teachers	Staff use Tłıchǫ and language documents to plan lessons that were focused on Tłıchǫ culture and

	experience spiral, experiential, holistic, and relational teaching and learning practices. Thus, each teacher grows in their practice by experiencing these Indigenized practices.	way of life prior to and during our On the Land camps.
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	EMES	Hands on learning, pre and post activities for on the land camps. School wide approach to culture and language activities.	Yes	School Elders in classroom, Culture and Language programming/planning support.
	CJBS	Experiential learning – learning on the land ; pre and post teaching – using reflection to reinforce learning	Yes	Elders in the classroom
	MCS	A school-wide approach to culture and language activities. Provide authentic hands and experiential learning opportunities to develop healthy relationships with themselves, each other and the land using an inquiry-based approach. Reinforce language through thematic lessons matched to camp while teachers ensure pre and post-lessons are taught in the classroom	Yes	
	JWGS	Experiential learning in the classroom and on the land. Before and after activity lessons reinforce the cultural experience.	Yes	
	AAS	Experiential learning: On the land activities that include the sharing of skills and the sharing of food.	Yes	

I. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region's plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłıchǫ Culture and Language through "Strong Like Two People" as a way of life and vision statement for TCSA schools. The mission is integrated into all subjects and grades, including a graduation designation that honours students who demonstrate through coursework a dedication to becoming "Strong Like Two People". This content is founded in the Dene Kede curriculum and the Our Languages Curriculum, and supported by regionally developed resources including CBIP, Tłıchǫ History, Traditional games, and numerous Tłıchǫ language books. The Dene Kede remains the foundational document that teachers, and administrators use to plan for lessons, camps, and other events. On-going professional development for teachers to authentically implement culturally responsive programming will be continued by regional staff, principals, and PSTs.</p> <p>To support new staff collaboratively designed initiatives such as Culture Based Integrated Planning (CBIP), Camp Guidebook, Tłıchǫ History Project, Indigenous Health and Wellness Elders, and numerous resources dedicated to camps and Tłıchǫ language development offer a foundation on which to build their capacity to deliver Indigenized approaches to educations. New in 2021-22 is an increased focus on using traditional skills as strengths in SSPs and IEPs.</p> <p>During 2020-21, 5 locally developed courses (LDC) that support the delivery of Indigenous knowledge were updated: Gonàowok'e 15, 25, 35, Beading and Embroidery, and Drumming. In the 2021-22 school year the following LDC are scheduled to be updated or developed: Trails of Our Ancestors, Parenting/Child Development cluster, and Spirituality. In addition, to strengthen instruction of these courses in smaller communities the TCSA will develop resources to support the Drumming course.</p>
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	All TCSA principals have regular ‘classroom walk-throughs’ where they are monitoring the use of curriculum including the Dene Kede.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% Of schools focused on Indigenizing content for curricula and programming.	100%	100%	
% Of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%	100%	
Areas of Strength for the region	<p>The TCSA boasts many teachers, support assistants, culture assistants and coordinators that are fluent in T̨́chq̨́ Yati (language) and strong in their traditional skills. These staff offer diverse experiences and knowledge to support teachers in culture based integrated planning which is grounded in Dene Kede.</p> <p>In 2021-22 the TCSA Camp Guidebook was fully implemented with a focus on integration; pre- and post-activities, co-planning with cultural experts, and higher levels of expectations on student performance. Camps were used to build connections and enthusiasm after a very long closure to in person learning.</p>		
Areas for Development for the region	<p>As in previous years, training and in-service for local staff to empower them to share their T̨́chq̨́ language and culture with others was a focus.</p> <p>Experiential approaches are strongly implemented on the land however could be improved in classrooms.</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
EMES	Use of the Tłıchq History Project and associated resources. (Dene Kede, Tłıchq Camp Handbook and Tłıchq Story Books)	All teachers are integrating Tłıchq resources to plan their lessons. Individual teachers are supported by our school elders, language teachers, and ILE team.
CJBS	Integration of Dene Kede in CBIP and Integrated Studies JK – 9. Build Tłıchq culture into IEP and SSP. Ensure student success with hands-on activities and cultural programming. Encourage teachers to incorporate Indigenous content in all subject areas	Continued work on integration of Dene Kede in CBIP and all subject areas. Increased and continuous cultural programming. Provide leadership opportunities for students who have cultural skills. Tłıchq culture is being integrated into IEP and SSPs as appropriate .
MCS	Integrate Dene Kede in lesson planning through CBIP.	All teachers use a combination of Tłıchq resources to plan their lessons. Individual teachers are at different levels in their learning and comfort with these resources.
JWGS	<ul style="list-style-type: none"> -Student announcements and prayer in language -Building Gamèti history into high school courses – English – shared connections with their communities (Tłıchq History Project) -Offer Gonàowok’e program -CTS foods – heritage foods 	‘Oh Canada’ sung daily in Tłıchq and prayers recited in Tłıchq. Tłıchq History Project provides teachers with the necessary resources to enrich daily lessons with connections to local language and culture.
AAS	Integrate Dene Kede in lesson planning through CBIP.	Teachers use Tłıchq resources to plan their lessons. We continue to work on integration of Dene Kede in CBIP and all subject areas.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	EMES	Our ILE board supports integration of Tłıchq resources as well as teacher planning in these areas.	Yes	Organization of resources (ILE board), School elders, and teacher support.
	CJBS	The ILE team supports teachers' effort to integrate Tłıchq resources in their daily	Yes	Organization of resources, School Elders and teacher support

		lessons (i.e., pre-and post-lessons related to culture camps, elders in classrooms)		
	MCS	The ILE team supports teachers' effort to integrate Tłıchǫ resources in their daily lessons (i.e., pre-and post-lessons related to culture camps, elders in classrooms)	Yes	
	JWGS	Our ILE Team supports efforts to include Tłıchǫ resources in daily lesson planning, along with cultural camps and teaching from our Elders.	Yes	
	AAS	Integrate Dene Kede in lessons.		

J. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłıchǫ Culture and Language through authentic application of cultural and language values and traditions. Examples of key cultural experiences are feasts, feeding of the fire, traditional food preparation, puberty camps, and traditional arts and crafts. Each year the TCSA hosts a regional conference that orients all staff to the Tłıchǫ region. Past cultural orientation days have included authentic activities such as canoeing tours, traditional craft demonstrations, tours of sites of local importance, traditional food and medicine, Dene games, introduction to local artists and writers, and dancing. These opportunities give staff the experience to draw on when teaching their own class. In 2019-20, the TCSA developed a Camp Guidebook to better prepare all staff to collaboratively offer activity rich on the land learning based in the Dene Kede with clear links to classrooms, curriculum, and Indigenous Education. The guide includes pre/during/post activities to be done on the land or in the classroom, roles and responsibilities of all participating staff, as well as traditional knowledge and legends.</p> <p>Students are given multiple opportunities to learn on the land; at least 3 seasonal camps per school (some overnight), exchange programs, rites of passage camps, camps provided by community partners (TAEMP, and ı̄mbe), and activities for culture based programming. In addition to the on the land experiences the TCSA has excelled at bringing the land to the classroom. For example, students have opportunities to learn to set traps in class before going on the land, sewing their own beaver mitts with IHWEs, offering Dene and hand games as part of physical education, all ensure students can build skills and knowledge beyond camp experiences.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% Of schools with Key Cultural Experiences for students on the land or within the school.	100%	100%	
Areas of Strength for the region	Cultural programming is one of the strengths across the Tłıchq region. Camps are regular and integrated into core programming through the use of regionally developed programs and resources. Camps are not 'add-ons' rather fully integrated into the classroom course work through CBIP, and the Camp Guidebook.		
Areas for Development for the region	Partnership with local governments and stakeholders continue to be of growing importance. The TCSA values the partnerships with Tłıchq Government and Community Government and is working to build upon these partnerships. One example is coordinating with the Trails of Our Ancestors trip which, when registered, can result in high school credits for students and significantly improve cultural skills.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal
EMES	Bringing relevant cultural experiences into the classroom. Bring the classroom onto the land. Use of the Camp Guidebook to promote pre and post activities.	We have been successful in supporting classroom teachers with resources for pre, during, and post activities for our On the Land camps. School Elders are actively involved in this process.
CJBS	To have consistent opportunities throughout the year for students to experience culture e.g. seasonal camps and/ or cultural activities within school. Bring the land into class (ex: using traditional plants and animals in science classes)	Culture camps continuously ran throughout the school year. Elders in school and in classes pre and post camp, as well as constant presence in school and classes. IHWEs are incorporated in regular classroom programming.
MCS	More Indigenous sports and games – integrated into physical education and	We successfully supported teachers with resources to better integrate Dene Kede and

	CBIP programs. Used as part of celebrations (start / end of year, reading goals reached). Focus on Dene Games.	the Tłıchǫ Language and culture in their classrooms. Individual classes were able to have mini competitions around traditional and Dene games. We plan to host a school or regional-wide Dene games event next year.
JWGS	Increase camps: Fall fish, rabbit, building shelters, seasonal camps, traditional camp chores All staff (local and non-Indigenous) and all students at camp	COVID and staff turnover severely limited our ability to provide camps. We had Fall Fish camp and Spring camp only. Moving forward we will be hosting the community for year-end celebrations, which will also serve as an opportunity to inform the community of our renewed commitment to enriching all students' cultural experience at school.
AAS	All students participate in activities that use traditional skills – at least 3 camps per year with pre/post activities. Typically, setting nets, snares, camp skills, beading/sewing, puberty rites, fish / meat/ hide preparation.	Culture camps have taken place throughout the school year. Students have participated in snaring, fishing and the processing and sharing of the catch of the day.

School Specific Performance Indicators	School	Wise Practice
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	EMES	Rabbit snaring was a big success, we pre taught Tłıchǫ vocabulary, watched rabbit snaring videos, incorporated Dene Kede, and learned a Tłıchǫ chant on how to set a rabbit snare. Classrooms walked out into the bush, learned how to make a fire, set and checked snares. Rabbits caught were skinned and prepared by our culture team for each classroom. These rabbits were saved for a school-wide traditional feast. Students played a big role in preparing this feast, they cut up the vegetables for rabbit soup and helped our school elders make fresh bannock.
	CJBS	In the fall, all students were able to participate in hide preparation – scraping and preparing hides for tanning and to make drums. Extra hide was used to make babiche strings. School Elders, school staff and community members were involved in various capacities. Elders incorporated language through direct teaching and storytelling. Drums were prepared and used for drumming and hand games. This project will continue into next school year with students making more drums and producing drum music.
	MCS	In the spring, all students performed hide preparation- scraping and preparing hides for tanning and making drums. The grade 7-12 students harvested birch trees for drum-making and birch bark to build a school canoe. Elders incorporate language

		<p>through teaching and storytelling. The drums will be completed next year and used in our drumming class and school hand games.</p>
	<p>JWGS</p>	<p>In our Fall Cultural Camp all students were taught by the Elders how to properly clean and prepare fish for both eating and drying, as well as how to make bannock. Elders shared their stories and connection to the land. Our local staff's knowledge was augmented by the expertise of other local Elders' stories and experience.</p>
	<p>AAS</p>	<p>Students participated in setting snares. With the help of community members, they participated in the retrieving of the rabbit that was caught; the skinning of the rabbit; the cooking. The students shared in the setting of tables to seat the elders that were guests. The Elder communicated with students using Tłıchǫ Yati.</p>

K. Strengthening Core and Immersion Indigenous Language Instruction

In most NWT schools, Indigenous language programming is offered as a core language program with instructional time averaging 90 hours a year. A few schools in the NWT have implemented Indigenous language immersion programs, and others have recently begun the immersion implementation process.

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum and materials development and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.</p>	<p>As part of the TCSA strategic plan, the TCSA prioritizes our role in contributing to the revitalization, maintenance, and promotion of 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.</p> <p>Regional and territorial coordinators, PSTs, and Elders provide mentorship and support instruction as required. Often this includes not only language development but support for unit and lesson planning, differentiating for student needs, and in class resource development. As the Tłıchǫ immersion program continues to grow additional classroom resources are supported for the program. There is a strong need for qualified Tłıchǫ speaking teachers to take over for existing immersion teachers who are nearing retirement.</p> <p>The regional approach to supporting the delivery of Indigenous language instruction is aligned and supported through the region’s Professional Learning</p>
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	Communities (PLC) as well as targeted oral language instruction. Immersion teachers work as a PLC using evidence to make informed instructional decisions.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
# Of new ILIs in the region	4 of 8 = 50%	4 of 8 = 50%	
Areas of Strength for the region	All ILIs are from the school community, and they have indicated that they have support from home, community and the region. Many of the ILIs have family members who were Tłıchǫ language instructors. ILI regularly reach out to their peers and have a strong peer connections to support each other.		
Areas for Development for the region	The TCSA increased awareness of the extensive Tłıchǫ language resources through coaching and digitalization. However, there is a need to align the vast materials and resources to OLC and High School LDCs and put inventory on the TCSA website to make it accessible. This along with developing additional resources to support LDCs has been identified for the 2022-23 operating targets.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	The workshop with a linguist was noted as particularly useful. ILI were taught the structure of the language including writing and reading. They have requested this type of training continue with monthly checkpoints next year.		

ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	Goal	Explanation on status of goal
EMES	Set up structure for our immersion teachers and support assistants so that they can work collaboratively with the OLC document and web resources.	Our immersion teachers and support assistants work collaboratively in a structured professional learning community. The focus of this PLC is to promote and teach foundational Tłıchǫ language skills using common assessments during a structured academic cycle. Teachers and support assistants also use their regularly occurring meeting times to review and continue to learn about the OLC documents and web resources.

CJBS	To continue to support ILI teachers in the use of the OLC curriculum through consistent professional development and support from ECE staff, as well as Elders and other staff who are fluent in the language. To utilize the skills of all staff who are fluent in the language to support each other in passing the language on.	Each language teacher is paired with an SA who is a fluent speaker to encourage oral language in the classroom (unfunded language partner). Elders are also available to join the classroom or to pull students for one on one interactions. ILI teachers are supported to participate in OLC in-servicing. ECE has been invited several times to provide support and training to ILI teachers and SAs. ILI teachers participated in Ṭḥcḥ language lessons with a linguist for 1 week in-servicing with other ILI teachers from the region.
MCS	Speaking Ṭḥcḥ as much as possible. School radio station to interview Elders and share stories.	Elders are available to join the classroom or to pull students for one on one interactions. ILI teachers are supported to participate in OLC in-servicing. Students lead the morning announcements and prayer in Ṭḥcḥ. ILI teachers participated in Ṭḥcḥ language lessons with a linguist for 1 week in-servicing with other ILI teachers from the region.
JWGS	Mentorship with Wekweèti and RILE, coaching on implementing OLC program	Due to such high turnover of all staff, not just the ILE, along with COVID, the new ILE wasn't in place until late February and it has been a challenge to implement a mentorship relationship with Wekweèti. The school is hoping that recent hires will make up the shortfall and allow us to build that relationship, which the school remains committed to.
AAS	Engage students by participating in role play in dramatic presentations.	Our ILI teachers worked collaboratively. ILI teachers are supported to participate in OLC in-servicing. ILI teachers participated in Ṭḥcḥ language lessons with a linguist for 1 week in-servicing with other ILI teachers from the region.

L. Engaging Community in Indigenous Language Programs

Engaging Community in Indigenous Language Programming is emphasized in the *Dene Kede* and *Inuuqatigiit* curricula and reminds educators that community involvement can take many forms. Schools should look for opportunities to engage with the community to promote, use and celebrate Indigenous languages. Students can be offered many activities where language speakers from the community may come into the school, or the students may go out into the community. Some examples are participating in a culture camp with language use, attending a local government meeting, working with a health care nurse attending to Elders, or talking in the language while visiting at a store.

<p>Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (Required 2022)</p>	<p>Due to the TCSA's long commitment to developing Tłıchǫ resources such as books, songs, posters, and translations the Teaching & Learning Center (TLC) is well stocked with a variety of Tłıchǫ resources. These are regularly shared with our partners in the community, however during the COVID pandemic the sharing was increased. Many copies of Tłıchǫ books were provided to families to ensure they had access to Tłıchǫ language resources during the school closures and continued through the 2020-21 school year. Resources were digitized for all staff to use, shared with community libraries and other community organizations, and brought to classrooms. This promotion has inspired others to share what they have, and the region has seen an increase in locally developed resources and materials shared with the schools including 'Journal of a Travelling Girl', several teachers/staff writing their own books/songs, 'Saga of a Missionary Bishop', and Tłıchǫ Governments efforts to document traditional knowledge in video recording with free access on their site.</p> <p>In addition to resource development and sharing across the region, all camps focus on language by promoting the use of language in this setting. As the TCSA is an integrated agency; public health, education updates, and many other notices are shared on Facebook and on radio in both languages.</p>
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ILE Action Plan Goal for Engaging Community in Indigenous Language Programs		
School	Goal	Explanation on status of goal
EMES	Sharing Tłıchǫ books with families (print and digital). Document and share language with community organizations and families using basic technology.	EMES shares reading videos on the school Facebook page, this lines up with our homework packages. These videos support families with activities and Tłıchǫ language support with books from our Rosie series that were sent home with students.

CJBS	To utilize the skills of all staff who are fluent in the language (custodians, bus drivers, SAs) to support each other in passing the language on. Offer professional development and opportunities for staff to learn teaching strategies.	All staff who are fluent are encouraged to participate in all cultural and classroom activities to support language. All Tłıchǰ staff are encouraged to participate in language in-services when possible.
MCS	Community orientation for school staff	All staff participated in culture days where they learned more about the community and met different elders and participated in feeding the fire, fish preparation, and traditional medicine.
JWGS	Local SA in each room to speak Tłıchǰ in the class. Local residents focus on using language at camps	Staff shortages interfered somewhat with these plans. All staff were encouraged to speak Tłıchǰ words whenever possible, but many lack confidence to take initiative.
AAS	Sharing Tłıchǰ books with families (print and digital).	All staff participated in culture days where they learned more about the community and participated in feeding the fire, fish preparation, and participated in learning traditional skills.

M. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region’s approach to ensure that schools employ a Whole School Approach to Language Use and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.</p>	<p>To honour Tłıchǵ Yati (language), DǵNàowo (Culture) and Gonàowok’e (Our Way of Life) Tłıchǵ language will be promoted throughout the school every day. The Tłıchǵ region has a long and rich history of offering innovative and unique language programming including the Tłıchǵ immersion, cultural programming, barren land hunts, Tłıchǵ family language supports, numerous resources (Tłıchǵ books, songs, posters, videos, alphabet charts, chants), and development of extensive kits to support families and schools. In the strategic plan, the TCSA has prioritized continuing to contribute to revitalization, maintenance and promotion of Tłıchǵ culture and language through whole school approaches to Tłıchǵ Yati. This includes daily morning greetings, O’ Canada and prayers in Tłıchǵ, songs, and Tłıchǵ words/phrases throughout school routines. This whole school approach to language supports reconciliation and honours the valuable gifts of language and culture.</p> <p>Tłıchǵ customs are also promoted by including “Feeding of the Fire” at the beginning of the school year and at other important events. All teachers are supported to understand and promote these customs through initiatives like Culture Based Integrated Planning (CBIP), Camp Guidebook, Tłıchǵ History Project, and Dene Kede.</p> <p>The TCSA has demonstrated the commitment to a whole school approach by ensuring that ILE action plans are mixed groups with varied language abilities, offering co-teaching where possible particularly for CBIP, and providing community updates and lessons on Facebook/radio in Tłıchǵ.</p> <p>Whole school activities like language celebrations have been limited during COVID – typically the whole community comes to these celebrations and participates. The TCSA schools and community look forward to when these activities can resume under the Emerging Wisely plan, as such the ILE Action plan goals are limited to school level activities.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% Of schools with Indigenous language signage throughout the school.	100%	100%	
% Of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% Of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	There were fewer than normal due to COVID restrictions.
Areas of Strength for the region	Tłıchǫ language is spoken often in Tłıchǫ schools, on the playgrounds, in staff rooms, and in conversations with parents. Encouraging all language speakers to take risks in developing their language has increased the oral language in Tłıchǫ schools. Strong partnerships with Elders, Tłıchǫ Government divisions, and mentorship opportunities have encouraged even beginning speakers to speak up. Even new staff are encouraged to speak Tłıchǫ.		
Areas for Development for the region	With the retirement of several key staff the TCSA will need to look at contracts to support the future development of Tłıchǫ resources and translations. Many of these planned projects were delayed due to COVID.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	COVID protocols have prevented family and mixed group activities that promote Tłıchǫ language such as family literacy and games nights, special projects, and speaking celebrations.		

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
EMES	Continue monthly mapping plan for greetings and commands based on monthly Tłıchǫ themes. Complete one plan for each month from September to June.	The EMES ILE board is organized with Tłıchǫ resources, language support and culture activities that line up with monthly themes. Each classroom has a laminated poster with everyday Tłıchǫ phrases and words to support classroom teachers.

CJBS	Encourage and support staff to engage in MAP training with fluent speakers. Introduce key phrases on a regular basis to be used by all staff and students.	ILI teachers provided mini-lessons in Ṭḥcḥq̣ and encouraged staff to record themselves and post videos of themselves learning the language – introductions, body parts (staff sang head and shoulders) and key phrases and vocabulary prior to culture camps.
MCS	House Meetings Ṭḥcḥq̣ Bingo – Monthly	ILI teacher shared Ṭḥcḥq̣ phrases and word-of-the-day. All staff and students participated.
JWGS	Focus on basic dates and/or writing, use common language or phrases, and build language lessons into staff meeting.	The ILE team felt nervous to take a leadership role in the plan to build language lessons into staff meetings, however worked to improve the climate of the school so that more staff would feel comfortable to take risks with their language.
AAS	Use greetings and have students use the language	ILI teacher shared Ṭḥcḥq̣ phrases and word-of-the-day. All staff and students participated.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to promote a Whole School Approach to Language Use.	EMES	School wide phrases connected to the goal above.	Met	Each classroom has a laminated poster with everyday Ṭḥcḥq̣ words and phrases. Staff greet students in Ṭḥcḥq̣ as they enter the school and classroom, and daily announcements start out with a Ṭḥcḥq̣ greeting.
	CJBS	One key phrase or expression each week.	Partially met	Ironically, this was much more organized during online learning until February. Since the return to in person learning key phrases have focussed on culture camps. It is our goal to improve this initiative through better planning next year.
	MCS	School wide phrases connected to the goal above.	Partially met	We started strong and covid halted our momentum. We have and will continue to focus on phrases that students can use on a daily basis that are relevant to their daily experiences.
	JWGS	School wide phrases connected to the goal above.	Partially met	We started strong but were derailed by COVID and a reluctance by some staff to

				<p>take part. 'Oh Canada' and prayers are said in Tłıchǫ each day. We will continue that focus, as well as working on planning to ensure these goals are met next year.</p>
	<p>AAS</p>	<p>School wide phrases connected to the goal above.</p>	<p>Partially met</p>	<p>We have and will continue to focus on phrases that students can use on a daily basis that are relevant to their daily experiences.</p>

N. Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
TCSA	\$88,073	\$88,073		\$233,413		Overage covers higher than average salary costs
TOTAL	\$88,073	\$88,073				

O. Resource Development for OLC and ILE

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and the *Indigenous Language and Education (ILE) Handbook*.

This funding is to be used only for:

- Developing resources for the implementation of OLC and ILE Handbook in schools;
- Training and workshops for Indigenous Language Instruction (ILI) staff to further their professional development in OLC and ILE implementation; and
- Technology needs that support OLC and ILE implementation.

Note: Ensure a copy of any resources produced are submitted to ECE-ILES.

Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
\$116,795	\$116,795		\$57,980	

	Type and amount of Indigenous language resources being developed or purchased to support OLC.	Type and amount of Indigenous language resources being developed or purchased to support ILE.
Resources in the region	<ol style="list-style-type: none"> Tł̥chq songs and books digitized and made available on Google drive Animal puppets for use in OLC classrooms "Kindness Is" book published in Tł̥chq Workshop for school leadership on OLC curriculum. 	<ol style="list-style-type: none"> Resources for residential schools' awareness promotions. LDC Tł̥chq Parenting including resources. Bushkids training JK-2 teachers and support assistant in partnership with Tł̥chq Government. Staff PD on Indigenizing Education.
OLC/ILE Professional Development in the region	<p>Number of ILI's attending and type of professional development opportunity</p> <ol style="list-style-type: none"> Tł̥chq Yati Basic Literacy training - contract Linguist and workshop for 6 ILI and 2 Immersion teachers. 	<p>Number of school staff attending professional development to support OLC and/or ILE implementation.</p> <ol style="list-style-type: none"> 2 ILI took part in Tł̥chq Government provided weeklong language workshops.

	<ol style="list-style-type: none">2. Onsite coaching (reduced due to COVID)3. ECE provided coaching and training sessions for ILI and Immersion teachers.	<ol style="list-style-type: none">2. Mentor Apprentice Program (MAP) – at least 2 participants.3. School wide ILE Action Plan workshops provided in 3/5 schools.4. Regional Conference session on Dene Kede.5. Onsite coaching support for nearly all grade 1-9 teachers on CBIP.
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Appendix B: Operating Plan - Operating Budget

Tłıchǫ Community Services Agency Statement of Operations Annual Budget - Consolidated

	2021-2022 Budget	2020-2021 Approved Budget	2020-2021 Projected Actual
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	17,905,791	17,482,236	17,829,888
Northern Distance Learning (Schedule 8)	121,250	0	121,250
Minority Language (Schedule 8)	0	0	
Education Renewal Initiative (Schedule 8)	0	0	
ECE Other Contributions	140,000	140,000	1,095,569
Sub-Total ECE	18,167,041	17,622,236	19,046,707
GNWT Other Contributions	125,750	125,200	149,702
Total GNWT	18,292,791	17,747,436	19,196,409
Federal Government Jordan's Principle (Schedule 8)			
	6,045,281	5,263,070	4,335,954
Federal Government Other	0	0	0
Property Tax Requisitioned	0	0	0
Other Education Bodies	0	0	0
Education Body Generated Funds			
Rentals	0	0	0
School Fees	0	0	0
Investment Income	25,000	30,000	27,618
Donations	0	0	0
Other	10,000	168,906	239,741
Total Generated Funds	35,000	198,906	267,359
TOTAL REVENUES	24,373,072	23,209,412	23,799,722

EXPENSES

Administration (see Schedule 2)	1,427,078	1,357,674	1,103,660
School Programs (see Schedule 2)	18,549,229	16,840,443	16,835,483
Operations and maintenance (see Schedule 2)	0	0	0
Inclusive Schooling (see Schedules 2&3)	3,157,102	3,272,123	3,294,520
Indigenous Languages and Education (see Schedules 2 & 4)	2,034,286	2,171,696	2,218,077
Student/Staff Accommodations (see Schedule 2)	0	0	0
Debt Service	0	0	0
Other			
Sub-Total Expenses Before Amortization	25,167,695	23,641,936	23,451,740
Amortization (see Schedule 6)	56,565	40,000	56,565
TOTAL EXPENSES**	25,224,260	23,681,936	23,508,305
ANNUAL OPERATING SURPLUS (DEFICIT)	-851,188	-472,524	291,417
ACCUMULATED SURPLUS (DEFICIT) OPEN			
*	<u>1,185,685</u>	<u>894,268</u>	<u>894,268</u>
ACCUMULATED SURPLUS (DEFICIT) CLOSE			
*	<u>334,497</u>	<u>421,744</u>	<u>1,185,685</u>

*Accumulated Operating Surplus exclusive of investment in TCAs, and LED Reserve. CSFTNO excludes liability to GNWT.

**Reconciliation of Total Closing
Accumulated Surplus:**

Closing Operating Surplus from above	334,497	421,744	1,185,685
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	56,565	40,000	56,565
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Total Closing Accumulated Surplus	391,062	461,744	1,576,747

Appendix C: Annual Report - Audited Financial Statements

**Tlicho Community Services
Agency Education Division
Statement of Operations
For the year ended June 30, 2022**

	Unaudited 2022 Budget	2022 Actual	2021 Actual
Operating Fund - Revenue			
Government of the Northwest Territories	\$ 17,905,791	\$ 18,407,993	\$ 17,829,888
ECE Regular Contributions	261,500	719,400	1,369,146
ECE Other Contributions	18,167,291	19,127,393	19,199,034
Total ECE (Note 9)	18,167,291	19,127,393	19,199,034
GNWT Other Contributions (Note 10)	125,500	181,006	119,471
Total GNWT	18,292,791	19,308,399	19,318,505
Government of Canada - Jordan's Principle	6,045,281	4,987,233	4,309,794
Generated Funds	25,000	44,788	25,508
Investment Income	10,000	343,098	332,958
Other (Note 11)	35,000	387,886	358,466
Total Generated Funds	35,000	387,886	358,466
Total Revenue	24,373,072	24,683,518	23,986,765
Operating Fund - Expenses	2,034,286	1,757,075	2,182,724
Indigenous Languages/Cultural (Schedule 2)	1,427,078	1,021,714	1,066,758
Administration (Schedule 1)	3,157,102	3,131,526	3,281,313
Inclusive Schooling (Schedule 3)	12,503,948	13,398,737	12,634,727
School Programs (Schedule 1)	6,045,281	4,987,233	4,309,794
Jordan's Principle (Schedule 5)	56,565	56,565	56,565
Amortization (Schedule 1)	25,224,260	24,352,850	23,531,881
Total Expenses (Note 15)	25,224,260	24,352,850	23,531,881
Operating Surplus/(Deficit)	\$ (851,188)	\$ 330,668	\$ 454,884
Opening Accumulated Surplus	1,688,542	1,688,542	1,233,658
Closing Accumulated Surplus	\$ 837,354	\$ 2,019,210	\$ 1,688,542
Amortization	169,695	169,695	113,130
Capital acquisitions	(395,955)	(395,955)	(395,955)
Closing Operating Accumulated Surplus	\$ 611,094	\$ 1,792,950	\$ 1,405,717

Approvals

Operating Plan



Education Body Chair

__July 8, 2021__

Date



Superintendent

__July 8, 2021__

Date

Annual Report



Education Body Chair

__Sept 26, 2022__

Date



Superintendent

__Sept 26, 2022__

Date

**Tlicho Community Services Agency
Education Division
Behchoko, NT**

**Non-Consolidated Report on Revenues and Expenses
and Accumulated Surplus
For the Year Ended June 30, 2022**

**Tlicho Community Services Agency
Education Division
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Management Discussion and Analysis

June 30, 2022

Introduction

The Tłıchǫ Community Services Agency (TCSA) was established under the Tłıchǫ Agreement effective August 4, 2005, and 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. 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*.

The Agency Vision “Do Nake Lani Nats’etso...Strong like Two People”

In 1971 a frail Chief Jimmy Bruneau officially opened the new Edzo School that was to bear his name. On this occasion, he spoke of the importance of a model of bicultural and bilingual education where equal emphasis must be given to educating children in two cultures.

The TCSA serves a population of approximately three thousand people (3,000) in the communities of Behchoko, Whati, Gameti and Wekweeti. The TCSA delivers its education programs through five schools from kindergarten to grade 12. In fiscal 2021-2022, we had 915 students enrolled in school.

The Agency is accountable to the Departments of Health and the Department of Education which have two different fiscal year ends. The Agency prepares annual audited financial statements for health and education as at March 31 which is the Government of the Northwest Territories fiscal year end, as well as these audited reports for the department of education’s fiscal year ending June 30.

Operating Environment

The Agency faces many challenges. Society is changing, our workforce is changing, so to ensure our children and youth have everything they need to become productive, self-sufficient, and successful members of society our schools must change as well: we must teach students how to think, how to analyze, and how to solve problems. In the Northwest Territories, and within the Tłıchǫ region, teachers are changing how they teach, principals are changing how they lead, and school boards are changing the nature and depth of their involvement so that our schools are fully supported in affecting positive changes in developing 21st century leaders.

COVID-19 has also created new challenges to the TCSA. Specifically, providing online learning in remote communities without technological infrastructure (e.g. less than 40% of families have some access to internet) while maintaining quality instruction has proven extremely difficult.



Management Discussion and Analysis

June 30, 2022

Staff retention and recruiting is now a critical issue for the agency. National teacher shortages, support staff shortages, staff housing availability and quality, increases in retirements during the 2021-22 school year and difficulty of retaining staff due to COVID travel restrictions. It is becoming more difficult to maintain program and services within schools.

The major challenge is to bring students up to education levels equal to or exceeding national standards across Canada. This will take time, resources and a strategic plan to achieve. The TCSA continues with its plan, and has established specific measurable goals and objectives to reach its targets.

These goals can be summarized under the four main pillars of education in the TĪchq region.

- 1. Student Achievement: Supporting high quality instruction, interventions, and training for oral language, reading, and mathematics.*
- 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 TĪchq people.*

Financial Condition

Education funding for the Agency is based on a formula, with enrollment numbers each year being the key driver.

The annual education budgeted revenue for the fiscal 2021-2022 was \$24.373 million budgeted expenses were \$25.224 million and the budgeted deficit was \$ 851,188. As of June 30, 2022, the Agency had an operating surplus in education of \$ 330,668. The reason for the surplus was reduced school activities due to the Covid 19 pandemic. The accumulated operating surplus has increased to \$1.793 million or 7.26% of revenue. The management team will be submitting a surplus retention plan to reduce the accumulated operating surplus below 7% within the following 2022-2023 fiscal year.

The Agency has a dedicated workforce of approximately 193 employees in the delivery of school programs, and administers numerous contracted services providers in the region. Salaries and benefits are the key cost drivers for education, and represent 85 % of total expenditures.

Education programs are delivered under the main categories of territorial schools, aboriginal languages, inclusive schooling and infrastructure services. Each school principal is responsible for managing his/her expenditures. Schools that do not spend their entire budget can carry forward their surpluses, and schools who overspend must repay the deficits to the Agency.



Management Discussion and Analysis

June 30, 2022

Summary

In fiscal 2021-2022, the TCSA celebrated the graduation of 6 students obtaining their grade 12.

We will continue to work with the Government of the Northwest Territories and the Tłı̨chǫ Government on improving education results by following our strategic plan and the four pillars of education.

We have the capable people in place who are both strong in their culture and prepared for a changing economic landscape. Like in the rest of Canada, a new economy is emerging that demands workers with “21st century skills.” This means high school graduates who have the knowledge, skills, and abilities to think critically, to problem-solve and to communicate effectively. At the foundation of each of these skills is the ability to read and write effectively. Reading is the most crucial skill for success in school and throughout life.

Kevin Armstrong
Chief Executive Officer
Tłı̨chǫ Community Service Agency
September 23, 2022



Tłı̄chǫ Community Services Agency
Do, Nāke Lani Nāts'etso – Strong Like Two People

To the Minister of Education, Culture and Employment
Government of the Northwest Territories

Management Responsibility for Financial Reporting with respect to the school year ended June 30, 2022

The Management Discussion & Analysis, Non-Consolidated report on Revenues and Expenses and Accumulated Surplus, Schedules and Notes herein submitted have been reviewed by management. They provide full disclosure and accurately reflect the financial and non-financial condition of the Agency in all material respects and in accordance with Canadian Public Sector Accounting Standards (CPSAS) as well as the Financial Administration Manual (FAM) and the Financial Administration Manual for Education Authorities (FAMEA) of the Government of the Northwest Territories.

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; those duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of Tlı̄chǫ Community Services Agency – Education Division have been conducted within the statutory powers of the Education Authority. The operations and administration of the Education Authority as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the *Education Act*, *Financial Administration Act*, FAM, FAMEA, *Human Resources Manual*, Ministerial Directives and the policies of the Education Authority. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

Management hereby asserts that EPR Yellowknife Accounting Professional Corporation have been provided with all relevant records and documentation as well as unrestricted access to the same. Management is not aware of any undisclosed irregularities involving management or employees with either current or potential impact on financial results, fraud or suspected fraud, disbursements made for purposes not consistent with an appropriation, irregular commitments including those in the form of guarantees, violations or possible violations of laws or regulations, claims or litigation, known or suspected environmental site contaminations or of any other undisclosed environmental or safety hazards within its jurisdiction.



Tlicho Community Services Agency
Do, Nàke Lani Nàts'etso – Strong Like Two People

The auditors annually provide an independent, objective audit for the purpose of expressing an opinion on the financial statements in accordance with Canadian generally accepted auditing standards. The auditors also consider whether the transactions that have come to their notice in the course of this audit are, in all significant respects, in accordance with specified legislation and *directives from the Department of Education, Culture and Employment of the Government of the Northwest Territories.*

Approved and confirmed on behalf of the Tlicho Community Services Agency

Kevin Armstrong

Chief Executive Officer

Tlicho Community Services Agency

September 23, 2022

INDEPENDENT AUDITOR'S REPORT

To the Minister of Education, Culture and Employment
Government of the Northwest Territories

Qualified Opinion

We have audited the Non-Consolidated Report on Revenues and Expenses and Accumulated Surplus of the Tlicho Community Services Agency – Education Division, and a summary of significant accounting policies and other explanatory information (together “the financial statement”) for the year ended June 30, 2022.

In our opinion, except for the effects of the matter described in the Basis for Qualified Opinion section of our report, the accompanying Non-Consolidated Report on Revenues and Expenses and Accumulated Surplus present fairly, in all material respects, the results of operations for the year ended June 30, 2022 in accordance with Canadian Public Sector Accounting Standards.

Basis for Qualified Opinion

The GNWT is responsible for the calculation and distribution of the salaries and wages that appear on the statement of operations, the accuracy of which is not susceptible to complete audit verification. We have satisfied ourselves that the payroll information provided by the GNWT was accurately reflected in the Agency's records.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Agency in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian Public Sector Accounting Standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Agency's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Agency or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Agency's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.



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INDEPENDENT AUDITOR'S REPORT, continued

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Agency's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Agency's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Agency to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Report on Other Legal and Regulatory Requirements

We further report, in accordance with the Financial Administration Act, in our opinion, proper books of account have been kept by the Tliche Community Services Agency, the non-consolidated financial statement is in agreement therewith and the transactions that have come under our notice have, in all significant respects, been within the statutory powers of the Agency.

Other Matters

Our audit was conducted for the purposes of forming an opinion of the non-consolidated financial statement of Tliche Community Services Agency – Education Division, taken as a whole. The supplementary information included on Schedules 1 to 20 is presented for purposes of additional information and is not a required part of the non-consolidated financial statement. Such supplementary information has been subjected to the auditing procedures only to the extent necessary to express an opinion on the audit of the non-consolidated financial statement taken as a whole.

EPR Yellowknife Accounting Prof. Corp.

Yellowknife, NWT
Sept 23, 2022

EPR Yellowknife Accounting Professional Corporation
Chartered Professional Accountants

**Tlicho Community Services Agency
Education Division
Statement of Operations
For the year ended June 30, 2022**

	Unaudited 2022 Budget	2022 Actual	2021 Actual
Operating Fund - Revenue			
Government of the Northwest Territories			
ECE Regular Contributions	\$ 17,905,791	\$ 18,407,993	\$ 17,829,888
ECE Other Contributions	261,500	719,400	1,369,146
Total ECE (Note 9)	18,167,291	19,127,393	19,199,034
GNWT Other Contributions (Note 10)	125,500	181,006	119,471
Total GNWT	18,292,791	19,308,399	19,318,505
Government of Canada - Jordan's Principle	6,045,281	4,987,233	4,309,794
Generated Funds			
Investment Income	25,000	44,788	25,508
Other (Note 11)	10,000	343,098	332,958
Total Generated Funds	35,000	387,886	358,466
Total Revenue	24,373,072	24,683,518	23,986,765
Operating Fund - Expenses			
Indigenous Languages/Cultural (Schedule 2)	2,034,286	1,757,075	2,182,724
Administration (Schedule 1)	1,427,078	1,021,714	1,066,758
Inclusive Schooling (Schedule 3)	3,157,102	3,131,526	3,281,313
School Programs (Schedule 1)	12,503,948	13,398,737	12,634,727
Jordan's Principle (Schedule 5)	6,045,281	4,987,233	4,309,794
Amortization (Schedule 1)	56,565	56,565	56,565
Total Expenses (Note 15)	25,224,260	24,352,850	23,531,881
Operating Surplus/(Deficit)	\$ (851,188)	\$ 330,668	\$ 454,884
Opening Accumulated Surplus	1,688,542	1,688,542	1,233,658
Closing Accumulated Surplus	\$ 837,354	\$ 2,019,210	\$ 1,688,542
Amortization	169,695	169,695	113,130
Capital acquisitions	(395,955)	(395,955)	(395,955)
Closing Operating Accumulated Surplus	\$ 611,094	\$ 1,792,950	\$ 1,405,717

Approved

 Chief Executive Officer

 Chairperson

See the accompanying notes and schedules

**Tlicho Community Services Agency
Education Division
Statement of Operations
For the year ended June 30, 2022**

	Unaudited 2022 Budget	2022 Actual	2021 Actual
Operating Fund - Revenue			
Government of the Northwest Territories			
ECE Regular Contributions	\$ 17,905,791	\$ 18,407,993	\$ 17,829,888
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Opening Accumulated Surplus	<u>1,688,542</u>	<u>1,688,542</u>	<u>1,233,658</u>
Closing Accumulated Surplus	<u>\$ 837,354</u>	<u>\$ 2,019,210</u>	<u>\$ 1,688,542</u>
Amortization	169,695	169,695	113,130
Capital acquisitions	(395,955)	(395,955)	(395,955)
Closing Operating Accumulated Surplus	<u>\$ 611,094</u>	<u>\$ 1,792,950</u>	<u>\$ 1,405,717</u>

Approved

_____ Chief Executive Officer

_____ Chairperson

See the accompanying notes and schedules

**Tlicho Community Services Agency
Education Division
Notes to the Non-Consolidated Report on Revenues and Expenses
For the Year Ended June 30, 2022**

1. Nature of Organization

The Tlicho Community Services Agency (TCSA) was established under the *Tlicho Government Act* by order of the Minister dated August 4, 2005. Its purpose is to administer and maintain the standards of Health and Educational programs defined under the respective Acts in the Member communities of the Tlicho Region.

The agency was formally the Dogrib Community Services Agency and all assets and liabilities of the DCSB were transferred to the TCSA effective August 4, 2005.

Member communities have formed Community Services Authorities (CSA) which have assumed responsibility to provide sufficient educational programs within their respective communities of Behchoko, Gameti, Wekweeti and Whati. The financial report includes the accounts of the Tlicho Community Services Agency - Education Division (TCSA), and the five schools of the CSA's including Chief Jimmy Bruneau School, Elizabeth Mackenzie Elementary School, Mezi Community School, Jean Wettrade Gameti School, and Alexis Arrowmaker School. All inter-entity balances have been eliminated.

2. Significant Accounting Policies

a) Basis of Accounting

This financial report has been prepared in accordance to Canadian public sector accounting standards relevant to the report of revenue and expenses. The financial report has, in management's opinion, been properly prepared within reasonable limits of materiality. Requirements of the *Education Act* are also taken into consideration in preparation of the statement and related notes. The basis of accounting refers to the timing of when revenue and expense items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized for all funds. Under this basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

b) Non-Consolidated Report

This report includes only the revenue and expenses of TCSA - Education Division. Asset, Liability and Equity balances of the organization are not reflected herein. The operations of Health and Social Services are not included in these reports and as such are non-consolidated.

c) Capital Assets

All buildings and works, furniture, equipment and vehicles valued in excess of \$50,000 and purchased with the GNWT capital funds are the property of the GNWT. The Minister grants to the Agency full occupancy and use of such facilities and equipment required for the administration and delivery of the education programs within the division. Capital assets with a value of less than \$50,000 are recorded as a current expenditure. Capital assets with a value in excess of \$50,000 provided by the GNWT at no cost are reported at cost and amortized in accordance with the Financial Administration Manual guidelines by the GNWT. Other capital assets with a value in excess of \$50,000 are reported at cost and amortized at the following rates:

Class and Rate: Mobile and Heavy Equipment (School Buses): 7-15 years

**Tlicho Community Services Agency
Education Division
Notes to the Non-Consolidated Report on Revenues and Expenses
For the Year Ended June 30, 2022**

2. Significant Accounting Policies (cont'd)

d) Budget Data

The *Education Act* of the NWT requires that the Agency prepare an annual budget as outlined in Sections 128 and 129.

The priorities and funding allocations are determined by the Agency and the budget is then legally adopted by a motion of the Agency in accordance with Section 135 (3) of the *Education Act*.

Agency approved budgets are submitted to the Minister of Education, Culture and Employment for final approval as directed by sections 117(2)(k), (l) and (m) of the *Education Act*.

This annual budget includes estimates of revenues, expenses and the net operating surplus/(deficit). Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Agency.

The budget may be amended within a given fiscal year in accordance with Agency policy, regulations and approved budget procedures. The budget data presented in the non-consolidated statement reflects the Minister approved budget for the school year.

e) Measurement Uncertainty

The preparation of these non-consolidated financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of revenue and expenses during the period. Actual results could differ from these estimates. Accounts subject to measurement uncertainty are post-employment benefits determined by the actuary.

f) Revenue Recognition

Government Transfers:

Revenues are recognized in the period in which the transactions or events occur that gave rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met, except to the extent that transfer stipulations give rise to an obligation that meets the definition of a liability. Transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Transfer revenue is recognized in the statement of operations as the stipulation liabilities are settled.

Operating transfers are recognized as revenue in the period in which the events giving rise to the transaction occur, providing the transfers are authorized, eligibility criteria have been met, and reasonable estimates of the amounts can be determined.

Capital transfers or transfers of tangible capital assets are initially recognized as deferred revenue and subsequently recognized as revenue when the related tangible capital assets are recognized as acquired or built.

**Tlicho Community Services Agency
Education Division
Notes to the Non-Consolidated Report on Revenues and Expenses
For the Year Ended June 30, 2022**

2. Significant Accounting Policies (cont'd)

g) Revenue Recognition (cont'd)

GNWT - Regular Contributions:

The regular contributions from the GNWT are determined by a funding formula and are received in monthly installments. The Education Body retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT.

Other Contributions:

The Agency follows the deferral method of accounting for other contributions. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred.

g) Deferred Revenue

Deferred Revenue consists of funds received in advance of providing the services or acquiring the goods. These amounts are taken into revenue when the eligible expenditures are incurred.

h) Investment Income

Investment income is recognized when received or receivable, if the amount can be reasonably estimated

i) Payroll Liabilities

According to the Northwest Territories Teachers Association (NWTTA) and GNWT Collective Agreement, teaching staff have their salary issued by the GNWT bi-weekly pay system. NWTTA staff will have earned their annual salary by June 30th which provides for continued payment during the summer. GNWT Payroll for NWTTA starts with the annualised salary commitment for compensation and then allocates the complete payout of that value over the number of pay periods between August 1 and July 31. Pay periods falling in July are therefore accrued.

The duties and compensation base for UNW School Year employees are scheduled to align with the academic year although actual start dates and durations vary by specific location and job function. Accordingly, the Education Authority determines the start dates of their UNW employees and accrues the related payroll liability as appropriate.

All other staff is accrued to include earnings to June 30.

j) Post-Employment Benefits, Compensated Absences, and Termination Benefits

Under the terms and conditions of employment, education board employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment. Eligibility is based on a variety of factors including place of hire, date employment commenced, and reason for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. The expected cost of providing these benefits is recognized as employees render service. Termination benefits are also recorded when employees are identified for lay-off. Compensated absences include sick, special, parental and maternity leave. Accumulating non-vesting sick and special leave are recognized in the period the employee provides service, whereas parental and maternity leave are event driven and are recognized when the leave commences. An actuarial valuation of the cost of these benefits (except maternal and parental leave) has been prepared using data provided by management and assumptions based on management's best estimates.

Tlcho Community Services Agency
Education Division
Notes to the Non-Consolidated Report on Revenues and Expenses
For the Year Ended June 30, 2022

2. Significant Accounting Policies (cont'd)

k) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expenses. Transfers include grants and contributions and are recorded as expenses when the transfer is authorized and eligibility criteria have been met by the recipient.

l) Financial Instruments

The Agency classifies its financial instruments at cost or amortized cost. The Agency's accounting policy for this financial instrument category is as follows:

Financial instruments held at cost or amortized cost includes cash, accounts receivable, accounts payable and accrued liabilities, payroll liabilities and deferred revenues. They are initially recorded at cost and subsequently carried at amortized cost using the effective interest rate method, less any impairment losses on financial assets.

Transaction costs related to financial instruments in the amortized cost category are added to the carrying value of the instruments.

Write-downs on financial assets in the amortized cost category are recognized when the amount of a loss is known with sufficient precision, and there is no realistic prospect of recovery. Financial assets are then written down to net recoverable value with the write-down being recognized in the statement of operations.

3. Future Accounting Changes and Adoption of New Accounting Standards

Future Accounting Changes

Financial Instruments

The Public Sector Accounting Board (PSAB) issued PS 3450 Financial Instruments effective for fiscal years beginning on or after April 1, 2022. Items within the scope of the standard are assigned to one of two measurement categories: fair value, or cost or amortized cost. Fair value measurement will apply to derivatives and portfolio investments in equity instruments that are quoted in an active market. Also, when groups of financial assets and financial liabilities are managed on a fair value basis they may be reported on that basis. Other financial assets and financial liabilities will generally be measured at cost or amortized cost. Until an item is derecognized, gains and losses arising due to fair value remeasurement will be reported in the Statement of Remeasurement of Gains and Losses. There is no significant impact on the financial statements as a result of its application.

Other New Standards

Effective July 1, 2022, Education Bodies will concurrently be required to adopt: PS 2601 Foreign Currency Translation, PS 1201 Financial Statement Presentation, and PS 3041 Portfolio Investments in the same fiscal period. Government organizations that apply PSAS were required to adopt these standards effective April 1, 2012, however there is no significant impact on the financial statements as a result of this application.

Effective July 1, 2022, Education Bodies will be required to adopt PS 3280 Asset Retirement Obligations. This standard provides guidance on how to account for and report liabilities for retirement of tangible capital assets. The Education Body is assessing the impact of this standard on the consolidated financial statements.

**Tlcho Community Services Agency
Education Division
Notes to the Non-Consolidated Report on Revenues and Expenses
For the Year Ended June 30, 2022**

3. Future Accounting Changes and Adoption of New Accounting Standards (cont'd)

Effective July 1, 2023, Education Bodies will be required to adopt PS 3160 Public Private Partnerships. This Section establishes standards on accounting for public private partnerships between public and private sector entities where the public sector entity procures infrastructure using a private sector partner. The private sector partner's obligations include requirements to:

- (a) design, build, acquire or better new or existing infrastructure;
- (b) finance the transaction past the point where the infrastructure is ready for use; and
- (c) operate and/or maintain the infrastructure.

This standard is applicable only to those Education Bodies that are able to acquire, and required to report, tangible capital assets in its financial statements.

Effective July 1, 2023, Education Bodies will be required to adopt PS 3400 Revenue. This standard provides guidance on how to account for and report on revenue. Specifically, it differentiates between revenue arising from transactions that include performance obligations and transactions that do not have performance obligations. The impact of these standards on the consolidated financial statements is currently being assessed.

4. Tangible Capital Assets

	Cost	Accumulated Amortization	Net Book Value 2022	Net Book Value 2021
School Buses	\$ 569,273	\$ 343,013	\$ 226,260	\$ 282,825

The Agency has purchased buses from operating fund provided by the ECE. These vehicles are being amortized over a straight-line basis over 7 years.

5. GNWT Assets Provided at No Cost

	Cost	Accumulated Amortization	Net Book Value 2022	Net Book Value 2021
Alexis Arrowmaker School	\$ 2,412,271	\$ 1,605,062	\$ 807,209	\$ 876,413
Chief Jimmy Bruneau School	9,459,123	8,747,064	712,059	824,017
Elizabeth MacKenzie School	5,637,997	4,179,083	1,458,914	1,638,072
Jean Wetrade School	10,360,806	4,731,497	5,629,309	5,957,214
Mezi School	6,310,511	5,530,390	780,121	927,188
Lease Improvement - Nishi Khon	190,000	190,000	-	-
Total	\$ 34,370,708	\$ 24,983,096	\$ 9,387,612	\$ 10,222,904

Tlcho Community Services Agency
Education Division
Notes to the Non-Consolidated Report on Revenues and Expenses
For the Year Ended June 30, 2022

6. Post-Employment Benefits, Compensated Absences and Termination Benefits

In addition to pension benefits the Agency provides severance (resignation and retirement), removal and compensated absences (sick, special, parental and maternity leave) benefits to its employees. The benefits plans are not pre-funded and thus have no assets, resulting in a plan deficit equal to the accrued benefits obligation.

Severance benefits are paid to Board employees based on the type of termination (resignation vs. retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being location of hire, employee category and length of service. The benefits under these two categories were valued using the projected unit credit methodology.

Compensated absence benefits generally accrue as employees render service and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to, employee or dependant illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under compensated absence benefits were actuarially valued using the the expected utilization methodology.

Valuation results

The actuarial valuation was completed as at February 11, 2022. The effective date of the next actuarial valuation is March 31, 2025. The liabilities are actuarially determined as the present value of the accrued benefits at February 11, 2022 and the results extrapolated to June 30, 2022. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

	Severance and Removal	Compensated Absences	2022	2021
Changes in Obligation				
Accrued Benefit Obligation Beginning of Year	\$ 621,090	\$ 187,923	\$ 809,013	\$ 875,183
Current Period Benefit Cost	47,681	19,710	67,391	70,427
Interest Accrued	20,802	6,500	27,302	24,063
Benefits Payments	(289,700)	(21,322)	(311,022)	(354,877)
Plan Amendment	46,112	(228)	45,884	-
Actuarial (Gain)/Loss	46,051	(13,512)	32,539	194,217
Accrued Benefit Obligation End of Year	492,036	179,071	671,107	809,013
Unamortized Net Actuarial Gain	163,047	(67,231)	95,816	200,792
Net Future Obligation	655,083	111,840	766,923	1,009,805
Other Employee Future Benefits	-	-	-	-
Other Compensated Absences	-	-	-	-
Total Employee Future Benefits and Compensated Absences	\$ 655,083	\$ 111,840	\$ 766,923	\$ 1,009,805
Benefits Expense				
Current Period Benefit Cost	\$ 47,681	\$ 19,710	\$ 67,391	\$ 70,427
Interest Accrued	20,802	6,500	27,302	24,063
Plan Amendments	46,112	(228)	45,884	-
Amortization of Actuarial Gains	(77,181)	4,744	(72,437)	(95,837)
	\$ 37,414	\$ 30,726	\$ 68,140	\$ (1,347)

The discount rate used to determine the accrued benefits obligation is an average of 4.1%. No inflation rate was applied.

**Tlicho Community Services Agency
Education Division
Notes to the Non-Consolidated Report on Revenues and Expenses
For the Year Ended June 30, 2022**

6. Post-Employment Benefits, Compensated Absences and Termination Benefits (cont'd)

The expected payments for the next five fiscal years are:

	Severance and Removal	Compensated Absences	Total
2023	\$ 91,825	\$ 14,135	\$ 105,960
2024	27,031	12,708	39,739
2025	30,970	13,901	44,871
2026	36,172	15,187	51,359
2027	42,253	16,246	58,499
	\$ 228,251	\$ 72,177	\$ 300,428

7. Contributions Repayable

Nil Report

8. Deferred Revenue

	2022	2021
Ekati Cultural Programs	\$ 50,000	\$ 16,570
Breakfast Club	168,612	43,491
On the Land Collaborative	-	16,134
Food First Foundation	4,520	21,345
Jordan's Principle	1,095,290	1,778,053
Indigenous Health & Wellness Elders	24,129	51,405
Active After School	-	26,731
Take A Kid Trapping	-	8,000
Other	10,119	14,036
	\$ 1,352,670	\$ 1,975,765

**Tlicho Community Services Agency
Education Division
Notes to the Non-Consolidated Report on Revenues and Expenses
For the Year Ended June 30, 2022**

9. ECE Revenue

	Budget 2022	2022	2021
Territorial Schools	\$ 12,254,832	\$ 12,680,782	\$ 12,220,043
Inclusive Schooling	2,954,006	2,997,856	2,917,046
Admin. and School Service	981,431	992,627	980,445
Indigenous Languages & Culture	1,715,522	1,736,728	1,712,354
	17,905,791	18,407,993	17,829,888
Teaching and Learning Centres	-	-	-
Public Library	140,000	129,530	115,903
Self-Regulation	-	4,835	7,000
Northern Distance Learning	121,500	70,430	108,405
Health & Wellness Curriculum Pilot Program	-	-	7,400
Covid-19 Support	-	514,605	1,130,438
	261,500	719,400	1,369,146
	\$ 18,167,291	\$ 19,127,393	\$ 19,199,034

**Tlicho Community Services Agency
Education Division
Notes to the Non-Consolidated Report on Revenues and Expenses
For the Year Ended June 30, 2022**

10. GNWT Other Revenue/Contribution

		Budget 2022	2022	2021
GNWT - Health and Social Services	Drop the Pop	\$ 10,000	\$ 10,000	\$ 11,250
GNWT - Industry, Tourism & Investment	Harvesting/Trapping	40,000	67,775	45,538
GNWT - Municipal and Community Affairs	Active After School/Youth	75,500	103,231	62,683
		\$ 125,500	\$ 181,006	\$ 119,471

11. Other Revenue

		Budget 2022	2022	2021
BHP/Dominion Diamond Ekati Corp.		\$ -	\$ 91,570	\$ 27,343
APPLE School		-	1,372	28,386
PC Children Charity Snack		10,000	16,210	22,325
Food First Foundation		-	43,535	32,755
NWTTA - Student Success Initiatives		-	57,897	60,630
Tide Canada Culture (On the Land Collaborative)		-	16,134	39,492
Tlicho Government - Indigenous Health/Wellness Elders		-	27,276	88,476
Breakfast Club		-	30,679	14,915
Miscellaneous		-	58,425	18,636
		\$ 10,000	\$ 343,098	\$ 332,958

**Tlicho Community Services Agency
Education Division
Notes to the Non-Consolidated Report on Revenues and Expenses
For the Year Ended June 30, 2022**

12. Related Party Transactions

The Agency is related, in terms of common ownership, to all GNWT created departments, agencies and corporations. The Agency enters into transactions with these entities in the normal course of operations. The Agency is provided with various administrative services by the GNWT, the value of which is not reflected in this non-consolidated financial statement. The administrative costs include legal services by the Department of Justice, insurance coverage, payroll services and internal audit services by the Department of Finance and utilities and maintenance by Public Works and Services. Transactions with related parties not disclosed elsewhere in the non-consolidated financial statement is disclosed in this note if applicable.

	2022	2021
Revenue From Related Parties:		
Government of Northwest Territories		
Department of Education, Culture & Employment	\$ 19,127,393	\$ 19,199,034
Department of Health and Social Services	10,000	11,250
Department of Industry, Tourism & Investment	67,775	45,538
Department of Municipal and Community Affairs	103,231	62,683
Expense from Related Parties	-	-
Accounts Payable to Related Parties		
Department of Education, Culture & Employment	308,220	820,285
Department of Finance (Payroll Liabilities)	5,596,858	4,037,985
Accounts Receivable from Related Parties		
Government of Northwest Territories		
Department of Education, Culture & Employment	\$ 110,486	\$ 78,156

13. Budget Amounts

The Education Act of the Northwest Territories requires that Education Bodies prepare an annual budget as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Agency.

The annual budget includes estimates of revenue and expenses. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Agency.

The budget figures presented are those approved by the Minister of Education, Culture and Employment and have not been audited.

**Tlicho Community Services Agency
Education Division
Notes to the Non-Consolidated Report on Revenues and Expenses
For the Year Ended June 30, 2022**

14. Economic Dependence

The Tlicho Community Services Agency - Education Division receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that the Tlicho Community Services Agency - Education Division operations would be significantly affected.

15. Expense By Object

	<u>2022</u>	<u>2021</u>
Compensation	\$ 20,606,265	\$ 20,133,554
Other	3,690,020	3,341,762
Amortization	56,565	56,565
Total	<u>\$ 24,352,850</u>	<u>\$ 23,531,881</u>

16. Financial Instruments

The Agency is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risk from the Agency's financial instruments by type of risk is provided below:

(i) Credit risk

Credit risk is the risk of financial loss to the Agency if a debtor fails to make payments of interest and principal when due. The Agency is exposed to this risk relating to its, cash, special purpose funds, trust assets and accounts receivable.

The Agency holds its cash, special purpose funds and trust assets deposits in trust accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation.

Accounts receivable are due from various governments, government agencies, corporations and individuals. Credit risk related to accounts receivable is mitigated by internal controls as well policies and oversight over arrears for ultimate collection. Management has determined that a portion of accounts receivable are impaired based on specific identification as well as age of receivables.

(ii) Concentration of credit risk

Concentration of credit risk is the risk that a customer(s) has a significant portion (more than ten percent) of the total accounts receivable balance and thus there is a higher risk to the Agency in the event of a default. The Agency does have concentration risk. At June 30, 2022, receivables from the GNWT and related parties accounted for 50% of the total outstanding accounts receivables. The Agency reduces this risk by monitoring overdue balances.

The Agency also has concentration risk of credit risk as deposits are held in one Canadian chartered bank.

(iii) Liquidity Risk

Liquidity risk is the risk that the Agency will not be able to meet all cash outflow obligations as they come due. The Agency mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise.

**Tlcho Community Services Agency
Education Division
Schedule of Expenses
For the Year Ended June 30, 2022**

	Indigenous Languages	Administration	Inclusive Schooling	School Programs	Jordan's Principle	Total
Salaries						
Teachers	\$ 960,668	\$ -	\$ 1,167,511	\$ 7,911,490	\$ 1,089,588	\$ 11,129,257
Instructional Asst.	354,205	-	1,467,904	208,614	2,572,471	4,603,194
Non-Instructional Staff	273,422	857,845	172,404	2,208,222	402,275	3,914,168
Board Honoraria	-	26,835	-	-	-	26,835
Employee Benefits						
Employee Benefits/Allowance	-	-	-	553,214	-	553,214
Leave & Termination	-	(158,155)	-	-	-	(158,155)
Services						
Purchased/Contracted						
Professional/Technical Services	-	25,985	-	-	-	25,985
Postage/Communication	974	23,999	-	104,300	-	129,273
Travel/Training	28,487	47,418	101,791	53,379	7,296	238,371
Student Transportation	-	-	-	735,728	-	735,728
Adverting/Printing/Publishing	-	-	-	537	-	537
Maintenance/Repairs	12,734	4,379	-	66,920	-	84,033
Rentals/Leases	1,419	18,981	-	38,029	-	58,429
Other Contract Services	28,615	93,138	165,097	197,408	635,603	1,119,861
Materials/Freight						
Materials	96,465	78,945	56,373	1,261,764	280,000	1,773,547
Freight	86	2,344	447	59,133	-	62,010
Amortization						
	-	-	-	56,565	-	56,565
Total Expenses	\$ 1,757,075	\$ 1,021,714	\$ 3,131,526	\$ 13,455,303	\$ 4,987,233	\$ 24,352,850

**Tlcho Community Services Agency
Education Division
Indigenous Languages and Culture-Based Education Expenses
For the Year Ended June 30, 2022**

	Student Instruction	Teaching/ Learning Resources	Professional Development	School Activities and Integrated Community Programs	Total
Salaries/Honoraria					
ALCBE Teachers	\$ 960,668	\$ -	\$ -	\$ -	\$ 960,668
Language Consultants	-	-	-	192,230	192,230
Instruction Assistants	354,205	-	-	-	354,205
Non-Instructional staff	58,896	22,297	-	-	81,193
Employee Benefits					
Employee Benefits/Allowance	-	-	-	-	-
Leave & Termination	-	-	-	-	-
Services Purchased/ Contracted					
Travel/Training	2,420	12,423	-	13,643	28,486
Maintenance/Repair	12,734	-	-	-	12,734
Rental/Leases	1,419	-	-	-	1,419
Other Contracted Services	2,841	14,925	-	10,848	28,614
Materials/Supplies/Freight					
Materials	72,498	8,336	-	16,606	97,440
Freight	-	-	-	86	86
Total Expenses	\$ 1,465,681	\$ 57,981	\$ -	\$ 233,413	\$ 1,757,075

**Tlcho Community Services Agency
Education Division
Inclusive Schooling Expenses
For the Year Ended June 30, 2022**

	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
Salaries					
Regional Coordinator	\$ 172,404	\$ -	\$ -	\$ -	\$ 172,404
Program Support Teachers	1,167,511	-	-	-	1,167,511
Support Assistants	1,467,904	-	-	-	1,467,904
Employee Benefits					
Employee Benefits/Allowance	-	-	-	-	-
Leave & Termination	-	-	-	-	-
Services Purchased/Contracted					
Professional/Technical Services	-	-	-	-	-
Travel/Training	32,978	68,813	-	-	101,791
Student Transportation (Bussing)	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-
Rental/Leases	-	-	-	-	-
Other Contracted Services	59,897	105,200	-	-	165,097
Materials/Freight					
Materials	33,491	22,882	-	-	56,373
Freight	176	271	-	-	447
Total Expenses	\$ 2,934,360	\$ 197,166	\$ -	\$ -	\$ 3,131,526

**Tlicho Community Services Agency
Education Division
COVID-19 Support
For the Year Ended June 30, 2022**

	<u>2022</u>	<u>2021</u>
Revenue		
GNWT - Education, Culture and Employment	\$ 801,589	\$ 1,932,027
GNWT - Education, Culture and Employment - A/P	<u>(286,984)</u>	<u>(801,589)</u>
Total Revenue	514,605	1,130,438
Expenses		
Salaries	410,601	932,946
Materials & Supplies	104,004	189,684
Contract Services	-	<u>7,808</u>
Total Expenses	<u>514,605</u>	<u>1,130,438</u>
Excess Funding over Expense	<u>\$ -</u>	<u>\$ -</u>

Tlcho Community Services Agency
Education Division
Jordan's Principle
For the Year Ended June 30, 2022

	Fiscal Year				9 Months		3 Months	
	June 30, 2022	June 30, 2022	June 30, 2021	June 30, 2021	July 1, 2020 - March 31, 2022	April 1, 2021 - June 30, 2022	June 30, 2022	June 30, 2022
Revenue								
Government of Canada - First Nations and Inuit Health Branch	\$ 6,045,281	\$ 4,304,470	\$ 5,133,629	\$ 4,234,594	\$ 4,234,594	\$ 69,876	\$ 69,876	\$ 69,876
Carry forward from Previous Year	-	1,778,053	954,218	1,778,053	1,778,053	-	-	-
Total Revenue	6,045,281	6,082,523	6,087,847	6,012,647	6,012,647	69,876	69,876	69,876
Expense								
Personnel	5,018,556	4,064,334	3,414,464	2,869,450	2,869,450	1,194,884	1,194,884	1,194,884
Transportation	-	-	-	-	-	-	-	-
Materials and Supplies	123,833	97,797	352,267	28,131	28,131	69,666	69,666	69,666
Other	902,894	825,102	543,063	598,748	598,748	226,354	226,354	226,354
Total Expenses	6,045,283	4,987,233	4,309,794	3,496,329	3,496,329	1,490,904	1,490,904	1,490,904
Excess Funding over Expense	(2)	1,095,290	1,778,053	2,516,318	2,516,318	(1,421,028)	(1,421,028)	(1,421,028)
Deferred Revenue	(2)	1,095,290	1,778,053	2,516,318	2,516,318	(1,421,028)	(1,421,028)	(1,421,028)

Schedule 6

Tlicho Community Services Agency
 Education Division
 Northern Distance Learning
 For the Year Ended June 30, 2022

	Budget	Behchoko	Whatfi	Gameti	Wekweeti	Total	July 1 to March 31	April 1 to June 30	Total
Revenue									
GNWT - Education, Culture and Employment	\$ 121,500	\$ 26,500	\$ 31,500	\$ 31,500	\$ -	\$ 89,500	\$ 59,965	\$ 29,535	\$ 89,500
Total Revenue	121,500	26,500	31,500	31,500	-	89,500	59,965	29,535	89,500
Expense									
Salaries and Wages	-	15,084	23,032	24,384	-	62,500	59,984	2,516	62,500
Materials & Supplies	-	814	-	-	-	814	814	-	814
Contract Services	121,500	-	-	7,116	-	7,116	3,000	4,116	7,116
Total Expenses	121,500	15,898	23,032	31,500	-	70,430	63,798	6,632	70,430
Excess Funding over Expenses	\$ -	\$ 10,602	\$ 8,468	\$ -	\$ -	\$ 19,070	\$ (3,833)	\$ 22,903	\$ 19,070

**Tlicho Community Services Agency
Education Division
Student Success Initiatives
For the Year Ended June 30, 2022**

	Budget	2022	2021
Revenues			
GNWT - Education, Culture & Employment	\$ -	\$ 55,000	\$ 55,000
NWTTA	-	57,897	27,790
NWTTA - A/R	-	-	32,840
Total Revenues	-	112,897	115,630
Expenses			
Professional Development			
Salaries/Wages			
Facilitator Fees (including per diem)	-	54,736	59,500
Substitute Teacher Wages	-	-	-
Staff (p/y)	-	-	-
Travel			
Facilitator Travel	-	2,632	-
Staff Travel	-	169	-
Workshop Expenses			
Miscellaneous	-	360	1,130
Total Professional Development	-	57,897	60,630
Program Delivery (ECE SSI Funding only)			
Salaries/Wages			
Facilitator Fees (including per diem)	-	-	-
Substitute Teacher Wages	-	-	-
Staff (p/y)	-	55,000	55,000
Total Program Delivery	-	-	-
Total Expenses	-	57,897	60,630
Excess Funding over Expense	\$ -	\$ 55,000	\$ 55,000

Tlcho Community Services Agency
 Education Division
 Schedule of Specific Program
 PC Children Charity Snack Program
 For the Year Ended June 30, 2022

	CJBS	EMES	2022	2021
Revenues				
PC Children Charity	\$ 10,000	\$ 6,210	\$ 16,210	\$ 21,426
PC Children Charity Deferred - PY	-	-	-	900
Total Revenues	<u>10,000</u>	<u>6,210</u>	<u>16,210</u>	<u>22,326</u>
Expense				
Materials & Supplies	10,000	6,210	16,210	22,353
Excess Funding over Expense	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (27)</u>

Schedule 9

Tlcho Community Services Agency
 Education Division
 Schedule of Specific Program
 Drop the Pop
 For the Year Ended June 30, 2022

	CJBS	MEZI	JWGS	EMES	Wekweeti	2022	2021
Revenues							
GNWT - Health & Social Services	\$ 3,000	\$ 2,100	\$ 1,300	\$ 2,000	\$ 1,600	\$ 10,000	\$ 10,000
GNWT - Health & Social Services Deferred - PY	-	-	-	-	-	-	1,250
Total Revenue	3,000	2,100	1,300	2,000	1,600	10,000	11,250
Expenses							
Material & Supplies	3,000	2,100	1,296	500	1,600	8,496	9,943
Contract Services	-	-	-	1,500	-	1,500	1,158
Total Expenses	3,000	2,100	1,296	2,000	1,600	9,996	11,101
Excess Funding over Expenses	\$ -	\$ -	\$ 4	\$ -	\$ -	\$ 4	\$ 149

**Tlcho Community Services Agency
Education Division
Schedule of Specific Program
On the Land Collaborative
For the Year Ended June 30, 2022**

	EMES	Wekweeti	2022	2021
Revenues				
TIDES Canada Foundation	-	-	\$ -	\$ 10,000
TIDES Canada Foundation Deferred - PY	4,288	11,845	16,133	45,626
TIDES Canada Foundation Deferred - CY	-	-	-	(16,133)
Total Revenues	4,288	11,845	16,133	39,493
Expenses				
Casual - Support Staff	4,288	2,774	7,062	-
Material & Supplies	-	2,729	2,729	39,300
Contract Services	-	6,342	6,342	162
Total Expenses	4,288	11,845	16,133	39,462
Excess Funding over Expense	\$ -	\$ -	\$ -	\$ 31

**Tlcho Community Services Agency
Education Division
Schedule of Specific Program
Take a Kid Trapping
For the Year Ended June 30, 2022**

	C.JBS	MEZI	JWGS	EMES	Wekweeti	2022	2021
Revenue							
GNWT - ENR	\$ 13,555	\$ 13,555	\$ 13,555	\$ 13,555	\$ 13,555	\$ 67,775	\$ 40,000
GNWT - ENR Deferred - PY	-	-	-	-	-	-	13,537
GNWT - ENR Deferred - CY	-	-	-	-	-	-	(8,000)
Total Revenue	13,555	13,555	13,555	13,555	13,555	67,775	45,537
Expenses							
Casual - Support Staff	-	7,775	6,261	4,614	-	18,650	5,891
Material & Supplies	14,924	4,430	7,294	8,084	-	34,732	23,292
Food	-	-	-	-	-	-	919
Rental/Lease Equipment	-	-	-	-	-	-	750
Gasoline	186	582	-	857	-	1,625	-
Contract Services	-	-	-	-	-	-	14,800
Capital Equipment >\$5,000-<\$50,000	12,000	-	-	-	-	12,000	-
Total Expenses	27,110	12,787	13,555	13,555	-	67,007	45,652
Excess Funding over Expense	\$ (13,555)	\$ 768	\$ -	\$ -	\$ 13,555	\$ 768	\$ (115)

Tlcho Community Services Agency
 Education Division
 Schedule of Specific Program
 Active After School Program
 For the Year Ended June 30, 2022

	CJBS	MEZI	JWGS	EMES	Wekweefi	2022	2021
Revenues							
GNWT - MACA	\$ 15,300	\$ 15,300	\$ 15,300	\$ 15,300	\$ 15,300	\$ 76,500	\$ 75,250
GNWT - MACA Deferred - PY	-	6,076	16,898	3,757	-	26,731	14,164
GNWT - MACA Deferred - CY	-	-	-	-	-	-	(26,731)
Total Revenues	15,300	21,376	32,198	19,057	15,300	103,231	62,683
Expenses							
Material & Supplies	15,298	21,376	32,198	19,057	15,304	103,233	62,683
Total Expenses	15,298	21,376	32,198	19,057	15,304	103,233	62,683
Excess Funding over Expense	\$ 2	\$ -	\$ -	\$ -	\$ (4)	\$ (2)	\$ -

**Tlcho Community Services Agency
Education Division
Schedule of Specific Program
Breakfast Club Program
For the Year Ended June 30, 2022**

	CBJS	JWGS	EMES	2022	2021
Revenues					
Breakfast Club of Canada	\$ 84,500	\$ 25,000	\$ 46,300	\$ 155,800	\$ 48,250
Breakfast Club of Canada Deferred - PY	-	16,500	26,991	43,491	10,156
Breakfast Club of Canada Deferred - CY	(84,500)	(33,112)	(51,000)	(168,612)	(43,491)
Total Revenues	-	8,388	22,291	30,679	14,915
Expense					
Material & Supplies	-	8,388	22,291	30,679	14,915
Excess Funding over Expense	\$ -	\$ -	\$ -	\$ -	\$ -

Tlcho Community Services Agency
 Education Division
 Schedule of Specific Program
 Public Library Services
 For the Year Ended June 30, 2022

	CJBS	MEZI	JWGS	EMES	2022	2021
Revenues						
GNWT - Education, Culture and Employment	\$ 25,442	\$ 23,657	\$ 18,016	\$ 16,810	\$ 83,925	\$ 70,227
GNWT - Education, Culture and Employment - A/P	(2,818)	-	(4,165)	-	(6,983)	-
GNWT - Education, Culture and Employment - A/R	10,037	18,278	10,037	14,236	52,588	45,676
Total Revenues	32,661	41,935	23,888	31,046	129,530	115,903
Expenses						
Salaries & Benefits	-	41,935	-	31,046	72,981	103,652
Materials & Supplies	32,661	-	23,888	-	56,549	12,251
Total Expenses	32,661	41,935	23,888	31,046	129,530	115,903
Excess Funding over Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Schedule 15

Ticho Community Services Agency
 Education Division
 Schedule of Specific Program
 Food First Foundation
 For the Year Ended June 30, 2022

	CJBS	EMES	Wekweeti	2022	2021
Revenues					
Food First Foundation	\$ 20,360	\$ 4,350	\$ 2,000	\$ 26,710	\$ 54,100
Food First Foundation Deferred - PY	-	17,500	3,845	21,345	-
Food First Foundation Deferred - CY	-	-	(4,520)	(4,520)	(21,345)
Total Revenues	20,360	21,850	1,325	43,535	32,755
Expenses					
Materials & Supplies	20,360	21,827	1,325	43,512	32,755
Total Expenses	20,360	21,827	1,325	43,512	32,755
Excess Funding over Expense	\$ -	\$ 23	\$ -	\$ 23	\$ -

**Tlcho Community Services Agency
 Education Division
 Schedule of Specific Program
 APPLE School
 For the Year Ended June 30, 2022**

	<u>2022</u>	<u>2021</u>
Revenue		
APPLE School Foundation	\$ 1,372	\$ 28,386
Expenses		
Salaries	-	28,386
Materials & Supplies	1,372	-
Total Expenses	<u>1,372</u>	<u>28,386</u>
Excess Funding over Expense	<u>\$ -</u>	<u>\$ -</u>

Ticho Community Services Agency
 Education Division
 Schedule of Specific Program
 Ekati Mine (Cultural Program)
 For the Year Ended June 30, 2022

	CJBS	MEZI	JWGS	EMES	Wekweefi	2022	2021
Revenues							
Ekati Mine	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 125,000	\$ -
Ekati Mine Deferred - PY	-	16,570	-	-	-	16,570	43,914
Ekati Mine Deferred - CY	-	-	(25,000)	(25,000)	-	(50,000)	(16,570)
Total Revenues	25,000	41,570	-	-	25,000	91,570	27,344
Expenses							
Materials & Supplies	25,839	35,813	-	-	24,998	86,650	14,564
Rental/Lease Equipment	-	-	-	-	-	-	12,780
Minor Equipment <\$5,000	-	4,406	-	-	-	4,406	-
Contract Services	-	1,351	-	-	-	1,351	-
Total Expenses	25,839	41,570	-	-	24,998	92,407	27,344
Excess Funding over Expense	\$ (839)	\$ -	\$ -	\$ -	\$ 2	\$ (837)	\$ -

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Self-Regulation
For the Year Ended June 30, 2022**

	2022	2021
Revenue		
GNWT - Education, Culture & Employment	\$ 7,000	\$ 7,000
GNWT - Education, Culture & Employment - A/P	(2,165)	-
	4,835	7,000
 Expense		
Materials & Supplies	4,835	7,000
 Excess Funding over Expense	\$ -	\$ -

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Health & Wellness Curriculum Pilot Program
For the Year Ended June 30, 2022**

	<u>2022</u>	<u>2021</u>
Revenue		
GNWT - Education, Culture & Employment	\$ -	\$ -
GNWT - Education, Culture & Employment Deferred	-	13,250
GNWT - Education, Culture & Employment - A/P	-	(5,850)
Total Revenues	<u>-</u>	<u>7,400</u>
Expense		
Materials & Supplies	<u>-</u>	<u>7,400</u>
Excess Funding over Expense	<u>\$ -</u>	<u>\$ -</u>

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Indigenous Health/Wellness Elders
For the Year Ended June 30, 2022**

	CJBS	MEZI	2022	2021
Revenue				
Tlicho Government	\$ -	\$ -	\$ -	\$ 30,000
Tlicho Government Deferred - PY	11,315	40,091	51,406	109,881
Tlicho Government Deferred - CY	-	(24,129)	(24,129)	(51,406)
Total Revenues	11,315	15,962	27,277	88,475
Expense				
Materials & Supplies	11,315	15,962	27,277	87,975
Contract Services	-	-	-	500
Total Expenses	11,315	15,962	27,277	88,475
Excess Funding over Expense	\$ -	\$ -	\$ -	\$ -

Education Accountability Framework

Yellowknife Catholic Schools

Annual Report

For the 2021-22 School Year



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Operating Plan - Executive Summary

Yellowknife Catholic Schools' Operating Plan for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with Yellowknife Catholic Schools' priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

Yellowknife Catholic Schools (YCS) has developed a new three-year strategic plan, ***Developing Capable People Together***, outlining goals 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 look forward and think about how our world is changing to ensure our students are prepared to adapt to changes as they emerge. As such, we are excited that our new strategic plan has three key priorities - ***to inspire thinking, cultivate well-being, and build relationships through the lens of our Catholic faith.***

Inspiring Thinking

Our learning community will inspire critical thinking through inquiry and innovation.

- Students will engage in discovery and exploration opportunities
- Educators will design a culture of resilience that supports making mistakes to promote growth
- The district will nourish socially responsible people that can think critically about their ideas and explore their faith

Cultivating Well-Being

Our learning community will promote empathy and a commitment to well-being.

- Students will nurture their spiritual, physical, social-emotional, cultural, and intellectual well-being
- Educators will foster a faith community of socially responsible individuals with the ability to adapt and apply new knowledge
- The district will prioritize faith, dignity, and equity in inclusive classrooms

Building Relationships

Our learning community will value relationship building as the foundation for students to thrive.

- Students will recognize that feelings and emotions impact every area of life
- Educators will build safe and caring classroom cultures that promote collaboration
- The district will strengthen partnerships with the parish, our families, community members, Education, Culture, and Employment, and the Indigenous people of the NT.

Annual Report - Executive Summary

Yellowknife Catholic Schools' Annual Report for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:

Weledeh Catholic School:

Successes: Implemented a Social Emotional Coach through Jordan's Principle funding to help support students through coaching and specific strategy instruction for indigenous students with complex social-emotional needs; continued the implementation of the primary French immersion program into Grade 1, provided professional development on Restorative Practices for the whole staff, provided time for staff to engage with the "Living Well Together" culture professional development, facilitated the At Home Screening Program for students and families, created an outdoor classroom to be used in conjunction with our Nođı Dechıta Nagedé program.

Areas for Improvement: numeracy skill development and instruction, student attendance, revitalizing our technology focus.

Ecole St. Joseph School:

Successes: Worked closely with our Community Liaison Support Worker (CLS) to foster a greater connection with our families after the Covid interruptions. Families felt supported and confident in sending their children back to school once conversations and visits were had. A Social Emotional Coach put in place mid-way through the year has greatly improved students' connection with the school. Self-regulation has continued to be an excellent process for dealing with student needs. Staff have completed at least four of the "Living Well Together" modules. This has led to a greater understanding of our families, students and community's complex needs.

Areas of Improvement: We have created a number of teams that will work toward a consistent and systematic approach to dealing with Literacy and Numeracy challenges. This will occur in both English and French Immersion as we look to address the concerns of gaps in learning that have been exacerbated by Covid.

Ecole St. Patrick School:

Successes: The Alternative Learning Center has continued to be a program of great success in supporting students that require learning outside of the traditional classroom and system. Every year, the number of students completing courses through the program increases, and the number of courses being offered has also increased. So much so that we are assigning a second teacher to the program. Our Flex Block continues to support student interest programming and academic support for students who may require more intense small group instruction. We celebrated our grade 12 students with a in-person full-class graduation for the first time in three years.

Areas of Improvement: Seeking ways to support our students' diverse needs and mental health challenges and implementing trauma-informed practices to encourage success for all students. The CYCC program has not been successful at ESPHS, which has impacted our ability and capacity to support our students outside of the classroom with their personal health. Responding to the impacts of the pandemic on the social-emotional and academic instability of our students.

Cadre de responsabilisation en éducation

Écoles catholiques de Yellowknife

Rapport annuel

pour l'année scolaire 2021-2022



Plan de fonctionnement – Sommaire

Le plan de fonctionnement des Écoles catholiques de Yellowknife pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités des Écoles catholiques de Yellowknife pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

Buts et objectifs des Écoles catholiques de Yellowknife (ECY) pour 2020-2021

En raison des répercussions de la COVID-19 sur la programmation opérationnelle, le conseil d'administration des Écoles catholiques de Yellowknife n'a pas été en mesure de boucler la planification stratégique comme prévu au printemps 2020. Le conseil a tout de même tenu une séance de planification stratégique préliminaire le 13 juin 2020, et a prévu de poursuivre la planification stratégique de concert avec les parties prenantes à l'automne 2020. À ce titre, les Écoles catholiques de Yellowknife élaboreront un plan stratégique de quatre ans arrimé aux cinq priorités communes des leaders en éducation et du ministère de l'Éducation, de la Culture et de la Formation (MÉCF), ainsi qu'aux priorités et aux objectifs régionaux spécifiques. Conscientes du travail que représente le processus de planification stratégique, les Écoles catholiques de Yellowknife prévoient de lancer et diffuser le nouveau plan stratégique au cours de l'année scolaire 2020-2021, à compter de l'automne 2021.

Ainsi, nos objectifs pour l'année 2020-2021 demeurent les suivants :

Favoriser le questionnement et la collaboration au moyen de l'intégration d'outils techniques et de la création de salles de classe du 21^e siècle

Fournir des cours de littératie et numératie dans le cadre de programmes axés sur la collaboration et l'aide

Développer des citoyens riches sur le plan spirituel et culturel, qui montrent un sens de la justice sociale et une conscience communautaire

Soutenir la santé et le bien-être des employés et des élèves, tant physique que mental, et encourager la pleine conscience, l'autorégulation et la connaissance de soi

Cibles :

Augmenter le nombre de membres du personnel et d'élèves capables de leadership dans l'utilisation des technologies comme outils d'apprentissage et d'enseignement

Élaborer un plan d'alphabétisation exhaustif et mettre en œuvre des outils d'évaluation en matière

de littératie et de numératie

Soutenir le personnel dans l'élaboration de stratégies d'enseignement et d'acquisition de la littératie et de la numératie

Continuer de travailler avec le personnel pour intégrer les pratiques spirituelles aux différents volets du programme le cas échéant

Se mettre totalement au diapason de la nouvelle directive sur les langues et cultures autochtones

Proposer aux trois écoles l'aide du personnel de soutien en langues et cultures autochtones

S'assurer que les enseignants soient bien outillés (connaissances, compétences et outils) pour offrir un enseignement de qualité de la maison, le cas échéant

Rapport annuel – Sommaire

Le rapport annuel des Écoles catholiques de Yellowknife (ECY) pour l'année scolaire 2021-2022 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent rendre compte de leurs activités, de leur conformité avec les directives sur l'éducation et de la mise en œuvre d'activités et d'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 réalisés pendant cette année scolaire, ainsi que les points à améliorer.

École catholique Weledeh

Succès : Grâce aux fonds reçus au titre du principe de Jordan, nous avons implanté des services d'accompagnement psychologique pour les élèves et une stratégie particulière d'enseignement pour les élèves autochtones qui ont des besoins socioaffectifs complexes; nous avons poursuivi la mise en œuvre du programme d'immersion française élémentaire en première année; nous avons offert de la formation sur les pratiques réparatrices à tout le personnel, à titre de perfectionnement professionnel; dans la même optique, nous avons accordé au personnel le temps de suivre la formation « Bien vivre ensemble »; nous avons implanté le programme de dépistage à la maison pour les élèves et leurs familles; et nous avons créé une salle de classe en plein air à employer de concert avec notre programme Nq̄d̄i Dech̄ta Nàgedè.

Points à améliorer : enseignement et compétences en mathématiques, assiduité scolaire, approche des technologies.

École St. Joseph

Succès : Nous avons collaboré étroitement avec notre travailleur de soutien aux liaisons communautaires pour consolider nos liens avec les familles après les interruptions dues à la COVID. Les familles ont été rassurées et ont renvoyé volontiers leurs enfants à l'école une fois qu'on leur a parlé et qu'on les a visitées. L'accompagnateur psychologique embauché au milieu de l'année a permis aux élèves de grandement augmenter leur sentiment d'appartenance à l'école. Nous avons continué d'employer, avec succès, l'autorégulation pour répondre aux besoins des élèves. Les membres du personnel ont tous visionné au moins quatre des modules de la formation « Bien vivre ensemble ». Nous avons ainsi mieux compris les besoins complexes de nos élèves, de leur famille et de la communauté qu'ils composent.

Points à améliorer : Nous avons créé un certain nombre d'équipes qui tenteront de régler les problèmes d'alphabétisation et d'enseignement des mathématiques de façon logique et systématique. Cette approche sera appliquée, autant en immersion anglaise que française, pour combler les lacunes observées dans l'apprentissage et exacerbées par la COVID.

École St. Patrick

Succès : Le programme du Centre d'apprentissage alternatif a continué d'être très efficace pour aider les élèves qui ont besoin d'apprendre hors de la salle de classe et du système traditionnels. Chaque année, le nombre d'élèves qui terminent des cours grâce au programme augmente, de même que le nombre de cours offerts, à tel point que nous y avons affecté un deuxième enseignant. Les élèves continuent à profiter des périodes d'apprentissage flexibles pour meubler la programmation selon leurs intérêts; ces périodes permettent aussi d'offrir de la formation intensive à de petits groupes qui en ont besoin. Nous avons fêté la remise des diplômes au groupe d'élèves de 12^e année, en personne, pour la première fois depuis trois ans.

Points à améliorer : Nous chercherons de nouveaux moyens pour répondre aux divers besoins de nos élèves et pour les aider à répondre à leurs besoins en santé mentale. Nous implanterons aussi des

pratiques tenant compte des traumatismes pour donner à tous les élèves le goût du succès. Le programme de conseillers en soins à l'enfance et à la jeunesse (CSEJ) n'a pas fonctionné à l'école secondaire St. Patrick, ce qui nous a empêchés d'aider nos élèves à se maintenir en santé en dehors de la classe. Nous essaierons de pallier les effets de la pandémie sur l'équilibre socioaffectif et scolaire de nos élèves.

Écoles catholiques de Yellowknife

Succès : Nous avons élaboré un plan de mise en œuvre, collaboré avec le personnel afin de créer des étapes et des indicateurs mesurables pour la réalisation de notre nouvel idéal d'apprentissage sur trois ans, et rédigé l'ébauche définitive de notre plan stratégique. Nous avons rédigé un plan d'alphabétisation pour le district et comptons le mettre en œuvre à l'automne 2022. Nous avons tenu avec succès l'élection des administrateurs membres du Conseil, et les avons informés de leurs devoirs. Nous avons mis en œuvre le programme RULER du Yale Center for Emotional Intelligence auprès de la haute direction et nous enclencherons la phase deux dans nos établissements pendant l'année scolaire 2022-2023. Nous avons démarré et maintenu le programme de bien-être pour le personnel. Nous avons négocié une convention collective de quatre ans avec l'Association des enseignantes et enseignants des TNO (AETNO). Enfin, nous avons créé la version provisoire du plan d'évaluation du district pour simplifier et préciser les méthodes d'évaluation et de reconnaissance de la réussite scolaire.

Points à améliorer : Nous devons achever le plan d'évaluation et le mettre en œuvre, voir avec les enseignants l'effet qu'a la poursuite des buts associés à notre idéal d'apprentissage et consigner les commentaires des étudiants sur l'efficacité de notre démarche. Nous devons aussi nous préoccuper du haut niveau de détresse psychologique (anxiété et traumatismes) éprouvée par nos élèves.

Yellowknife Catholic Schools:

Successes: Developed an implementation plan, worked with staff to create the observable goals and measurements for our new three-year Vision of Learning and completed the final draft of our strategic plan. Created a District Literacy Plan for implementation in the fall of 2022. Held a successful Board of Trustee election and resulting board orientation program. Implemented the RULER Program (Yale Center for Emotional Intelligence) at the leadership level, with phase two to take place in the schools in the 2022/2023 school year. Introduced and maintained Staff Wellness as a priority. Negotiated a four-year contract with the NWTTA. Created a draft District Assessment Plan to streamline and address student assessment and achievement.

Areas of Improvement: Completing the assessment plan and implementation, monitoring the Observable Impact of our new Vision of Learning goals with staff, and seeking feedback from students to ensure efficacy in their learning. Addressing the high levels of mental health in our students, especially in the area of anxiety and trauma.

1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

Yellowknife Catholic Schools is governed by a District Education Authority of seven trustees, who were elected in October 2018. This is a three-year term with the next election scheduled in October 2021. DEA members may choose to run in elections as many times as they wish. There is no limit to the number of years an individual can serve as a School Board Trustee.

The current DEA is made up of the following individuals:

- > Erin Currie (Chair)
- > Steven Voytilla (Vice-Chair)

- > Revi Lau-a
- > Lori MacMillan-Gallant
- > Candace Meadus
- > Tina Schauerte
- > Susan Waddell

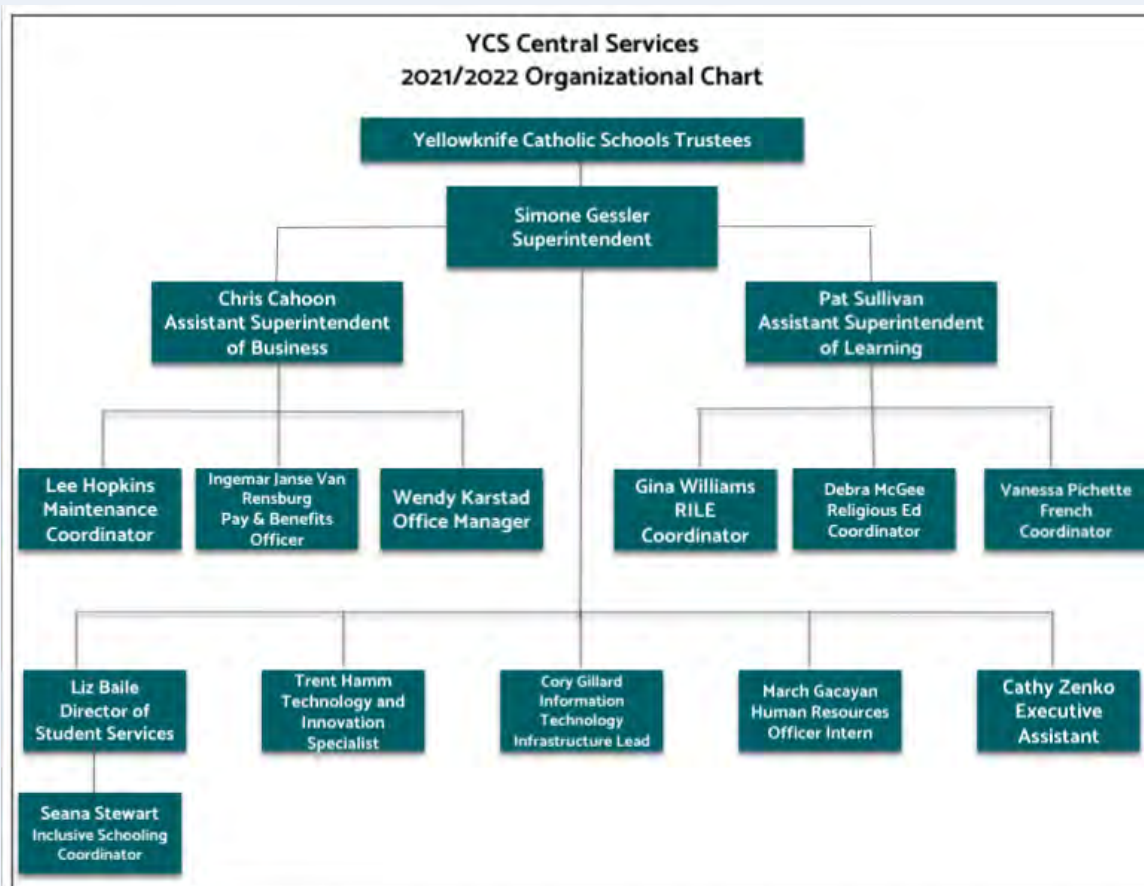
The Superintendent is the only YCS employee under the Board’s direction.

The DEA meets once a month for the regular scheduled public meeting that takes place on the third Wednesday of the month in the evening, except for the March meeting that takes place at noon. The DEA also has monthly lunchtime committee meetings. The committees are for Finance and Facilities, and Committee of the Whole. Other meetings take place on an as-needed basis.

The Yellowknife Catholic School Board is seeking a change to the *Education Act* that will allow for Trustee elections to align with the City of Yellowknife Municipal Elections. As such there will be a one-time one (1) year term for Trustees in order to realign with the municipal elections in 2021. YCS Trustees have been working closely with ECE in order to ensure the October election will be the most cost-effective for our ratepayers.

A. Functional Organizational Chart

The following table details the functional organization of the Education Body:



A. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
Strategic Planning	Superintendent	DEA	YCS May 2021	Yes	
Board Orientation	DEA and Superintendent	DEA	YCS November 2021	Yes	
Alberta Catholic Schools Trustees Convention	Alberta Catholic Schools Trustee Association Board	DEA and Superintendent	AB or Virtually November 2021	No	Only the Vice-Chair could attend the convention
Alberta School Board Association Convention	Alberta School Board Association Board	DEA and Superintendent	AB or Virtually November 2021	No	Only the Vice-Chair could attend the convention
Observable Impact Review	Superintendent and Principals	DEA	YCS May 2022	Yes	

B. Education Body Meetings

According to section 109 of the *Education Act*, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
September 8 - Finance and Facilities Committee 9 - Committee of the Whole 16 - Regular Board Meeting	Virtual Virtual Central Services	Yes	
October 13 - Finance and Facilities Committee 14 - Committee of the Whole 21 - Regular Board Meeting	Virtual Virtual Central Services	Yes	
November 9- Finance and Facilities Committee 10 - Committee of the Whole 18 - Regular Board Meeting	Virtual Virtual Central Services	Yes	
December 7 - Finance and Facilities Committee 9 - Committee of the Whole 16 - Regular Board Meeting	Virtual Virtual Central Services	Yes	2021-12-15 the YCS Board passed a motion to create a Policy Committee. Special Board Meeting held December 29, 2022.
January 11 - Finance and Facilities Committee 13 - Committee of the Whole 20 - Regular Board Meeting	Virtual Virtual Central Services	Yes	Special Board Meeting held January 6, 2022.
February 8 - Finance and Facilities Committee 10 - Committee of the Whole 17 - Regular Board Meeting	Virtual Virtual Central Services	No/Yes	Finance and Facilities Committee did not have an urgent agenda and two members were unable to attend. Policy Committee Meeting February 28, 2022.
March 10 - Regular Board Meeting	Central Services	Yes	COVID AdHoc Committee Meeting

			March 7, 2022
April 12 - Finance and Facilities Committee 14 - Committee of the Whole 21 - Regular Board Meeting	Virtual Virtual Central Services	Yes	Policy Committee Meeting April 5, 2022. COVID AdHoc Committee Meeting April 12, 2022
May 10 - Finance and Facilities Committee 12 - Committee of the Whole 14 - Regular Board Meeting	Virtual Virtual Central Services	Yes	Policy Committee Meeting May 3, 2022.
June 7 - Finance and Facilities Committee 9 - Committee of the Whole 16 - Regular Board Meeting	Virtual Virtual Central Services	Yes/No	June Policy Meeting was canceled as Chair was unavailable and Policy review was pushed to September.

C. School Profiles

The following table details the total number of schools in the District, the expected student headcount for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori). **Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.**

Total Number of Schools in District	Three	Total Anticipated Student Head Count	YCS - 1,454 ESJS - 615 WCS - 350 ESPHS - 489
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School Name	Community	Grades Offered	Programming Highlights
Ecole St. Joseph (ESJS)	Yellowknife	JK-7	French Immersion, Learning Through the Arts, Willideh Yati language instruction, Bilingual JK (French/English), Options, MakerSpace

Weledeh Catholic (WCS)	Yellowknife	JK-7	Early French Immersion, Bilingual JK(French/English), Willideh Yati language instruction, Genius Hour, Literacy Intervention, MakerSpace, Wolves On The Land (Nodı Dechıta Nagedè).
Ecole St. Patrick (ESPHS)	Yellowknife	8-12	Trades, MakerSpace, Alternative Learning Centre, French Immersion, Willedeh Yahti, Coding, Music Production and Recording/String and Percussion Program.

D. Student Profiles

The following table details general characteristics of the region’s student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (*% of students on a Regular Education Program (REP) with a Student Support Plan (SSP) for Accommodations, % of students on a Modified Education Program (MEP) with an SSP for Modifications, and % of students on an Individualized Education Program (IEP)*), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.**

Our schools are all very multicultural, with families from all over the world. YCS will have an estimated Indigenous population of 33.70% next year.

Based on our present student profiles, our Indigenous population per school is predicted to be as follows:

- Ecole St. Joseph School 19.50%
- Ecole St. Patrick School 35.58%
- Weledeh Catholic School 56.00%

Based on TieNet 2020/2021 data, student profiles are reporting **18** JK -2 High Needs, **22** Gr. 3-12 students on IEPs, **62** students on Modified Programs and **461** students on Regular programs with Accommodations. We are seeing a higher percentage of students entering preschool with significant language and emotional challenges. In some cases, they have not yet been identified by Health. The number of students coming into our system who have low incidence disability or rare medical conditions seems to be increasing. This requires support to be redirected until well into the first months of school. We anticipate some changes in the Program Type categories with new intake, Inclusive Schooling processes and revisions of programming.

Limitations to Health Services (Speech Language Pathology, Occupational Therapy, and Audio) is a challenge to provide a multidisciplinary approach for those students who are complex. Families are advocating and asking why we are not able to provide one to one speech services at school. Student

Support will work with school teams and possible southern supports in how to support those students who fit under the profile of speech services.

Child and Youth Care Counselors are providing support to the ever-increasing population of students with mental health challenges and diagnosis of trauma. We are experiencing an increase **regionally** as well as within our **transient** student populations having complex profiles in the area of Trauma, Fetal Alcohol Spectrum Disorder, Learning Disabilities, and emotional mood disorder regulation.

E. Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first-year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention. **Please include any specific information related to the COVID-19 pandemic.**

Yellowknife Catholic Schools continues to have a large percentage of teachers remain with the district for five years or longer, however, we have also had a number of long-term teachers resign or retire. Five teachers resigned as a result of leaving Yellowknife, one teacher accepted a position with Education, Culture and Employment, and three teachers accepted a position outside of the district. We also had five retirees, and two teachers whose contracts were not renewed. We have 12 new teachers joining Yellowknife Catholic Schools for the 2021/2022 school year.

Our French Immersion numbers continue to increase and English numbers decrease. We have introduced new early Immersion programming at Weledah Catholic School in Grade One. Recruiting French Immersion teachers continues to be difficult.

Number of New Teachers to the North	3
Number of First Year Teachers	12
Number of Teachers with Full Experience (11+ years)	55/100 = 55% 27 @ 6,11 17 @ 5,11 11 @ 4,11
Number of Teachers from NWT	9

Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p><i>Developing Capable People Together; Vision of Learning - Inspiring Thinking, Cultivating Well-Being, and Building Relationships through the lens of our Catholic Faith.</i></p> <p>Inspiring Thinking <i>Our learning community will inspire critical thinking through inquiry and innovation.</i></p> <ul style="list-style-type: none"> ● Students will engage in discovery and exploration opportunities ● Educators will design a culture of resilience that supports making mistakes to promote growth ● The district will nourish socially responsible people that can think critically about their ideas and explore their faith <p>Cultivating Well-Being <i>Our learning community will promote empathy and a commitment to well-being.</i></p> <ul style="list-style-type: none"> ● Students will nurture their spiritual, physical, social-emotional, cultural, and intellectual well-being ● Educators will foster a faith community of socially responsible individuals with the ability to adapt and apply new knowledge ● The district will prioritize faith, dignity, and equity in inclusive classrooms <p>Building Relationships <i>Our learning community will value relationship building as the foundation for students to thrive.</i></p> <ul style="list-style-type: none"> ● Students will recognize that feelings and emotions impact every area of life ● Educators will build safe and caring classroom cultures that promote collaboration ● The district will strengthen partnerships with the parish, our families,
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	<p>community members, Education, Culture, and Employment, and the Indigenous people of the NT</p> <p>COVID19 restrictions may continue to impact the way we provide professional development. Much of our professional development and our SSI projects will take place virtually with outside facilitators. We will continue to align our professional development, collaborative time, early dismissal work and SSI projects to ensure we provide support and learning in our priority areas. In addition, we will dedicate specific learning to our staff to ensure they are transitioned into our new strategic plan and the focus of our regional priorities</p> <p>Yellowknife Catholic Schools integrates the five shared priorities agreed to by Education Leaders and the Department of ECE in the following ways:</p> <ol style="list-style-type: none"> 1. Student achievement in Literacy and Numeracy 2. Language and Culture 3. Student & Educator Wellness 4. Personalized and Inclusive Education 5. Key Competencies <p>Integration of Student achievement in Literacy and Numeracy Our literacy initiatives this year will continue to be based on a district-wide plan that is being revised with professional development support from Dr. Leyton Schnellert and Dr Donna Kozak. This will be followed by one PD day in 2021 - 2022 dedicated solely to literacy development. Further, YCS is working with Dr. Donna Kozak to create a virtual manner in which to support staff with literacy strategies. Finally, select staff will work to provide suggestions on how to better incorporate an Indigenous perspective into literacy practices.</p> <p>Similarly, YCS will continue to work with Cathy Coers, math consultant, Alberta Regional Professional Development Consortia. Cathy’s work with YCS in 2019 - 2020 was cut short due to COVID, and significant modifications will be made this year, because the original project was based on an in-class coaching model.</p> <p>Cathy will also assist YCS in two math- focused SSI projects. This year, the Numeracy Essentials will focus on assessment tools for math, and the Daily 3 training will focus primarily on new staff to the district. Finally, YCS has agreed to once again participate in the Canadian Achievement Test 5 (CAT 5) norming process, which was cancelled in May due to COVID. These results will be used in the future as additional information to guide teaching in math.</p> <p>Integration of Student & Educator Wellness</p>
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YCS's Student Wellness SSI project will serve as the foundation for all related initiatives. District led and school- based staff will have the opportunity to learn about a variety of topics and the impact on learning, including self-regulation, trauma, social emotional learning and restorative practices. YCS administrators and select school reps will also participate in the research validated RULER (Yale Centre for Emotional Development). This train-the-trainer model will be used to create better staff awareness related to social/emotional development and is directly related to the key competencies. Finally, YCS will continue with its district-led Staff Wellness committee, who are tasked with raising awareness of the importance of being well in order to best serve students, and to create opportunities for staff to participate in non-work related activities. Again, this was cut short in 2019 - 2020 due to COVID and will have to align with current restrictions.

Integration of Language and Culture

The YCS Indigenous Language and Culture program continues to be a priority for our schools. Each school has an Indigenous Language Education team committed to finding ways to integrate a whole school approach to Indigenous Language and build common phrases in Wiliideh Yati to the school community. Opportunities to infuse Dene Kede in classroom instruction are supported with an outdoor tent frame, key cultural experiences offered such as culture camps, resources such as videos, books and kits, and co-planning support for teachers with the ILE Coordinator. We continue to work with a team of excellent cultural resource workers and Elders. We are building our team of Indigenous Language Instructors to allow more opportunities for Language instruction at all of our schools.

This year, we are working towards making our projects more visible, and sharing promising practices with our teaching staff. We are creating more videos and capturing audio recordings of our Elders speaking language to encourage more use in the classroom.

Integration of Personalized and Inclusive Education

YCS Inclusive Schooling Goals continues to weave, "I AM A CAPABLE PERSON" by providing opportunities for students, families and staff to become more aware and consistent contributors in the importance of PLACE, BELONGING, PERSONALIZED IDENTITY, and SOCIAL/EMOTIONAL/INTELLECTUAL LEARNING. Strengthening school and classroom cultures where students are able to learn in alignment with their peers and that each student's student agency is robust and active.

Integration of Key Competencies

YCS continues to focus on key competencies as part of our teaching and learning through curriculum compacting, essential learnings, standards based assessment at the 8-12 level, integration of competencies into our IEP process,

	as well as focusing on the competencies of a capable person. This is integrated throughout our programming and instruction in all four of the other four shared priorities.
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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%	Yes	
Areas of Strength for the region	<p>The greatest strength for YCS with respect to Education Body Strategic Planning was in the completion of the plan itself. The process involved countless hours of consultation with all stakeholders, including parents, staff, trustees, and administration. While some of this work was completed in-person, a considerable amount was done virtually. It resulted in a plan for YCS, with clearly defined observable impact goals. Further, each of the three priority areas are integrated into ECE's shared priorities.</p> <p>Dr Donna Kozak and Dr Leyton Schnellert continued to support staff from all grades in literacy instruction. In addition to delivering a common message to all staff about effective literacy instruction, staff in the early years were introduced to a new format assessment tool that will help guide instruction.</p> <p>With the support of Drs Kozak and Schnellert, a new literacy plan has been created for 2022 - 2024. The focus of the plan is to standardise literacy practices across the District, including procedures for literacy assessment.</p> <p>YCS was successful in hiring a numeracy coach in one school for the up-coming year, and are currently advertising for a second position at a sister school. It is expected that these positions will provide necessary support to staff teaching math.</p>		
Areas for Development for the region	<p>The new strategic plan will continue to evolve in 2022 - 2023. The next steps consist of action needed to integrate the new plan with the PD, STIP plans, SSI</p>		

	<p>projects and school-based staff meetings. It will further be connected to the most recent work on teacher performance tools.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>As mentioned, school closures and other limitations imposed by Covid restrictions had a significant impact on staff learning opportunities. With one exception, all staff learning opportunities involving outside facilitators had to be canceled or moved to virtual formats. Further, district sponsored in-servicing were often cancelled due to a high degree of staff illness and an inability to supply schools with substitute teachers. This was a particular concern during the final quarter of the year.</p>

B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measureable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Observable Impact Plans will be developed and aligned with regional priorities and departmental priorities. The approach that will be used is as follows:</p> <ul style="list-style-type: none"> ● Regional priorities will be set ● School leadership teams in conjunction with their Observable Impact Teams will create Observable Impact Plans to measure evidence of priorities ● Draft will be shared with school staff for feedback ● Draft will be presented at a Parent Advisory Committee meeting for feedback
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	<ul style="list-style-type: none"> Final plan submitted to Superintendent by November 1st Observable Impact Plan will be reported to the Board of Trustees in May, 2022
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	Yes	
% of schools in the region for which School Improvement Plans are submitted.	100%	Yes	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	Yes	
Areas of Strength for the region	The creation of a District Impact Plan in relation to the new strategic plan, which includes School Impact Plans for the school level, and a Leadership Impact Plan for the leadership team, as well as Proactive PD plans to determine the greatest learning area for growth.		
Areas for Development for the region	Understanding and learning processes for implementing the Observable Impact Plans and the Celebration of Impact twice a year.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	This will be a new process for our district and our staff as a focus on measuring the impact of our goals. It will be a year of development and learning.		

C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region's approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to

Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

For the 2021-22 school year each region is able to determine how best proceed with annual school reviews.

<p>Regional approach to the completion of Annual School Reviews, including any specific information related to the COVID-19 pandemic.</p>	<p>YCS will complete the established process in place for annual school reviews. One school will be reviewed each year. Areas of focus for the review will include district and departmental mandates, learning outcomes, and school culture.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
<p>% of schools in the region for which Annual Reviews are completed.</p>	<p>33% (1 of 3 schools)</p>	<p>Yes</p>	
<p>% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.</p>	<p>100%</p>	<p>Yes</p>	
<p>Areas of Strength for the region</p>	<ul style="list-style-type: none"> ● easily identifiable as a Catholic school; it is evident that visible icons and faith permeation are honoured and valued. ● Students are engaging in technology (chrome books, proximas, ipads), manipulatives, and Project Based Learning in and out of their classrooms. ● administration and staff demonstrate Indigenous language and culture awareness and education are a priority. ● administration and staff embrace a wrap-around approach (ILT, PST, coordinators, OT, PT, SLP, etc.) in addressing the learning needs of all students. ● administration and staff provide a number of programs and specialty areas (cooking, band, music, maker space, project studio, mini gym) to serve the learning needs of students. ● Review participants overwhelmingly affirmed the value of the Indigenous language and cultural teacher. ● Review participants overwhelmingly affirmed the school administration and staff's genuine care and commitment to holistic student success. 		

	<ul style="list-style-type: none"> Review participants overwhelmingly acknowledge that the school is a welcoming and inviting place to learn and work.
<p>Areas for Development for the region</p>	<ul style="list-style-type: none"> Administration and staff periodically ask - Am I in a Catholic school and/or classroom based on tangible evidence in order to maintain our strong catholicity and faith focus? Explore avenues to provide additional learning resources and support for older students in both English and French Immersion programs. administration and staff develop, implement, monitor, and celebrate a robust assessment plan to include standardised assessments (AAT, PM/GB, BC Assessments, etc). administration provides additional opportunities for staff voice in school operation decisions. administration and staff develop, implement and convey protocols to increase and strengthen communication. administration shares and reviews the review report with staff and develops an Action Plan including action items, timeline and evidence to address recommendations.
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>The School Review process is an area of strength for the region as we hire a consultant to perform an external review of one school per year. There are five members of the review team that spend a week interviewing a select group of parents, students, staff, and community partners, and then a survey is sent out to all staff and parents to ensure a cross-section of responses. The consultant also reviews student achievement data. The review encompasses academic achievement, school culture, inclusivity, Indigenous language and culture, community partnerships, staff and student wellness, and presence of faith in a Catholic District.</p>

D. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools (2004)* and *Direction on Principal Growth and Evaluation in the Northwest Territories (2012)*.

The following tables detail the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations,

along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to the completion of Staff Evaluations, including any specific information related to the COVID-19 pandemic.</p>	<p>Teaching and administrative staff are evaluated every five years, as per the collective agreement. Teachers are evaluated by school administration. YCS' <i>Professional Teaching Rubric</i> tool is based on the direction of the district with a more collaborative approach. Staff are required to identify where they are on the continuum and what actions they will take to help them move forward. Throughout the process discussions take place between the teacher and evaluator. At the end of the process the teacher presents their evidence of growth. Completed performance tools are provided to the Superintendent for review and filing.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	33	32	One teacher left mid-year.
Number of principals and assistant principals formally evaluated in the school year.	1	0	New Assistant Principal to be evaluating resigned so evaluation was not completed.
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	0	3	Unable to complete the evaluations for 2 assistant superintendents last year, and the addition of a new position over the summer of 2021
Number of Superintendents formally evaluated in the school year.	1	1	
Areas of Strength for the region	<p>This year we reviewed and updated or developed new evaluation tools for all of our positions with the exception of classroom teachers. The new tools are more relevant to the positions and allow for the participant to be actively involved in the performance review process. Performance tools have been created for the following positions:</p> <ul style="list-style-type: none"> ● Program Support Teacher ● Literacy Support Teacher ● Administrator (Principal and Assistant Principal) ● Indigenous Language Education Coordinator ● Technology and Innovation Specialist ● Religious Education Coordinator 		

	<ul style="list-style-type: none"> ● Regional Inclusive Schooling Coordinator ● French Language Program Coordinator ● Early Childhood Education Lead ● Classroom Assistant ● Assistant Superintendent of Business ● Assistant Superintendent of Learning ● Director of Student Services ● Tradesperson ● Facility and Maintenance Supervisor <p>They are reflective tools that highlight the district priorities, ECE shared priorities, as well as professional practice and expectations. The new and/or revised tools have been well received.</p>
<p>Areas for Development for the region</p>	<p>In 2022/2023 we will be piloting and implementing a newly developed classroom teacher performance review tool that will be aligned with our three district priorities, the shared priorities of the NT, and professional practice.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	

E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region’s training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>We will also continue to align the work of our collaborative teams with our SSI projects and new strategic plan. Our current SSI projects will be modified to reflect learning related to the development YCS’s new priority areas.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	100%	No	Please see Covid related comments.
% of Regional training and in-service focused on shared priorities	100%	No	Please see Covid related comments.
Number of administration days dedicated to training and in-service.	2.0	2.0	
% of collaborative STIP time dedicated to regional priorities	100%	100%	
Number of schools which implemented STIP as per the Ministerial Directive	3	100%	
Areas of Strength for the region	YCS is pleased with the progress made this past year in aligning all aspects of teacher learning and training for the upcoming year. SSI projects have been revised slightly to reflect YCS's vision of a learner, and the collaborative teams' process has been designed to capitalise on teachers working together, based on a common subject or grade level, towards an agreed upon priority area.		
Areas for Development for the region	The logistics involved in integrating teacher learning opportunities (PD, STIP, in-servicing, SSI projects), teacher growth and evaluation processes and school operations is not easy. It is expected that there will be necessary revisions along the way.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	The restrictions applied due to COVID 19 impacted teacher training and professional development in all areas. Although we were able to offer a considerable amount of PD virtually, the impact was not as great. We will continue to move forward in providing the necessary training required by staff to achieve the strategic plan goals.		

F. Literacy Coordinators

Literacy coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	1.5	2.0	YCS provides each elementary school with a literacy support teacher rather than having one literacy coordinator at the district level.	3.0	Jordan's Principle Funding has led to a Literacy Support Facilitator at the high school level as well.

** As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body, otherwise not allocated.*

The following tables detail the region's role of their Literacy Coordinator, and the relevance of the position to regional and shared priorities, including regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>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 is in the process of creating a new literacy plan for the next three years.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. <i>(Yes or No)</i>	Yes	Yes	
Areas of Strength for the region	The delivery of common messaging, related to effective literacy instruction, for all staff from grades 1 - 12 was a strength for this past year. Further, the use of common assessment tools and the introduction of a new literacy-based tool in the early years were also a highlight. Another highlight was the work done at the high school level to consolidate the efforts of literacy teachers with those of PSTS, who support the same students.		
Areas for Development for the region	Much of the work done in 2021 - 2022 will continue next year.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<p>As mentioned, Covid restrictions impacted this area in many ways. The weeks of school closure resulted in a lack of direct service for many students and hampered literacy teacher efforts to create relationships with these students. Further, the move to classroom “bubbles” resulted in fewer students being served than planned because students could not be combined in groups from multiple classes.</p> <p>The implementation of the Early Years Essential Skills Profile (grades k -3) was significantly delayed due to Covid, but training will resume in Sept. 2023.</p> <p>Finally, as mentioned in the previous section, District-based in-servicing on literacy was heavily impacted by Covid restrictions.</p>		

G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Targets

<p>Relevance of the Healthy Foods for Learning program to regional priorities, including any specific information related to the COVID-19 pandemic.</p>	<p>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.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	Yes	
% of schools following regional wide programming and guidelines, if applicable.	100%	Yes	
Areas of Strength for the region	YCS recognises the importance of meeting basic needs in order to learn. We are also aware of the barriers created by food insecurities for students in developing a sense of connection to the school. Further, our mission to support those with food insecurities leads to improved home and school relationships. Our schools continue to provide breakfast, lunch and snack programs, as well as support through food hampers, grocery gift cards and weekend packages.		
Areas for Development for the region	Continued acknowledgement and support of food insecurities of families outside of school, in addition to food programs for students during the school day. Determining which families may required additional support in this area through our Community School Liaison workers.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Name	Type of food program(s) offered	Frequency of program (Monday – Friday)	Average number of children / youth served daily	Criteria to participate (Low income, fee, Everyone welcome, etc.)	Was the program delivered as planned? (Yes/No)	If No, why not?
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	<i>(Breakfast, Lunch, Snack, etc.)</i>					
ESJS	Breakfast	M-F	15	Everyone	YES	
	Snack	M-F	50	Everyone	YES	
	Lunch	M-F	30	Everyone	YES	
	Food Bag Friday	M-F	18/week	Family Request	YES	
	Copperhouse	M-F	10	Family Request	NO	Not offered this year
WCS	Breakfast	M-F	20	Everyone	Yes	
	Snack	M-F	60	Everyone	Yes	
	Lunch	M-F	60	Everyone	Yes	
	FoodBag Friday	Friday	43	Family Request	Yes	
	Copperhouse	Friday		Family Request	No	Was not offered
ESPHS	Breakfast	M-F	50	Everyone	Yes	
	Snack	M-F	125	Everyone	Yes	
	Lunch	M-F	150	Everyone	Yes	
	FoodBag Friday	Friday	15	Family Request	Yes	
	Food First Fridays	Bi-weekly Friday	10	Family Request	Yes	

** Please complete one row for each program offered in a school. Ex:) complete two rows if a school offers both breakfast and snack programs.*

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development. Under the proposal summary, indicate whether this is a continuation of previous year's SSI project.

<p>SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.</p>	<p>SSI Projects for YCS will include a focus on:</p> <ul style="list-style-type: none"> - Student Agency (teaching staff) - Student Wellness (teaching staff) - Literacy & Numeracy Essentials (select staff) - Literacy Daily 5 & Math Daily 3 (all grade 1-7 teachers) - Curricular Compacting and Standards Based Assessment (gr 8 - 12 teachers) - Courageous Leadership (select students, select teachers, & YCS Leadership Team)
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region who participate in SSI PD activities.	75%	No	Similar to other PD initiatives, the SSI projects were heavily impacted by school closures and other COVID related restrictions. We were able to conduct some of the work virtually, depending upon the nature of the project. Projects that required in-house support by a facilitator, or those that required bringing staff together in person were most heavily impacted.
% of support staff from across the region who participate in SSI PD activities.	0%		
Areas of Strength	The strength of the SSI projects selected is the alignment with YCS's Vision of a Learner. While each project was developed prior to the completion of the Vision of a Learner, each is open-ended enough to integrate the work moving forward.		

Areas for Development	Given staff changeover and impact of COVID, it will be necessary to revise some of the actions and targets outlined in each project.
Additional Comments, including any specific information related to the COVID-19 pandemic.	

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? (Yes/No)	If No, why not?
Student Agency	2021 - 2023	No	Inability to come together for PD and to offer the planned sessions due to COVID and staffing shortage.
Student Wellness	2021 - 2023	Yes	
Literacy/Numeracy Essentials	2021 - 2023	Yes	
Compacting the Curriculum	2021 - 2023	No	Lack of staffing to complete the project.
Courageous Leadership through Observable Impact	2021 - 2023	Yes	

I. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2021-2022	2022-2023	2023-2024
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CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA	BDEC SSDEC
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The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	YCS continues to invest in creating safe school plans that reflect the current research in the area. Further, we have worked to integrate the principles of safe schools into multiple areas, including instruction, PD and policy development.		
Areas for Development for the region	Twelve staff, including three principals and three district administrators have completed Yale’s RULER training, which is mandatory to use the resources that accompany the approach. The goal of the approach is to create learning environments that recognise the importance of creating healthy school climates in the learning process, which is also a goal of safe schools. Staff training will be the focus for 2022 - 2023.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	YCS continues to explore and investigate best practices for safe school operations. YCS was involved in two bomb threats this year. While this is unfortunate, it allowed us an opportunity to review practice in action and make some changes where required to be better prepared, and react accordingly during a school crisis. We are working with the RCMP to review best solutions		

J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. This refers to programming that is offered to all students, rather than targeted programs for individual students.

Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.</p>	<p>All YCS schools are mandated to provide healthy relationship programming. This is done through our Religion program, Health program and others. In early 2021, twelve YCS staff, including all three principals, participated in Yale’s RULER training. This training is required for any district planning to implement this social-emotional teaching tool. The team of twelve will serve as the facilitators in training all district staff in the implementation of the RULER components.</p> <p>YCS has invested heavily in staff training in restorative practices, Shanker’s self-regulation and most recently RULER. Each of these approaches is designed in recognition of the importance of establishing healthy relationships between staff and students, and students and their peers.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	0%	Yes	
% of schools with grade 4-6 students offering LEADS.	0%	Yes	

% of schools with grade 7-9 students offering the Fourth R.	100%	Yes	
% of schools with grade 10-11 students offering HRPP.	100%	Yes	
Were there any difficulties accessing training for the above programs?	There were no difficulties to access the training.		
Are there any recommendations for making training for the above programs more accessible?	Not at this time.		
Areas of Strength for the region	The investment in staff training in social-emotional learning (RULER), self-regulation (Shankar), and mental health (Workplace Mental Health Leadership), all of which support healthy relationships.		
Areas for Development for the region	Trauma-Informed Practice will be a focus for YCS in the coming years to ensure we are building relationships and understanding through the lens of trauma impacts and experiences.		
Additional Comments for the region including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	ESJS	SEL-School wide Fourth R - grade 7 Self - Regulation-school wide RULER – school wide	100%	
	WCS	Restorative practices-School wide Self- Reg-school wide Fourth R - grade 7 RULER – school wide	100%	
	ESPHS	Fourth R - gr 8 & 9 HRPP - gr 10 Self- regulation – school wide RULER – school wide	100%	

K. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

School Name	Language of SL <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)</i>	Type of SL program <i>(core, immersion, intensive)</i>	Grades of SL program <i>(per program type)</i>	% of students enrolled <i>(per program type)</i>	Frequency of SL Program <i>(min/week)</i>	Actual Frequency of SL Program <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
ESJS	Wilı̨deh Yatı (Tłı̨chǫ)	Whole class	Jk-2	100%	3 times 35 min per 6 day cycle	3 x 35 min per 6 day cycle	
ESPHS	Wilı̨deh Yatı (Tłı̨chǫ)	Core	8-9	30%	Daily, 6 week blocks 84 minutes daily	Daily 6 blocks 84 minutes daily	
WCS	Wilı̨deh Yatı (Tłı̨chǫ)	Core	Jk-7	39%	3 times 40 mins per 6 day cycle	3x40mins per 6 day cycle	
ESJS	French	Bilingual	JK	78%	1880 min./cycle (6 days cycle)	1880 min./cycle (6 days cycle)	

ESJS	French	Immersion	K-2	67%	1880 min./cycle (6 days cycle)	1880 min./cycle (6 days cycle)	
ESJS	French	Immersion	3-7	52%	1560 min./cycle (6 days cycle)	1520 min./cycle (6 days cycle)	Previous calculations were made without taking in consideration the early dismissal day
WCS	French	Bilingual	JK	50%	1590 min./cycle (5 days cycle)	1880 min./cycle (6 days cycle)	Change of the schedule, 6 days per cycle instead of 5.
WCS	French	Immersion	K-1	50%	1590 min./cycle (5 days cycle)	1880 min./cycle (6 days cycle)	Change of the schedule, 6 days per cycle instead of 5.
ESPHS	French	Immersion	8-9	16%	336 min./cycle (2 days cycle)	420 min./cycle (2 days cycle)	Change of the schedule
ESPHS	French	Immersion	10-12	11%	166 min./cycle (2 days/cycle)	140 min./cycle (2 days cycle)	Change of the schedule, adding a FLEX period
ESJS	French	Core	1-7	100%	120 min./cycle (6 days cycle)	120 min./cycle (6 days cycle)	
WCS	French	Core	1-7	61%	120 min./cycle (5 days cycle)	120 min./cycle (6 days cycle)	Change of the schedule, 6 days per cycle instead of 5.
ESPHS	French	Core	8-11	35%	166 min./cycle (2 days cycle)	140 min./cycle (2 days cycle)	Change of the schedule, adding a FLEX period

**Please include a row per school /per language /per type of instruction*

1. 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		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	0	

B. Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
ESJS	3.25	4.00			4.0	
WCS	2.97	2.00			2.0	
ESPHS	3.25	3.50			3.5	
TOTAL	9.47	9.50			9.5	

C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Please ensure that Support Assistants funded through Jordan's Principle and Children's First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
ESJS	22.86	12.00		12	
WCS		7.00		7.00	

ESPHS		4.00		4.0	
TOTAL	22.86	23.00	Increased total amount to 23 in order to meet the needs and offset the .86		

D. Magnet Facilities

The Territorial Treatment Centre provides services to students with very challenging needs. This facility is deemed a ‘magnet facilities’ and has been identified as requiring additional supports.

The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

Positions	Allocated (PY)	Budgeted (PY)	Explanation for variance (if applicable)	Actual (PY)	Explanation for variance (if applicable)
Teachers	1.00	1.00		0	program terminated
Support Assistants	1.00	1.00		0	program terminated
TOTAL	2.00	2.00			

The following table details the total amount of allocated, budgeted and actual funding spent on O&M for Magnet Facilities, and the explanation for any variance between each.

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
\$16,000	\$16,000			program terminated

E. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$85,107	\$85,107		85,107	

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 Mehrit Centre Foundations 1-4 Early Childhood SR SR Framework School Series ECE Book Study District SR Facilitator-Director of SS	All Staff	Mehrit Centre Director of SS	Online TMC District workshops Sept-June	YES	
Tier 1, 2, 3 Behaviour Supports District, School/Classwide Behaviour Supports Social Emotional Safety Plan training and procedures	YCS Staff	Director of SS Contractors	Schools District District Leadership May	YES/NO	Admin/PSTs Only Social Emotional Plans and training was done, case by case Staff will be done in the new year due to COVID

Working with a Student w Visual Cortical Impairment (CVI) CNIB	ESJ Teacher Classroom Assistants PST Director	Calgary VI CNIB Sandy Summers Deb Bignell	Online On site April, May, June (online)	YES	
Programming for Students with VP shunts and complex medical syndromes/conditions	ESJ Staff RISC	Renfrew Educational Services	Online Sept Jan	NO	Deferred for 2022-2023 due to COVID
Programming for Students with Down's Syndrome	ESJ SBST	Director /PSTS PREP Society	April- June	NO/YES June start	Deferred for 2022-2023 due to COVID SUB Shortage
Autism, Physical Education and OT	Physical Education Teachers PSTS	Online	October	YES	
Collaborative Planning in Inclusive Schooling Phase 3 Lesson Study Diverse Learners through IBL, UDL Literacy, Student Autonomy and Pedagogy	PSTs/ Grade 8&9,10. 11 teachers and select teachers from K-7	Dr. Leyton Schnellert	Online In Person Sept November February May	YES /NO	Spring dates were cancelled due to COVID impacts SUB Shortage
FASD Emotional Social Peer Strategies Life Skills	Classroom Assistants	Amanda Johnston FASD Clinic	Online In Person March	YES	
Autism/DD and Challenging Behaviour a) Visual Systems and Communication	Teachers Classroom Assistants PSTS	Robyn Combres Merril Dean	Online In Person Sept. -May Early Thurs, PD	YES	

<p>b) Behaviour Management c) Autism and Self-Regulation e) Case Consultation Challenging behaviour</p>			<p>Scheduled Days</p>		
<p>Sensory Systems Play Based a) Sensory Integration Communication b) Self-Regulation c) Social Communication and Play-based Communication</p>	<p>Classroom Assistants EC Teachers PSTS</p>	<p>Jackie Brooks Chelsey Weleschuk</p>	<p>Online Jan-May Early Thursdays Scheduled by Schools</p>	<p>YES/NO</p>	<p>Play-based communication was not done due to COVID</p>
<p>Strategies for DCD Students Profiles</p>	<p>YCS Classroom Assistants PSTS</p>	<p>Merril Dean</p>	<p>Online Fall</p>	<p>YES</p>	
<p>Complex Learner Profiles at Secondary Level Anxiety b) Developing Mental Toughness c) How to work best with Students with Trauma, Anxiety and complex learning profiles (ADHD, ADD, SLD)</p>	<p>ESPH Classroom Assistants ESPH Teachers PSTS</p>	<p>Dr. Brent MacDonald</p>	<p>Online In person Sept Nov Feb May</p>	<p>YES/NO</p>	<p>Spring dates cancelled due to COVID impact on School SUB Shortage</p>

YCS Inclusive Schooling and Growing Teams YCS CB IEP Phase 3	YCS Staff Teachers/ PSTS	Shelley Moore SBST, Director RISC RISC	OCT 1 District PD day Sept-June	YES	COVID impact on Schools SUB Shortage
Creating EC environmental design for diverse learners	JK/K Teachers	ECE Early Childhood Section	District	NO	Sub shortage COVID impact on schools
Read, Write, Google AT APPS	YCS Staff	Jennifer Genge Simone Gessler	Schools	YES	
Autism	Speciality Teachers	Autism Awareness Centre	October	NO	
EC Oral Language Development and Communication	WCS JK-1 Teachers and PSTS	Hanon Centre	WCS Fall	YES	
Teaching Hearing Impaired Students	All Staff	Barb Neufield	Fall/Spring	YES	
Numeracy and Process Thinking	Leadership Team	Carole Fullerton	May	YES	
Classwide Wrap Around Systems	SBSTs	RISC	District Schools Fall /Spring	NO	COVID impact on schools.
Trauma	Staff	TBST BW Continuum North	Online Oct. April	YES	
Visuals Behaviour as Communication SIVA Transition Planning New PST Training Days Toileting/Personal Care CA Orientations	YCS Staff	Director lead with RISC	In Person Online Sept- May	YES	

MAPS Self Regulation Social Emotional Learning Plans CA/Teacher as TEAMS Instructional & Environmental Planning (UDL) Sensory Make/Take					
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The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Staff will be provided a number of training opportunities. PST/Teacher Collaborative Teamwork Phase 3 (3 years new cohort) with Dr. Schnellert and Shelley Moore. Collaboration in Instructional Design as PSTs and Teachers continues as the core to Inclusive Schooling success. Instructional designing for diverse learners will continue to go deeper in UDL and/or IBL as collaborating pairs, triads, school teams and a district with guided mentorship and scheduled times throughout the year. The Lesson Study format will continue as it has yielded very positive, observable results from and for classroom teachers in building their skill and confidence with instructional UDL/IBL mindsets. This Collaborative Team aligns with the district’s priorities in Instruction.</p> <p>In the areas of program design for students with disabilities such as Autism, Downs, CVI, FASD, LD, DD and Mental Health targeted resourcing will continue. General training to student specific professional development will continue to be organized to meet staff readiness. YCS also provides staff job embedded learning via case consultation for those students who require programming to ensure quality and appropriate support.</p> <p>A special focus will take place in the areas of growing and strengthening the Teacher and Classroom Assistant TEAM. As YCS increases with young students who have complex needs, challenging social and emotional behaviours as well as in the number of JP CAs we are obliged to make this a priority for IS. IEP planning and design in the time of COVID is</p>
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	another new expectation and training component which will take place in early fall for PSTs.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?	100%	100	YCS is in a transition phase of old IEP to piloting the new CBIEP. Selected teachers worked with the PST to write the IEP and various stakeholders. Some teachers did the NT CBIEP. May and June PSTs are working with teachers to transition IEPs to the incoming teacher come fall.
% of staff trained, in the past two years, in the SBST process?	100%	100	School staff are required to educate staff on the role of the SBST. The Director and the RISC have facilitated new PSTs and Admin in role modelling and ways to develop: a) stronger processes b) how to include new roles into the SBST such as the Social Emotional Coach and CYCCs on the SBST. Time and Schedule management of SBST activities.
Areas of Strength for the region	Despite school disruption, Student Services continued with its training schedule throughout the year. As you see PD was offered in different ways and adapted to remote learning as well as on site. YCS is a strong leader in teacher planning time even though it does strain the system during personnel shortage. YCS has a well established professional development processes for various roles within the school. The Director, RISC and PSTS spend time each year to upgrade, refine and revise IS processes to ensure they reflect the IS directive and progressive UDL and specialized student programming. The NT CBIEP training was very successful this year and continues. This was due to the commitment of Student Services to ensure PSTs are feeling confident and understanding the why. The new implementation of the New RISC and Jordan's Principle roles		

	<p>were provided with calibre opportunities to access experts and content.</p> <p>The full day IS PD day on the role of the teacher and assistant as “ team” along with our first session on hearing loss PD were considered the highlights for the entire district in timely and important content for teachers and what they are facing in the classroom. Teachers’ feedback indicates they are seeking more time to work on and learn more about Inclusive Schooling programming and strategies.</p>
<p>Areas for Development for the region</p>	<p>Aligning the District Strat plan of Impact teams to Student Services PD processes for growth and learning will be the responsibility for the Director. Implementing job embedded learning and moving away from 1-2 sessions will be further developed. PST/CA Cohort and Mentorship will continue and weaving trauma informed education into Professional Development. A new position will lead the district in trauma informed education and positive behaviour supports umbrella.</p>
<p>Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>PST are also well supported with a range of professional development. However, for PSTs who do not have years of experience in the classroom/curriculum and/or a degree in diversity, psychology, or come from other jurisdictions require more time to understand how to work with teachers and to handle the depth and breadth of their job. While this insight remains true for many roles, the technical and curriculum skill set and type of planning required especially at the highschool, needs to be recognized and understood by all levels of education, in order to best support the important decision made by these staff for students and their graduation pathways. We would appreciate more direction and concrete guidelines from ECE for highschool students and their families to ensure decision making is informed and based on accurate data.</p>

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).

<p>Name of Contractor</p>	<p>Type of Service <i>(Frequency / Quantity)</i></p>	<p>Reason for using a contractor rather than a</p>	<p>School(s) impacted by Service</p>	<p>Length of Contract</p>	<p>Total (\$)</p>
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	<i>- such as # of assessments or days of consultation)</i>	GNWT-provide d service <i>(GNWT service unavailable, etc.)</i>			
Robyn Combres	Autism	GNWT Service Not available	District	Sept -June	20,000
Chesley Weleschuk	OT	GNWT Service Not available	ESJ	Continuing	15,000
Jackie Brooks	OT	Staff Development Student Programming	District	Jan-June	1,000
Wendy Macdonald	SLP	GNWT Service Not available	Students/CAs /PSTs	Sept.-June	15,000
Barb Neufeld	Heading Loss	GNWT Service Not available	District Staff	Oct Case Consult PD	10,0000
CNIB	Visual Impairment (CVI)	Student Programming	ESJ Staff	Continuing	Funded by Health
Carole Fullerton	Numeracy	Programming	Administrators	May 11	6,0000
Merril Dean	Assessment PD	Student Programming	District Staff Students	As required	38,000
Evelyne Collins - Leveque	French Immersion Psychologist Assessment Training PSTS	Student Programming	ESJ	As required	10,000
Dr. Brent Macdonald	Staff Development	Student Programming	ESPH	2 months	4,000
Shelley Moore	IEP/SSP Development Staff IS PD	Staff PD	District	Continuing	15,000
Dr. Leyton Schnellert	Instructional and Collaborative Mentorship	PST PD Teacher PD	District	Continuing	11,000

Hanen Centre	Oral Communication Language and Literacy	JK-1 Teachers	ESJ/WCS	Sept 2021	12,000
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* This table refers to contractors procured using Inclusive Schooling funding, and does not include others such as those procured by Jordan’s Principle / Child First Initiative Funding.

F Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student / etc.)	Total Over / Under Allocation (\$)
\$84,459	2,000	Juno Sound Systems	Classrooms	86,000
	30,000	iPads/Laptops	Individual Students/Ed Psych recommendations Students who are nonverbal, autism Students with LD Nonverbal/Complex	
	35,000	FM Systems/ Personal Hearing Aids/Maintenance, Parts, Troubleshooting costs		
	4,000	RWG License		
	1,000	APPS		
	10,000	PECS Systems License + Training	Students with IEP, MEP, Social Emotional Plans	
	3,000	Snoezelen Room Tech material and parts (Maintenance)		

F. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
ESJS	\$114,351	\$26,023		Materials for Social Emotional Coach, CSL Worker and resources, trauma training	\$26,023	
WCS		\$45,787		Materials for Social Emotional Coach, CSL Worker and resources, trauma training	\$45,787	
ESPHS		\$42,541		Materials for Social Emotional Coach, CSL Worker and resources, trauma training	\$42,541	
TOTAL	\$114,351	\$114,351			\$114,351	

G. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<p>PSTs use effective IS processes with teachers that assist students in accessing curriculum. The RISC does SSP/IEP audits on TIENET and provides summative TIENET at Leadership team meetings. Our aim is to decrease the number of SSPs where appropriate and increase UDL systems in classrooms through our YCS Pyramid of Supports processes.</p> <p>The next phase of support for teachers with SSP/IEPS is by layering a new process called CLASSROOM WRAP AROUND. SBST and the RISC will be trying this new process to yield a better impact of resources.</p> <p>Some YCS classes are heavily weighted in student profiles, SSPs and IEPs with large class size. SBSTs will be working with the RISC on a specialized process throughout the school year to provide systematic and proactive support to those targeted classrooms.</p> <p>Specialists are coordinated throughout the year to support staff with instructional strategies and special needs techniques for effective IEP/SSP programming and UDL planning. We will be monitoring the effectiveness and benefits of online support.</p> <p>SSP data is discussed at district meetings: Why, Who, How many, and are the SSP ACTIVE in the classroom. We are reviewing teachers' understanding of SCRIBE and READER next year.</p> <p>We are reviewing our understanding of the teacher's role and responsibility of MODIFIED programming at the highschool PST level.</p> <p>The RISC will continue to lead PSTs and keep Administrators informed about the work on the revised NT Pilot CB IEP along with ECE staff.</p> <p>The following practices are in place to review and align resource allocation for students:</p> <ul style="list-style-type: none"> ● Class reviews ● SBST meetings ● PST/RISC meetings ● RISC and Admin meetings ● Feedback and assessment reviews
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100	
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100	
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	100%	100	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	100	
Number of students not able to participate in the Common Learning Environment in their home community.	0	100	
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%	100	
% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	100%	100	
Number of students in temporary residency situations or homebound for whom education programs are provided.	0	0	
Number of times per month that the RISC meets with PSTs via video/phone conference?	Email daily new PSTs weekly check ins	Weekly	
Number of times per year that the RISC meet with the PSTs in person	Monthly except for Dec/Mar. Specialized training events as per outline	1/month	PSTS met 7 more times to work on the NT CBIEP process.

<p>Areas of Strength for the region</p>	<p>YCS Student Services has embedded practices such as class reviews, SSP/IEP planning and meeting with parents. Students Services has a list of contractors who have remained with the district and provide consistency to each SBST. YCS responds diligently to feedback and reviews what is making an impact on student learning and staff development over time, in a very hands-on way. District and School leadership is the underpinning of IS. YCS has created a new vision by building up its district capacity to lead effective IS processes by creating a Director leadership and adding more board positions to support school teams. The Superintendent and Director are collaborating more to support School Administrators focus on SBST as the vehicle to navigate complex issues and classroom profiles and encouraging them to be informed.</p>
<p>Areas for Development for the region</p>	<p>The PST role is specialized and requires a specific skill set. YCS continues to look at new ways to strengthen the skills of PSTs as well as bring clarity to the role. Time management is still an area that requires Administrators, PSTs and district staff to reflect and develop. The CBIEP will require PSTs to spend more time with teachers. Teachers will require more PD on knowing how to develop a CBIEP. The district is working on a plan of how to support teacher’s confidence level in writing SSPs and IEP.</p> <p>French Immersion IS support will be a focus next year with respect to assessment and assisting FI teachers to refer student concerns early.</p> <p>Trauma Informed practices will continue to be an area where the district has identified as requiring more development.</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, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.</p>	<p>Principals lead schools with an IS lens and are supported by accessing IS resources, PD opportunities for staff and allocated IS funds.</p> <p>YCS leadership and PSTs have finalized a tool called, YCS Pyramid of Supports to guide teachers in understanding tiered levels of instruction and support for different learners.</p> <p>YCS Leadership and PSTs have committed to using the Pyramid of Supports next year as an anchor and guideline of the essential instructional supports required to meet diverse needs. Each school has their own implementation plan of how they will use these tiered levels of best strategies giving teachers choice, guidance and affirmation of good teaching for their classroom profiles. . The RISC will support the SBSTs and Principals to ensure the plans are being actualized through planning time, resources and IS PD.</p> <p>Principals work with the RISC /PSTS in supporting teachers to have time to plan and gain confidence in using flexible responsive strategies and healthy classroom culture on a regular basis. SBSTs are working on new ways to give teachers release time to plan. This has been significantly challenged due to COVID. PSTS have increased scheduling themselves in the classroom to support teachers in this area.</p> <p>Assistive technology in the classrooms is understood but not realized for all learners. PSTs and other staff will continue to work in this area.</p> <p>A special target next year will be educating staff on class wide support and strategies for hearing impaired students.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.	100%	100%	Please note that COVID disrupted the flow of PST time and schedule.

<p>% of support assistants who receive support through adequate scheduled time with PST.</p>	<p>100%</p>	<p>100%</p>	
<p>% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.</p>	<p>100%</p>	<p>100%</p>	
<p>% of schools that have a fair process for equitable access to extracurricular activities?</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>YCS Student Services continues to refine and support staff on how best to be responsive to all learners. YCS spends a lot of time coordinating support for teacher/PST planning and classroom assistant planning in order to implement strategies effectively. This year the focus for YCS was to strengthen the relationship and communication between Teacher and CA about basic strategies used as a team. PSTs are supported by consultants to offer various strategies to meet the needs of challenging learners. This year, the Director and RISC are in the schools weekly to ensure schools are given the adequate resources needed. YCS Student Services has several initiatives that is strength based, dives deep into instructional design and puts high emphasis on transitioning and transfer of information .</p>		
<p>Areas for Development for the region</p>	<ul style="list-style-type: none"> ● French Immersion Special Programming ● Literacy for Students who have complex needs ● UDL training ● Pyramid of Supports Phase 2 ● SSPs Helping teachers and PST write authentic support plans that detail meaningful strategies 		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<ul style="list-style-type: none"> ● PSTs and Staff created different modules, supports and online learning activities. ● CA had scheduled times for slow starts, reading and self regulation activities. ● Contractor support was offered to parents for strategies at home 		

I. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students’ needs and to reduce barriers to students’ success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain

documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.</p>	<p>All PSTs and Admin are committed to meeting weekly. The RISC visits the SBSTs for observation, contribution and when invited to help with specific yearly issues and/or stressors. Principals set up specific team times in the school timetables. Principals and PSTs invite staff to refer students to the team. Principals meet with PSTs on a regular basis to move programming forward. The Superintendent ensures Principals are committed to SBST time</p> <p>Principals work with PSTs to ensure team referrals, minutes and follow through are completed in a timely fashion. RISC provides support to SBSTs for required expertise and/or support services to ensure goals and objectives are achieved. ZOOM /GOOGLE MEET meetings are coordinated with RISC and School Teams on a monthly basis if needed. Google meetings/emails and conference calls with parents take place to share team meeting actions plans. SBSTs will take on a new process next year called CLASSROOM WRAPAROUNDS Meetings.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have established an operational SBST by the end of the first month of school.	100%	100%	
% of teachers accessing the SBST	100%	100%	
% of schools that are using referral forms to notify SBST about specific student needs.	100%	75%	The highschool has just reactivated their referral form and process. YCS Student Services has created a standard SBST referral form for all schools.

% of schools that keep written records of SBST meetings.	100%	100%	
% of schools that include CYCCs in SBST meetings.	100%	100%	
% of SBST meetings that focus on developing strategies to support classroom teachers.	100%	100%	
% of SBST meetings that focus on solving specific problems.	100%	100%	
% of SBST meetings that address systemic issues in the school.	100%	100%	Based on the new strategic plan, SBSTs will be collecting more data than previously.
Areas of Strength for the region	Each school has SBSTs and administrators are active in chairing those teams. Each team approaches their time differently and are trying different ways to address the range of needs. Data and minutes are seen as pivotal for each team. More emphasis has been put on “intensive team planning” processes with Admin, teachers, CAs, PSTs with the RISC to ensure challenging students are getting the interventions they need. Other members such as CYCC and Social Emotional coaches join in at various times as members.		
Areas for Development for the region	Helping SBST create effective yearly schedules district wide, increase data collection on follow through, accountability of interventions and teacher support.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	ZOOM /Google Meetings have proven successful during COVID-19 but did create fatigue and different time use for PSTs		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	ESJS	100%	100	
	WCS	100%	100	
	ESPHS	100%	100	

J. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the NWT *Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.</p>	<p>Relationships are strengthened between staff and PSTs by having instructional mentors and guided work time to plan, design effective IEPs, SSPs and UDL supports in person and online. We continue to persevere in understanding how we move to Competency Based IEPs in our district meetings.</p> <p>YCS continues its work with teachers and families to focus on strengths and competencies rather than a clinical deficit approach. The RISC , Elementary School PSTs and classroom teachers have identified IEP/SSP as a continued priority. PSTs are slowly working with classroom teachers and parents on piloting the new format.</p> <p>PSTs/RISC are collecting samples of evidence and data on IEP work that classroom teachers are doing. The plan is to review this district data at PST meetings to enrich our understanding of how SSPs and IEPs are EVOLVING as teachers change their teaching methods and as the number of children/youth identified with special needs increases. Student progress and how that is reported to parents will be added as a TARGET area for the RISC/PST team and will be encouraged with classroom teachers and classroom assistants as well. Students will have more opportunity to determine what samples of work they want to show as evidence of learning. This will be done through SEESAW, video and slide decks.</p> <p>Parent participation is a top priority for YCS. The level of involvement from parents and staff for school transitioning, especially from a new school is critical to IS. Parent meetings whether in person, online or by phone are the many ways YCS connects to families. Principals or designate continue to lead SBSTs and attend parent meetings around IEP development, challenges and success.</p> <p>Parents of MATURE, aged out students at the high school level are invited to several meetings in Grade 11, 12 till the student leaves high school (age 21) to understand the complexity of school to work transitioning / community living, pathway barriers and limitations. These transition meetings have been well received and appreciated by parents and will continue at the high school level.</p>
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	<p>YCS SBSTs have established ways to outreach to parents and students during COVID via GOOGLE MEET. While not ideal, new learnings and protocols have been established for each school. RISC will be working with PSTs on IEP PLANNING and DESIGN in times of remote learning.</p> <p>TINYEYE speech therapy is offered to families during REMOTE LEARNING periods. Parents are offered online YCS consultants support during COVID. This is appreciated by families who can organize in their homes and schedules.</p> <p>YCS will increase staff opportunity and accessibility to learn from experts. A range of consultants and PSTs will help staff translate IEPs and/or SSP and Social Emotional Safety plans more effectively. Increasing staff confidence is critical for follow through when implementing SSPs/IEPs.</p> <p>Increasing staff awareness of their own wellness when working with challenging behaviours, and trauma will continue as a focus for YCS. Increased access during the school day with shorter, more consistent release time has provided visible impacts for learning for students and staff. YCS will continue to explore how to best support staff in this area.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who are developing SSPs for which they are responsible.	100%	100%	
% of teachers who are developing IEPs for which they are responsible	100%	100%	
% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	100%	100%	
% of parents participating in developing IEPs for those students requiring them <i>(more than signing)</i> .	100%	100%	
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%	100%	

<p>% of students participating in developing their own SSPs, when required and appropriate.</p>	<p>100%</p>	<p>100%</p>	
<p>% of students participating in developing their own IEP, when required and appropriate.</p>	<p>100%</p>	<p>100%</p>	
<p>% of schools with plans or strategies in place to increase student participation in SSP and IEP creation</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>SSP/IEP development is a priority in district operations. The Director and RISC have worked this year in identifying areas where SSP/IEP are weak and or not current. Regular audits assist us in strengthening our practice. The High School has a strong transition process for students leaving high school. Families are active participants in SSP/IEP processes. Admin have committed to this process and parents have appreciated this priority. The CBIEP has been successfully piloted. We will launch the NT CBIEP in the new year for all students who require one.</p>		
<p>Areas for Development for the region</p>	<p>YCS is in the process of refining its SSP process with staff. A teacher handbook and training is now under development. A District standard template will be finalized for the new year. Teachers' identification of access points needs to increase. Increased accountability and authentic assessment of how the SSP/IEP is translated into the classroom needs to be further developed. Visible evidence of process and product is a focus for the district and will hopefully help assist in achieving this depth and fidelity.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>In the fall and winter some of these processes were not conducted during COVID except when possible. PSTs and teachers did reach out to families but not all families felt they could attend online meetings to discuss special programming.</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, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.</p>	<p>The Superintendent and Principals understand and provide flexibility with the yearly pressure points for PSTs and delivery of support. RISC and PSTs follow a pre-planned yearly schedule of timelines and scheduled for school and district events. The RISC and PSTs meet regularly to review time management; design ways to problem solve and work with principals to ensure effectiveness. RISC meets regularly with new PSTs in their skill development and helps them to prioritize duties. RISC mentors each new PST on the standards of practice. New PSTs receive support from PSTs and RISC on time management at monthly district meetings. The RISC works with PSTs to design and use checklists and tools that streamline and align the different duties and expectations.</p> <p>The PSTs share their experiences as a collaborative team of how to best use their ability to maintain the priority use targets. RISC encourages Elementary PSTs from different schools to meet as a PST collective beyond the district get together to learn and share from each other. PSTS set yearly priorities with the RISC on where they need further development aligned with the time use targets. Classroom WrapAround Process will be monitored to see if it reduces or adds to the PST role. RISC is continually designing digital tools and databases to support the PST role and responsibilities. Tool creation is a collaborative process and is accessible to not only the PSTs but to the District Leadership Team.</p> <p>PSTS will be required to log all supports daily accessed for ECE which will be added to their responsibilities.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	100%	

<p>% of PSTs meeting the 25% benchmark of their time directly supporting students.</p>	<p>100%</p>	<p>100%</p>	
<p>% of PSTs spending no more than 15% of their time on planning and organizational duties.</p>	<p>100%</p>	<p>100%</p>	
<p>% of PSTs allocated as less than a 1.0 FTE</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>YCS PST training is strong, always evolving and responsive to the needs of the group. Orientation, team building, RISC mentorship, PST PD is the foundation to support staff in this challenging and complex role. Consultants, PST meetings, PD support PSTs in their work. PST are given time to work on their craft. The Director and RISC model specific processes depending on the school and meet with PSTs weekly face to face as well as email. Tool development and collective PD propels the PSTs to be able to deal with unpredictability and lack of community resources for families who have children with special needs.</p>		
<p>Areas for Development for the region</p>	<p>Understanding the role of the PST still needs to be developed. Continuing time priority use for PSTs is ongoing work and a challenge. PST Cohorts for learning will be developed to align with the District Impact Team Approach. Director will be setting up a better mentorship approach for PSTs who are struggling.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>As mentioned: PST turn over is difficult for Administrators and schools. PSTs need time to be properly trained and acquire their breadth of required skill set. The increase of Jordan's Principle funds, while a positive thing, has undoubtedly had an impact on the PST role and increased the PST workload. Classroom teachers lack time and/or confidence to work on how to implement those additional supports, this then defaults to PSTs. We are working with teachers to ensure they understand they also have a responsibility to train and support Assistants in terms of classroom procedures and expectations on a regular collaborative basis. We are developing the understanding of everyone in the district regarding the Teacher/Assistant relationship: To gain a deeper understanding of your job or the team's job is everyone's responsibility to communicate, collaborate and provide insight for each other and with each other. Inclusive Schooling is rapidly changing and so better understanding of the role and the role of the teacher, admin is critical.</p>		

2. Indigenous Languages Instruction

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
1.00	1.00		1.0	

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school's ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation of the was not in place or active during the year.

Indigenous Language and Education Team

School	ILE Team Composition (Principal, PST, etc.)	Meeting Frequency	Explanation if ILE Team was not in place or active (if applicable)
ESJS	Assistant Principal, Community Liaison, Literacy Support Teacher, Teachers	Monthly meetings	
WCS	Principal, PST, Teachers, ILI	Once per month, and as needed for events	
ESPHS	Principal, PST, Teachers, Classroom Assistants	Every Second month, or as needed	

C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual ILI (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
ESJS	4.83	1.5	Currently have a .5 position, advertising to fill the other .5 and will use .5 for language resource people	1.0	Did not fill the other .5 language teacher position. Couldn't find a language speaker willing to teach in the school.
WCS		1.83	Currently have a 1.0 position. Will use .83 for language resource people and our elder in school language speaker	1.83	
ESPHS		1.5	Currently have a .5 position, advertising to fill the other .5 and will use .5 for language resource people	1.0	Did not fill the other .5 language teacher position. Couldn't find a language speaker willing to teach in the school.
TOTAL	4.83	4.83	Due to the inability to hire language teachers,	3.83	1.0 language teacher position wasn't filled.

			we use any additional language funds to hire our resource people and elders in the school to support language exposure as much as possible. This includes our culture support worker.		Due to covid and breaks with online learning we were unable to get as many resource people into the classrooms/schools to support language.
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Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.

Some Regions have indicated difficulty in filling ILI positions. The following table details the planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

Accommodations made to maintain Indigenous language instruction in the region, if any?	Accommodations made to maintain language instruction include resources in binders (provided for each individual camp), presentations to classes by ILE coordinator sharing language, video and audio resources (eg. camp vocabulary, prayer, etc), focus on language during culture camps, language hyperdocs/QR codes/slides, signage at all schools, promotion of staff language opportunities/courses (mitt making stitch and speak, college Nordique).	Pre-Covid, to support our Indigenous Language program, we hired Elders in the classroom matched with an ILE staff person in the high school programming. We also have provided our Indigenous Language Instructor at Weledeh with Elder support.
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 looking to hire additional Language staff. We will also be looking at supporting staff who wish to participate in language courses.
Challenges and/or barriers faced in the region?	Difficult to find a teacher who can speak the language	
What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?	We have felt the loss of Elders in the school to support our language program. We were also concerned with running our on-the-land camps and exposing our elder resource people to numerous	We were able to run our on-the-land camps February-June and were fortunate enough to get elders out to camp to share their language and knowledge as well.

	students and teachers, despite it being outdoors.	
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D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) & Source (if applicable)
ESJS	\$97,389	\$27,480		\$20,267.34	Due to covid restrictions and not being able to have resource workers in the schools and not being allowed to run culture camps majority of the year, plus school shutdowns (virtual learning), it was tough to spend the money when it was unknown when things would open back up. At the beginning of the year we didn't want to spend all our money on other things, and then not be able to run any culture camps if	Take a Kid Trapping: \$13,555.00 On the land Collaborative: \$10,000

					restrictions were lifted. Towards the end of the year when restrictions lifted and we were allowed to run camps again, we realized that due to time constraints we weren't going to be able to run full day camps for JK-10/11. So camps were altered and money was saved. At this point in the year despite running as many camps as we could schedule, we did not spend the full budget.	
ESPHS		\$35,721		\$28,570.97	Due to covid restrictions and not being able to have resource workers in the schools and not being allowed to run culture camps majority of the year, plus school shutdowns (virtual learning), it was tough to spend the money when it was unknown when things would open back up. At the beginning of the year we didn't want to spend all our money on other things, and then not be able to run any culture camps if restrictions were lifted. Towards the end of the year when restrictions lifted and we were allowed to	

					run camps again, we realized that due to time constraints we weren't going to be able to run full day camps for JK-10/11. So camps were altered and money was saved. At this point in the year despite running as many camps as we could schedule, we did not spend the full budget.	
WCS		\$34,188		\$30,007.96	Due to covid restrictions and not being able to have resource workers in the schools and not being allowed to run culture camps majority of the year, plus school shutdowns (virtual learning), it was tough to spend the money when it was unknown when things would open back up. At the beginning of the year we didn't want to spend all our money on other things, and then not be able to run any culture camps if restrictions were lifted. Towards the end of the year when restrictions lifted and we were allowed to run camps again, we realized that due to time constraints we weren't going to be able to run full day	

					camps for JK-10/11. So camps were altered and money was saved. At this point in the year despite running as many camps as we could schedule, we did not spend the full budget.	
TOTAL	\$97,389	\$97,389		78,846.27		

The following table details whether schools choose to allocate funding for an Elder and/or Cultural Support Worker that works at the school daily.

School	Elder in Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
ESJS	N	Y (Liaison Position)	Full time	Jordan's Principle Funding	Did not happen due to covid and camps, resource workers in schools, and elders in school not allowed to take place.
ESPHS	N	Y(Liaison Position)	Full time	Jordan's Principle Funding	Did not happen due to covid and camps, resource workers in schools, and elders in school not allowed to take place.
WCS	Y		3 days per week	ILE program funds	Did not happen due to covid and camps, resource workers in schools, and elders in school

					not allowed to take place.
		Y(Liaison Position)	Full time	Jordan's Principle Funding	Did not happen due to covid and camps, resource workers in schools, and elders in school not allowed to take place.

E. Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>In order to build school and community relationships, we are building the knowledge capacity in our schools to ensure that staff and students understand the community they are a part of and what is needed to build reconciliation and positive relationships. This is done through lessons in our tent frames, and through teacher training sessions.</p> <p>We honour the traditional territory that we live on and provide land acknowledgement in school and throughout the district to give respect to the land and the local Indigenous peoples. At our high school, land</p>
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	<p>acknowledgement signs are posted to be visible to all students and staff.</p> <p>YCS typically plans many cultural events with our families such as the YCS Hand games tournament, sewing workshops, the Weledeh Feast, and Jigging performances. Due to COVID, we are not sure if we will be able to continue to host these events in the same capacity. In order to maintain relationships with our community, we will continue the process of offering our events where possible virtually, such as jigging videos sent home, or sharing our key cultural activities through videos and newsletters.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Elders hired for regular school programming,	100%	0%	No Elders allowed in schools due to Covid. We used our Elders at camp as much as possible.
Areas of Strength for the region	<p>All schools have ILE teams that are dedicated to supporting Indigenous Language and Culture in their schools.</p> <p>All students from JK - Grade 9 participate in a one day, seasonally based camp experience. Some classes at the Grade 10-12 or students who are part of the Cultural Leadership group are invited to attend a camp experience.</p>		
Areas for Development for the region	<ul style="list-style-type: none"> - We continue to look at ways to increase our use of Indigenous language in daily activities. - We continue to support teachers to connect culture and language (Dene Kede and OLC) into our daily lessons/subjects. - We would like to focus on the creation of more language resources. 		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	<p>The Covid restrictions prevented us from having Elders in the schools. We tried our best to make up for this by utilizing our Elders at camps when we were allowed to safely run camps again, creating language and culture videos with our Elders, and having our Elders work on translations.</p>		

ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal
ESJS	<ul style="list-style-type: none"> • Invite Elders/Knowledge Keepers/Community Resource people into the school 	<ul style="list-style-type: none"> • Feeding of the Fire Ceremony for our Grade 7 Farewell on June 16 with elders and drummers. • Miranda Currie visited our k - 2 classes to speak and sing about traditional culture. • Aboriginal Sport circle came in to teach the history of indigenous games • Elders at culture camp.
ESPHS	<ul style="list-style-type: none"> • Invite community members in to ESPHS to lead/teach about cultural experiences at both ESPHS school events and in relative subject areas 	<ul style="list-style-type: none"> • Drummers at Graduation Ceremony • Speak and Stitch mitt making sessions with resource person • Elders at culture camps • Community members and resource workers in Northern Studies classes (outdoor survival training), etc.
WCS	<ul style="list-style-type: none"> • Invite key members of the community (parents, elders) to cultural events outside (eg lean-to activity with parents, fish scaling outside) • Connect with community members through Zoom/Google Meet • Storytelling through video with Elders • Create a survey to send families to see what gifts and talents they are willing to share with the school community • Wolves on the Land - teachers connect curriculum with what they are doing with Wolves on the Land. Share the premise behind learning while taking safe risks during play with parents. 	<p>Weledeh was excited to be able to hold their first Community Feast in three years this year on June 15. This was a very well received community event. Elders led a Feeding of the Fire ceremony and WCS has had access to elders at some of the on the land camps. In addition Elders have connected through class visits this year. Weledeh has also presented their cultural events to parents at monthly PAC meetings.</p> <p>Miranda Currie visited k - 2 classes to speak and sing about traditional culture. Aboriginal Sport circle came in to teach the history of indigenous games! Elders at culture camp.</p>

Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences

<p>ESJS</p>	<ul style="list-style-type: none"> - Resource workers in tent frame providing cultural experiences. - Living our Dene Laws and Spring culture experience in the tent frame with resource worker. - Traditional Games and History week with Aboriginal Sport Circle. - Narwhal Adventure waterways and voyageur canoe presentation - Indigenous Stories and Songs concert at NACC - Garden Blub and Earth Week Activities with Ecology North - Dental Project with Department of Health, Oral Health Initiatives Unit - Colouring Book contest with Cdent Nordique - Auorora College Early Childhood Education student placements - Girlspace/Dudes Club with YWCA - "Tickling the Taiga" presentation from NWT Arts 	<ul style="list-style-type: none"> - Narwhal Adventure waterways and voyageur canoe presentation and camp experience - Elders sharing their stories, legends, and language at camp. - Resource workers sharing their knowledge and history at camps - Resource workers shared the history of the traditional land we live on, taught students how to hunt, trap, and harvest animals
<p>WCS</p>	<ul style="list-style-type: none"> - Resource workers in tent frame providing cultural experiences. - Living our Dene Laws and Spring culture experience in the tent frame with resource worker. - Traditional Games and History week with Aboriginal Sport Circle. - Narwhal Adventure waterways and voyageur canoe presentation - Indigenous Stories and Songs concert at NACC - Garden Blub and Earth Week Activities with Ecology North - Dental Project with Department of Health, Oral Health Initiatives Unit - Colouring Book contest with Cdent Nordique - Auorora College Early Childhood Education student placements - Girlspace/Dudes Club with YWCA - "Tickling the Taiga" presentation from NWT Arts 	<ul style="list-style-type: none"> - Narwhal Adventure waterways and voyageur canoe presentation and camp experience - Elders sharing their stories, legends, and language at camp. - Resource workers sharing their knowledge and history at camps - Resource workers shared the history of the traditional land we live on, taught students how to hunt, trap, and harvest animals
<p>ESPHS</p>	<ul style="list-style-type: none"> - Stitch and speak mitt making for staff - Resource workers in tent frame providing cultural experiences (wilderness first aid) 	<ul style="list-style-type: none"> - Elders sharing their stories, legends, and language at camp.

	<ul style="list-style-type: none"> - Drummers at Graduation Ceremony 	<ul style="list-style-type: none"> - Resource workers sharing their knowledge and history at camps. Resource workers shared the history of the traditional land we live on, taught students how to hunt, trap, and harvest animals, along with much more.
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F. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>Our district provides many opportunities to enhance educators' knowledge of Indigenous people and history on local, regional and national level and to begin exploring the history and impact of colonization, with an intention to bring an informed and critical perspective in contemporary society.</p> <p>We provide one day PD opportunities for staff aligned with their class cultural experience to integrate Dene Kede and to learn local Indigenous history. Due to the availability and need for substitute teachers because of COVID, we plan to provide this training with a pre camp class presentation aimed to educate both the teacher and class, and to imbed knowledge at the culture camp experience. Additionally resources will be provided to the teacher to support their learning and understanding.</p> <p>As a region, we offer a PD opportunity to learn about Dene Kede and Cultural Awareness.</p> <p>We encourage one on one planning sessions with the RILE coordinator to help teachers understand the Dene Kede, and to provide appropriate resources.</p>
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	<p>Residential Schooling training - is offered through New 2 the North for incoming staff. We have also provided the Blanket project to all district staff and have done supplementary offerings to any staff that had missed the initial opportunity. Due to COVID, it will be difficult to offer the Blanket Project, we will need to look at how this can be done in the upcoming year.</p> <p>Additionally each of our schools participates in Orange Shirt Day, with a focus on education and awareness about the impact of Residential Schools.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools holding local Teacher Cultural Orientation Days.	100%	100%	PD offered differently this year due to COVID. Teacher PD, including language instruction, was embedded in class activities while at Culture camp and in a pre-camp presentation. Schools also used PD opportunities to explore Dene Kede. Had our feeding the fire ceremonies at the end of the school year when we were allowed to gather together
Type of Residential School Awareness Training provided and # of teachers/staff participating.	100% of teachers will participate in the Living Well Together program, as well as the Blanket Project exercise	90%	When things opened up enough for us to have all our staff participate in the Blanket Exercise there was not enough time left in the school year to team with ECE and find a date that worked for all parties involved. We have scheduled Blanket Exercise for all schools at the beginning of the 2022-2023 school year.

<p>% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Indigenous Language Instructors accessed all PD opportunities offered by ECE. YCS also implemented monthly Early Thursday sessions to allow ILI's to work together. On the land opportunities for teachers as part of their Culture Camp experience was very successful as well.</p>		
<p>Areas for Development for the region</p>	<p>Our staff have not participated in the blanket exercise due to covid. We have scheduled the Blanket Exercise for all staff come September.</p> <p>It would be nice to bring back our culture PD days for staff prior to classes going to camp, and organize staff retreats, and feeding the fire ceremonies for all schools at the beginning of the year (couldn't do these things due to covid).</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>COVID has meant that offering teacher PD has been difficult due to limits, and due to substitute shortages. To offset this situation, class presentations were offered to present teachers with needed information before their camp.</p>		

<p>ILE Action Plan Goal for Strengthening Training of Northern Educators</p>		
<p>School</p>	<p>Goal</p>	<p>Explanation on status of goal</p>
<p>ESJS</p>	<p>Create coplanning opportunities for teachers to integrate Dene Kede and Indigenous Awareness into their teaching practise</p> <p>-Self-directed PD opportunities for Indigenous Topics/Teachings</p>	<ul style="list-style-type: none"> - Coplanning was not able to happen to the extent we intended due to virtual learning and covid restrictions - Staff had time provided to work on/complete "Living Well Together"
<p>ESPHS</p>	<p>Educate staff about cultural opportunities, experiences, and resource people</p>	<ul style="list-style-type: none"> - Staff had time provided to work on/complete "Living Well Together" - Contests and resources were shared with staff.

WCS	Blanket Project for all staff (every year, repeats welcome) - Niigaan Sinclair - guest speaker - Encourage staff to share what's happening around the city for personalizing Indigenous education (drum dances, feast, etc)	- Blanket project was cancelled due to covid restrictions in the fall and we were unable to reschedule - were not able to connect with Niigaan Sinclair - events were shared as a staff in our weekly staff newsletter.
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Type of activities local Cultural Orientation Days.	ESJS	School based Feed the Fire Ceremony planned	Yes	Feeding the fire ceremony got postponed until June
		Dene Kede Training for staff	Yes	
	ESPHS	Dene Kede Training for staff	Yes	
		Inviting new staff to Culture Camp opportunities	Yes	
	WCS	School based Feed the Fire Ceremony at the beginning of every year	No	Beginning of Year Feeding of the Fire ceremony was postponed but was completed at the feast on June 15 due to covid restrictions in the fall.
		Dene Kede Training	Yes	

G. Fostering Student Wellbeing

Fostering Student Wellbeing requires educators to support the development of each student as an NWT **capable person** in a holistic manner. Elders in the NWT have explained that each child is born with inherent gifts. In order to nurture those gifts as a **capable person**, students must be well in body, mind, heart and spirit.

NWT schools need to cultivate healthy environments that nurture student gifts through the development of physical, intellectual, emotional and spiritual self. In collaboration, schools and communities can guide students to strengthen their wellbeing and foster development of their identity, through opportunities to connect to the land, the language and the teachings of their Elders

<p>Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)</p>	<p>YCS is committed to the development of our students and to foster their well being through our outdoor tent spaces and programs such as Wolves on the Land, through the growth of our Wiliideh Yati program, and by connecting students with Elders and resource people. The ILE teams at each school are dedicated to plan and program activities to encourage the success of all youth.</p> <p>Our students are introduced to many traditional skills as part of our ILE program. These include Traditional Arts such as beading and mitt making, and on the land skills such as trapping, preparing fur, traditional cooking, camp skills like cutting wood and starting fires, and Dene Games. While at our camps, Elders recognize the students for their strengths and support students in their learning. These key programs will continue in the 2021-2022 academic year.</p> <p>Spirituality is a key component in our YCS schools with a focus on prayer in all languages and encouraging awareness of Indigenous sacred sites, ceremonies and protocols such as drum prayer and Feed the Fire Ceremonies.</p> <p>COVID 19 may impact programming if we are not able to have Elders in our school buildings as this will limit the amount of contact time students have with Elders. We may need to only have student access to Elders in a camp setting and create virtual programing. Additionally drumming and singing may be limited at schools leading to the need to have outdoor or virtual ceremonies.</p>
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<p>ILE Action Plan Goal for Fostering Student Wellbeing</p>		
<p>School</p>	<p>Goal</p>	<p>Explanation on status of goal</p>
<p>ESJS</p>	<p>-To provide students opportunities to grow in their identity and spiritual selves by offering traditional sports, learning prayers and accessing videos of teachings of Elders,</p>	<ul style="list-style-type: none"> Living Well Together learning is incorporated into our day.. (Land acknowledgements, cultural understanding and teachings, pre and post teaching surrounding important

	<p>lessons in the tent frame and promoting the use of language. -ILE Team is now created and focussed on ensuring ILE Goals met</p>	<p>indigenous days/events, staff teach about the land we live on and its rich history). We ask that new staff continue to learn and educate themselves as they grow as a teacher over the year(s).</p> <ul style="list-style-type: none"> • Some school staff are a part of using and sharing the language and facilitating cultural activities, like Orange Shirt Day, Feeding the Fire, Indigenous Languages Month, Indigenous Peoples Day, etc. • Prayers in Wiliideh yati are taught at camp and in language classes (JK-2). • Culture experiences in the tent frame learning language. • Aboriginal Sport Circle coming into school to teach Traditional Games to students.
<p>ESPHS</p>	<p>-Creation of the Living the Dene Law recognition to honour students who are living the teachings -team mandate from ECE; 5+ years as “Indigenous Student Success” team that has now evolved to ILE team</p>	<ul style="list-style-type: none"> • Living the Dene Law certificates were created and handed out monthly to students. • Created numerous language and culture resources for all students/teachers to use during certain flex periods. • Indigenous Grad feathers handed out to all indigenous grad’s. • Indigenous Leadership Awards handed out to students (grade 8-12)
<p>WCS</p>	<p>-Encouraging participation in the Wolves on the Land program giving the opportunity to connect to the Land, the language and the teachings of the Elders. -Learning; Explore time dedicated for Learning Together Tuesdays (for Dene Kede)/PD</p>	<ul style="list-style-type: none"> • all classes participated in Wolves on the Land Programming • Staff participated in “Living Well Together” Cultural training to help support their understanding and participation in reconciliation, like the WCS Calls to Action Activities and other use and implementation of the Dene Kede.

<p>School</p>	<p>What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?</p>	<p>How did the Indigenous community play a role in these supports?</p>
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<p>ESJS</p>	<ul style="list-style-type: none"> -Celebrating success in a variety of skills including mitt making, Traditional sports, helping in the tent frame, etc -Growing in Wiliideh Yati and increasing in language capacity -Support from the Community Liaison Worker to connect families, students and culture. 	<p>The CLS is making very strong connections with our families and bridging the gap. Parents and family members are very comfortable in reaching out.</p> <p>Our ILI is growing the Wiliideh Yati language in our grade jk-2 classes.</p>
<p>ESPHS</p>	<ul style="list-style-type: none"> -Growing Wiliideh Yati and increasing in language capacity - Handgames, traditional sports, tent frame. -Support from the Community Liaison Worker to connect families, students and culture. 	<p>Our ILI is growing the Wiliideh Yati language in our grade jk-2 classes.</p> <p>Handgames and Traditional sports were unable to run due to covid. However, classes utilized the tent frame and a flex class was run in the tent frame.</p> <p>CLS worker bridging the gap and making strong connections.</p>
<p>WCS</p>	<ul style="list-style-type: none"> -Restorative Practices and Restorative Circles -Talking Sticks -Wolves on the Land program to introduce a variety of skills -Celebrating success in a variety of areas, including traditional skills. 	<p>Parents and community members are informed of how we solve conflict at the school with circles and restorative practices.</p>

H. Indigenizing Teaching and Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<p>Our schools will continue employing a number of strategies to ensure that schools and teachers are Indigenizing our teaching and learning practices.</p> <p>We will increase the use of our Indigenous outdoor spaces and many lessons will be offered in the tent frame classrooms at our schools.</p> <p>Schools use of restorative practices. This works with traditional cultural teachings as everyone is engaged in making choices, having voice, accountability, having personal control and investment in their experiences. The Dene Laws are aligned and included to give validity and directly apply to conversations in circle. Building, maintaining and restoring relationships is key in restorative practices. During restorative practices families and community are encouraged to also be included and there is a movement towards including elders. This is based on traditional teachings, as community is key.</p> <p>Incorporating a holistic pedagogy is important in finding a way of being. This includes combining Catholicism with Indigenous spirituality. Liturgical celebrations at the school include youth drummers leading prayer and students learning prayers in Wiliideh yati. These prayers are also led by students in the classrooms. At culture camps, students are taught by elders the importance of feeding the fire and offering thanks to ancestors and Creator.</p> <p>Spiral learning is essential in Indigenous education and we have worked with elders to choose themes from Dene Kede that are age appropriate. Each grade level works with one main theme from Dene Kede during culture camps. Each year the students use prior knowledge and build their skill sets by repeating tasks but at increasing levels of challenge. We have gone from elders teaching the students, to students doing the tasks independently, to our older students working as leads at camp to teach younger students.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%	100%	
Areas of Strength for the region	YCS has accessed many opportunities to share the importance of developing Indigenized teaching and learning practices. This includes the PST's accessing ECE opportunities to learn Dene Kede to support their teachers, PD sessions and self-directed PD opportunities to learn how to best use resources, and building more pre and post camp opportunities into student learning.		
Areas for Development for the region	We need to continue to support teacher learning on how to Indigenize our teaching by rooting our learning in hands on, land based collaborative learning, independently.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal
ESJS	To consolidate resource into an easily accessible location (electronic folder) To ensure teachers have access to best practices to Indigenize their teaching practices.	Folders have been created to allow for easy access. Our .5 Language teacher is active in addressing or advising staff.
ESPHS	Provide students and staff at ESPHS opportunities to explore and incorporate cultural experiences throughout courses	Resources that incorporate Dene Kede into all subject areas have been shared with staff. Culture camp pre and post camp lessons/resources have been circulated to all staff. RILE accessible to teachers to work together to create lesson plans which incorporate Dene Kede.

WCS	Post & learn language in classrooms Numbers Yes/No Listen See you later Have a good day	We have been working hard on our Wiliideh Yatı this year and all classrooms have some language posted in them. We have mastered “See you later” and “take good care of yourself”. Our grade two class has implemented “Wiliideh Wednesday” and has really focused on the numbers, as has our Wolves on the Land program through games using countdowns.
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School Specific Performance Indicators	School	Wise Practice
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	ESJS	Our ILI has really made an impact with our language classes. Students in our Jk-2 classes are speaking and using phrases. Other classes are incorporating words, phrases and teachings into their lessons.
	ESPHS	Our ILE team has created engaging resources/lessons/games for our high school students to participate in. ILI has created a welcoming language classroom in which students enjoy learning Wiliideh Yatı.
	WCS	We would like to expand “Wiliideh Wednesday” to a whole school event where we highlight the language through announcements, positive reinforcement of language use and social media posts highlighting language being spoken

I. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>As a region, we encourage the Indigenizing of Content through the use of project and inquiry-based learning to allow students to define their own learning experiences through Indigenous themes. This includes using and developing students projects for other students to access. (ie: student created colouring books of legends used by younger students).</p> <p>In order to ensure success with Dene Kede, each school has been provided the opportunity for PD training in Dene Kede use. PST's are also trained in how to implement the Dene Kede and provide support to the teachers at their schools.</p> <p>All our ILE program resources are made available for teachers to use with their courses, and ILE coordinators co-plan with teachers to provide appropriate resources and unit ideas aligned with the Dene Kede.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%	100%	
Areas of Strength for the region	Teachers are making more natural connections to Dene Kede in their classes. There has been an increase in the use of our cultural resources (kits, books, legends, etc). Tent frames are being used weekly and sometimes daily, and are incorporated into special events planning like Literacy week, Indigenous Languages month, and Orange Shirt Day.		
Areas for Development for the region	Continue to showcase and build teacher competence with use of Dene kede both in class activities and whole school activities. Getting teachers more comfortable in the tent frame on their own.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
ESJS	<p>To distribute Indigenous resources to classrooms</p> <p>To share activities and lessons that were successful in indigenizing programming</p> <p>Incorporate Dene Laws into WITS and Leads</p>	Staff attended culture camp experiences, had the opportunity to use all lessons and resources shared with them, and were welcome at all cultural experiences.
ESPHS	Provide students and staff at ESPHS opportunities to explore and incorporate cultural experiences throughout course	Staff attended culture camp experiences, had the opportunity to use all lessons and resources shared with them, and were welcome at all cultural experiences.
WCS	<p>Focus an Inquiry Based Learning project on Dene Kede and Culture</p> <p>Use more indigenous authors and content in classes</p>	All classes have incorporated Dene Kede into an IBL project and our library has infused and highlighted more indigenous authors in our collection. Our school focus book this year was by an indigneous author. We also incorporated recognition of the Moosehide Project and MMIW Awareness activities into our school this year.

School Specific Performance Indicators	School	Wise Practice
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	ESJS	Our Kindergarten class attended Living our Dene Laws culture camp. After camp they all went on a nature hike to collect items from nature (while respecting everything around them) and then they used their collected items to create a model of what a traditional camp looks like/has. There were fire pits, dry fish on racks, tipis, rivers with canoes, etc.
	ESPHS	One of our flex block sessions runs out of the tent frame. Students learn the importance and history of the land in which they live, camp set up, take down, and maintaining it throughout the day, how to start fires, and the importance of being a capable person.
	WCS	Our grade 5 class worked on an IBL project based on the story of Chaney Wenjac in "The Secret Path". A

		group of students chose to find all the animals in the novel study and translated all the names into Wiliideh Yati.
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J. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>Our regional approach to key cultural experiences focuses on two areas: experiences in our schools and experiences at Enoᑕa Tı, our district cultural camp.</p> <p>We work to promote a respect for the land and recognize its value to culture. We work to provide a variety of opportunities for Indigenous students to develop skills and attitudes needed to achieve success through mentorship both on the land and in the school. Our camp program offers an experience for our students from JK-12 to work with elders and knowledgeable resource people to create a connection to the land, animals, Creator and the community. They learn appropriate on the land skills and experience Indigenous foods.</p> <p>In schools, we have offered limited cultural experiences due to COVID. Drumming and Hand games may still not be possible in the upcoming year. Mitt-making and sewing classes continue to be a valued part of our schools.</p> <p>We have provided videos of drum prayers for special events, and used videos of our elders saying prayers for liturgies. We have been able to host Feeding the Fire Ceremonies at our Elementary schools.</p>
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	We have also supported our Junior Traditional Sports activities in our two elementary schools.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Key Cultural Experiences for students on the land or within the school.	100%	100%	
Areas of Strength for the region	Our success lies in a well developed, well maintained and integrated On-the land program providing a one day on the land culture camp to each student from Jk-9, including pre and post activities to be completed in class. Projects are shared amongst teachers to share ideas and ways to extend the learning beyond the camp. Teacher comfort and independence in use of the outdoor wall tent is increasing and the need for additional support from our culture support worker is decreasing. Additional initiatives include more sewing opportunities in the classroom, more lessons offered in a natural environment, and more awareness of the importance of including Indigenous Language and culture in daily activities.		
Areas for Development for the region	YCS will continue to encourage more teachers to use the wall tent by providing additional training sessions and by encouraging peers to showcase their use of the wall tent for all learning experiences.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal

ESJS	Schedule ILE Coordinator into classroom levels Participate in YCS Culture Camps, including use of prepared unit materials before and after camp experience.	All have been completed.
ESPHS	Provide students and staff at ESPHS opportunities to explore and incorporate cultural experiences throughout courses (Culture Camps, Flex options like sewing/handgames, Drummers and Prayer Song at Liturgies/Grad,Blanket Project)	All have been completed with the exception of handgames which was not allowed due to covid restrictions.
WCS	Feeding of the Fire with students Nodi Dechita Nagede (Wolves on the Land program)	All have been completed.

School Specific Performance Indicators	School	Wise Practice
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the community was incorporated.	ESJS	Our CLS worker attended several camps with our classes. A pre-teaching session was organized to ensure that students are aware and ready for the experience of doing these camps. The highlight of our fish camp (which was held at the YKDFN site on the YK River) was the very large Pike that was caught. A well photographed experience.
	ESPHS	Our grade 9 students attended Traditional Lifestyles camp at the Doctors camp off HWY 3. At the camp students set and checked beaver and muskrat traps, learned to skin and stretch a muskrat, chopped wood and helped maintain camp, cooked bannock on a stick, participated in a fire starting activity and learned different dene games. As well, elders taught students language and history.
	WCS	Our grade 7 class participated in Fish camp at the YKDFN site on the Yellowknife River. Our language teacher also attended and taught the students the relevant vocabulary.

K. Strengthening Core and Immersion Indigenous Language Instruction

In most NWT schools, Indigenous language programming is offered as a core language program with instructional time averaging 90 hours a year. A few schools in the NWT have implemented Indigenous language immersion programs, and others have recently begun the immersion implementation process.

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.</p>	<p>The delivery of Wiliideh Yati has expanded to be offered at all three of our schools.</p> <p>WCS offers a strong core Wiliideh Yati program in addition to supporting staff and whole school language learning by incorporating language learning at staff meetings, through Google Slide presentations and OLC resources.</p> <p>ESJS has adopted a Whole school approach to language learning offering designated classes to JK-2, as well as presentations to Grades 3-7 connected to the vocabulary of the Camp experiences. Additionally, resources and recordings of language are created with the ILI and the Literacy Support teacher to be used in the whole school.</p> <p>ESPHS offers the Wiliideh Yati program to Grade 8-9, with plans to extend to Grade 10. The ILE team has also created QR codes for Greetings and basic vocabulary to be learned by the whole school.</p> <p>Additionally, we have promoted the Tlicho Yati program at College Nordique, and shared the OLC resources so that all staff can learn.</p>
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	To support our ILI staff, we have implemented monthly Early Thursday sessions to support their training and comfort with the OLC. In class support has been offered to our ILI instructors.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
# of new ILIs in the region	1	0	We have been advertising for another ILI for over 2 years and cannot find one.
Areas of Strength for the region	YCS has created many Google based resources to promote language learning, including QR codes, Google Slide shows, instructional videos, and lessons to be used in classrooms, and videos highlighting the greetings and emotions. More resource kits for classrooms have been developed including a “Let’s go Camping kit”.		
Areas for Development for the region	We need to develop more resources (posters, books, etc) to print and publish to increase our Language resources. As well, additional videos and Google slides with audio are planned for use in the district.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	Goal	Explanation on status of goal
ESJS	Offer opportunities to classes to learn greetings and basic phrases in Wiliideh Yati 2020-2021: ILI Instructor hired to work with JK/K classes	Our .5 Language instructor has worked hard with our Jk-2 classes to establish a fantastic system.
ESPHS	Promote language instruction; continue classes in Grade 8 and Grade 9, and expand to Grade 10 in upcoming school year	We are roughly 80% complete this goal. In the 2022-2023 school year we plan to offer grade 10 language class.
WCS	Language Play:	These strategies have been very successful in our classes.

	<p>-Use Dene Kede and language to learn about a monthly animal- choice within class about how much vocabulary you would like to incorporate</p> <p>Whole school approach:</p> <ul style="list-style-type: none"> - Circle time- Dice rolling with emotions in Wiliideh Yati, new question prompts as time goes on to build - Attendance- Whole school greeting in morning and afternoon - Visuals in every area of school with language underneath labelling <p>Active learning:</p> <ul style="list-style-type: none"> - Students taking on adult role in classroom routines (Wiliideh Yati)- ie calendar, weather, etc 	
--	--	--

L. Engaging Community in Indigenous Language Programs

Engaging Community in Indigenous Language Programming is emphasized in the *Dene Kede* and *Inuuqatigiit* curricula and reminds educators that community involvement can take many forms. Schools should look for opportunities to engage with the community to promote, use and celebrate Indigenous languages. Students can be offered many activities where language speakers from the community may come into the school or the students may go out into the community. Some examples are participating in a culture camp with language use, attending a local government meeting, working with a health care nurse attending to Elders, or talking in the language while visiting at a store.

<p>Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)</p>	<p>Interaction with the community in Indigenous Language is very limited due to the restrictions of who can enter our schools during COVID.</p> <p>Students are given the opportunity to practice their language at the YCS Culture camps with our Elders and resource people. Students are encouraged to use their greetings, and answer questions in simple phrases.</p> <p>Additionally, staff and students are encouraged to take their language into the community and use their greetings when they see Elders in the stores, or other public spaces.</p> <p>Protocols such as shaking hands, of course, are not allowed during COVID.</p>
---	--

ILE Action Plan Goal for Engaging Community in Indigenous Language Programs		
School	Goal	Explanation on status of goal
ESJS	Use Indigenous Languages in school communications (Announcements, At a Glance, newsletters)	Each week there are links for all resources.
ESPHS	Consult with YKDFN and Elders about Indigenous languages and how to incorporate language opportunities in our school community	Elders out at camp, signage throughout the school, prayer in Wiliideh Yati, language resources being produced for staff by ILE team.
WCS	Use of technology: - Record word/phrase learned in greetings, conversations and animals of month and share on Seesaw/Social media	We will continue to work on this goal, as we have made more recordings, but have not posted to social media

M. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.	<p>The Whole School Approach to Language is supported in YCS by maintaining our past programming and looking at new ways to increase language.</p> <p>We have maintained the expectation of the use of Greetings and 8 basic phrases of Wiliideh Yati at all our schools. This has been enhanced with the creation of a Google Slide presentation with audio so that all staff and students can practice.</p>
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	<p>We maintain displays and posters in language and our school locations are labelled in Wiliideh Yati. School prayers are completed at one of our schools, and almost completed for the other two locations.</p> <p>We have been producing many recordings of language with the support of our ILI's and our IT Specialist so that all our classes can access language. So far, resources have been created for: the sign of the cross, colours, numbers, introductions, animals, and Rabbit camp words. More videos and recordings are in the planning stages and will be completed by the end of the 2022 year.</p> <p>Access to Elders and translation services have been impacted by COVID as we are limited in the number of people in our schools. This has impacted the amount of language resources we can create.</p>
--	--

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	YCS has created many Google based resources to promote language learning, including QR codes, Google Slide shows, instructional videos, and lessons to be used in classrooms, and videos highlighting the greetings and emotions. More resource kits for classrooms have been developed including a "Let's go Camping kit".		
Areas for Development for the region	We need to develop more resources (posters, books, etc) to print and publish to increase our Language resources. As		

	well, additional videos and Google slides with audio are planned for use in the district.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
ESJS	<p>Commit to learning a phrase of the month *maybe use tech QR Code</p> <p>Staff to use greetings at beginning and end of the day</p> <p>Make Wiliideh visible in the school</p>	<p>Making good progress. Our staff have made good progress on this goal. Staff can know:</p> <ul style="list-style-type: none"> - Gomodo Hoizi - Dze Tani K'e Hoizi - Mahsi Cho - Nezi dek'enendi - Daniyeh - Numbers from 1-10. - Animals such as bear, rabbit, raven, etc. <p>Language learning for staff has happened through staff meetings, signage, resources and lessons sent to teachers (resources have audio so teachers and students can learn together).</p>
ESPHS	Expose students and staff to Indigenous language	Making good progress.
WCS	<p>Whole staff learning and using key words and phrases in Wiliideh Yati</p> <p>Signage in the language</p>	<p>Our staff have made great progress on this goal. Staff can know:</p> <ul style="list-style-type: none"> - Gomodo Hoizi - Dze Tani K'e Hoizi - Mahsi Cho - Nezi dek'enendi - Ile - Daniyeh - Daet'e - Numbers from 1-10.

		<ul style="list-style-type: none"> - Animals such as bear, rabbit, raven, etc. - Sinale - Nezile - Sina <p>Language learning for staff has happened through staff meetings, signage, resources and lessons sent to teachers (resources have audio so teachers and students can learn together).</p>
--	--	---

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Initiatives in place to promote a Whole School Approach to Language Use.	ESJS	Creation of Google Slides for Wiliideh Language for common nouns and phrases	Yes	
	ESPHS	Promotion of Greetings, common phrases and numbers with QR codes	Yes	
	WCS	Use of Google Slides to create audio recordings of phrases, basic directions and nouns in Wiliideh Yati, as well as teaching resources such as videos and word searches.	Yes	

N. Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Yellowknife	\$44,305	\$44,305		\$30,732	Camp projects include cutting trail, expanding our outdoor areas with gravel at our camp to allow more room for outdoor spaces for COVID protocols, the maintaining of camp equipment such as skidoos and boats, and the hiring of cultural resource staff to complete these projects.	YCS received extra funding from the Take a Kid Trapping grant, which paid for an additional camp that would normally be covered through ILE funds.

O. Resource Development for OLC and ILE

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and the *Indigenous Language and Education (ILE) Handbook*.

This funding is to be used only for:

- a) Developing resources for the implementation of OLC and ILE Handbook in schools;
- b) Training and workshops for Indigenous Language Instruction (ILI) staff to further their professional development in OLC and ILE implementation; and
- c) Technology needs that support OLC and ILE implementation.

Note: Ensure a copy of any resources produced are submitted to ECE-ILES.

Allocated (\$)	Budgeted (\$)	Explanation for difference <i>(if applicable)</i>	Actual (\$)	Explanation for difference <i>(if applicable)</i>
\$45,898	\$45,898		\$25,294	Due to covid and shut downs/virtual learning we were unable to create as many resources as planned. As well, it was tough to work remotely on language resource development with businesses and Language speakers while experiencing shutdowns (virtual), and businesses shut down for periods of time, etc.

Resources in the region	Type and amount of Indigenous language resources being developed or purchased to support OLC.	Type and amount of Indigenous language resources being developed or purchased to support ILE.
	Books, atlas', games, activities, puppets, chromebooks, ipads, etc.	Books, atlas', dictionaries, games, activities, puppets, chromebooks, ipads, etc.

OLC/ILE Professional Development in the region	Number of ILI's attending and type of professional development opportunity	Number of school staff attending professional development to support OLC and/or ILE implementation.
	2 (100%)	100%

Appendix B: Operating Plan - Operating Budget

Yellowknife Catholic Schools Operating Budget

**Department of Education, Culture & Employment
Council/District 2021-2022 Budget**

**Yellowknife Catholic Schools
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated**

	Budget 2021-2022	Budget 2020-2021	Projected Actual 2020-2021
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular Contributions	20,281,489	20,163,605	20,951,634
Indigenous Languages Contributions			0
French Language Contributions	280,500	280,500	303,500
ECE Other Contributions	1,283,000	151,650	1,901,708
Sub-Total ECE	21,844,989	20,595,755	23,156,842
GNWT Other Contributions	0	0	56,142
Total GNWT	21,844,989	20,595,755	23,212,984
Federal Government Jordan's Principle	3,741,268	2,291,251	2,100,000
Federal Government Other	0	0	0
Property Tax Requisitioned	4,468,000	4,494,000	4,537,098
Other Education Bodies	100,000	75,000	34,678
Education Body Generated Funds			
Rentals	180,000	180,000	174,319
School Fees	0	0	60,000
Investment Income	100,000	60,000	101,000
Donations	0	0	44,420
Other	152,500	151,000	194,000
Total Generated Funds	432,500	391,000	573,739
TOTAL REVENUES	30,586,757	27,847,006	30,458,499
<u>EXPENSES</u>			
Administration (see Schedule 2)	2,419,205	1,910,740	2,150,000
School Programs (see Schedule 2)	17,280,059	16,520,768	18,450,000
Operations and maintenance (see Schedule 2)	2,395,846	2,345,575	3,100,000
Inclusive Schooling (see Schedules 2&3)	4,318,681	4,019,793	4,215,675
Indigenous Languages and Education (see Schedules 2 & 4)	771,814	750,879	750,879
Jordan's Principle	3,401,152	2,299,251	2,100,000
Debt Service	15,000	15,000	8,000
Other			
Sub-Total Expenses Before Amortization	30,601,757	27,862,006	30,774,554
Amortization (see Schedule 6)	1,600,000	1,600,000	1,625,000
TOTAL EXPENSES	32,201,757	29,462,006	32,399,554
ANNUAL OPERATING SURPLUS (DEFICIT)	-1,615,000	-1,615,000	-1,941,055
ACCUMULATED SURPLUS (DEFICIT) OPEN *	39,613,855	41,554,910	41,554,910
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	37,998,855	39,939,910	39,613,855
Reconciliation of Total Closing Accumulated Surplus:			
Closing Operating Surplus from above	2,118,999	3,278,391	2,605,249
Closing Tangible Capital Assets	35,879,896	36,661,519	37,008,646
Total Closing Accumulated Surplus	37,998,895	39,939,910	39,613,895

Approvals

Operating Plan



Education Body Chair

Superintendent


June 22, 2021

June 22, 2021

Date

Date

Annual Report



Education Body Chair

Superintendent

September 28, 2022

September 28, 2022

Date

Date

Appendix C: [Annual Report - Audited Financial Statements](#)



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September 21, 2022

Our File No. 12703-001

PRIVATE AND CONFIDENTIAL

Richard Borkowski
Director, Finance and Capital Planning
Department of Education, Culture and Employment
Government of the Northwest Territories
P.O. Box 1320
Yellowknife, NT
X1A 2L9

Dear Mr. Borkowski:

**Re: Yellowknife Catholic Schools
Consolidated Financial Statements and Related Items for the Year Ended June 30,
2022**

Please find enclosed one copy of the consolidated financial statements of the Yellowknife Catholic Schools for the year end June 30, 2022.

We trust this enclosure to be satisfactory. Should you have any question regarding the same, please do not hesitate to contact this office.

Yours very truly,

Crowe MacKay LLP

Fred Deschenes

Per: Frederick Deschenes Accounting P.C.
Engagement Incorporated Partner

Encl.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Consolidated Financial Statements

June 30, 2022

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Consolidated Financial Statements

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**YELLOWKNIFE PUBLIC DENOMINATIONAL DISTRICT EDUCATION
AUTHORITY
(YELLOWKNIFE CATHOLIC SCHOOLS)**

**FINANCIAL STATEMENT DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2022**

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INTRODUCTION

The Consolidated Financial Statements report the financial position and results of operations of the Yellowknife Catholic Schools for a school/fiscal year. The information provided in the following pages is intended to assist readers of the Consolidated Financial Statements in their assessment of the district's financial health.

The Consolidated Statement of Financial Position discloses the financial position of the Government including assets, liabilities, accumulated surplus or deficit, and the net debt position of the Government and is measured at June 30th.

The Consolidated Statement of Operations discloses financial information relating to revenues and expenses encompassing the results for a fiscal year.

The Consolidated Statement of Change in Net Assets explains the change in net assets. It tracks the extent to which expenditures of the accounting period are met by the revenues recognized in operations for the period; and what the district has spent to acquire tangible capital asset.

The Consolidated Statement of Cash Flow discloses cash balances at the beginning and end of the fiscal year as well as the sources and uses of cash in operating, investing, financing and capital transactions during the fiscal year.

EXECUTIVE SUMMARY

The following management's discussion and analysis (MD&A) of the consolidated financial position and results of operations of Yellowknife Public Denominational District Education Authority (Yellowknife Catholic Schools) for the year ended June 30, 2022 should be read in conjunction with Yellowknife Catholic Schools (YCS)' audited consolidated financial statements and related notes. The preparation of this report is the responsibility of management. It is the responsibility of the Board of Trustees to promote transparency and accountability.

As a learning community YCS looks forward and thinks about the many ways our world is changing and ensures that our students are prepared to adapt to changes as they emerge. As such we are excited that our new strategic plan has three key priorities:

- Our learning community will inspire critical thinking through inquiry and innovation.
- Our learning community will promote empathy and a commitment to well-being.
- Our learning community will value relationship building as the foundation for students to thrive.

As a Catholic Education system, we will encourage our students to use these skills and characteristics to follow Jesus' example. We want them to think critically about faith and to make decisions based on their spirituality and the knowledge that faith promotes being a good person. We will use our faith-filled classrooms to explore how we want our students to live as people – letting their lights shine in the world.

Mission, Values and Beliefs

Yellowknife Catholic Schools is a family of learners: developing faith, celebrating culture, supporting diversity, teaching critical thinking, and inspiring service to others.

Through Christ we value truth, honesty, compassion, respect, forgiveness, service, love and living the faith.

We believe that we are a Catholic, Christ-centered community that strives to nurture the spiritual, intellectual, emotional, social, and physical development of all learners.

Board of Trustees

There are seven trustees at Yellowknife Catholic Schools. Ms. Tina Schaurtte is the Chair and Ms. Susan Waddell is the Vice Chair. Other trustees are Ainsley Dempsey, Andy Young, Christine Lewandowski, Melanie Williams, and Steven Voytilla. There are three committees in place – Facilities and Finance, Policy and COVID 19. Trustee meetings are held each month and are open to the public.

Yellowknife Catholic Schools

Yellowknife Catholic Schools (YCS) is the only Catholic school board in the Northwest Territories. YCS was established in July 1951 and provides education for students from Junior Kindergarten to Grade 12.

YCS programs operate out of: École St. Patrick High School (ESPHS), Weledeh Catholic School (WCS), École St. Joseph School (ESJS), the Kimberlite Career and Technical Centre (KCTC), the Tallah Building, Jim Murphy Maintenance Building, and the Central Services Building. All our facilities are in excellent condition.

The senior administration team during the 2021-2022 school year consisted of Simone Gessler – Superintendent, Pat Sullivan– Assistant Superintendent – Learning and Mahesh Adhikary – Assistant Superintendent – Business.

The principal at École St. Patrick High School is Todd Stewart. The principal at Weledeh Catholic School is Jenny Reid and the principal at École St. Joseph School is Don Reid.

Student and Teacher Population

The following is the student enrolment as of September 30, 2021, and the teachers that were employed as of September 30, 2021.

	Enrolment	Teachers	Pupil/Teacher Ratio
École St Patrick High School	526	35	15
Weledeh Catholic School	369	23	16
École St Joseph School	604	35	16
KCTC	0	4	0
	1,499	97	15

There was a total of 207 staff at YCS as of June 2022.

Strategic Plan

Vision Statement for 2021-2024

Yellowknife Catholic Schools' vision of learning will empower students and staff to engage, explore, grow, and thrive in a multitude of ways. Our mission is to support student learning and well-being from JK - grade 12 so that all students can develop the skills and characteristics they need to be capable people in the world.

Yellowknife Catholic Schools three-year strategic plan has been designed with flexible observables to address the fluidity of learning and our ever-changing landscape. We will continue to engage the parish, families, schools, and our community partners in developing our Vision of a Learner.

Goals

The goals of YCS are to:

- Inspire critical thinking through inquiry and innovation;
- Promote empathy and commitment to spiritual, physical, social-emotional, cultural, and intellectual well-being of students;
- Strengthen partnerships with the parish, our families, community members, Education, Culture, and Employment, and the Indigenous people of the NWT to create an environment for students to thrive.

Commitments

YCS is committed to the following:

- Engage in continuous growth and improvement, make decisions to enhance student learning and provide opportunities for the community to learn together.
- Provide all learners with a safe environment that promotes spiritual, academic, physical, emotional, and social growth, encouraging inquiry, innovation, and self-reflection.
- Allocate resources based on our vision and commitment to our learners.

YCS realizes its responsibility to provide an excellent education for our students. Our district is proud of its reputation for providing high-quality education to the students of our community through continuous improvement and the cooperative efforts of the Northwest Territories (GNWT) Minister of Education, Culture and Employment (ECE), administration, teachers, staff, students, families, and a supportive community.

FINANCIAL HIGHLIGHTS

The audited consolidated financial statements were prepared for the Government of the Northwest Territories (GNWT) Minister of Education, Culture and Employment (ECE), in accordance with Canadian Public Sector Accounting Standards.

Financial Assets

The financial assets of YCS consist of Cash, Accounts receivable and Deposit in Trust held by Government of the Northwest Territories. The cash balance was \$11,197,498 on June 30, 2022 (prior year - \$10,622,607) and indicates a good cash flow. The financial assets position on June 30, 2022 was \$12,811,213 (prior year \$10,802,382).

Liabilities

Liabilities consist of payroll liabilities, accounts payable, deferred revenues and long-term debt. The payroll liabilities consist of payroll liabilities to staff for July and August. The long-term debt was reduced by \$116,704 during the year and is for a debenture on the Tallah building. Rental revenue for the Tallah building covers the net financial debt.

The Consolidated Statement of Financial Position has a subtotal called "Net Financial Assets". This line is an indicator of the ability to discharge all the entity's debts with financial assets. This year the net surplus is \$4,622,293 compared to the prior year with a net surplus of \$3,589,230. It indicates that YCS has sufficient assets to pay off all debt at year end.

Non-Financial Assets

Non-financial assets include land and buildings that YCS has no intention of selling and that would not be able to be quickly converted to cash. The non-financial assets decreased from \$\$37,752,125 to \$35,618,055 which mainly reflects the change in the value of the tangible capital assets owned by Yellowknife Catholic Schools.

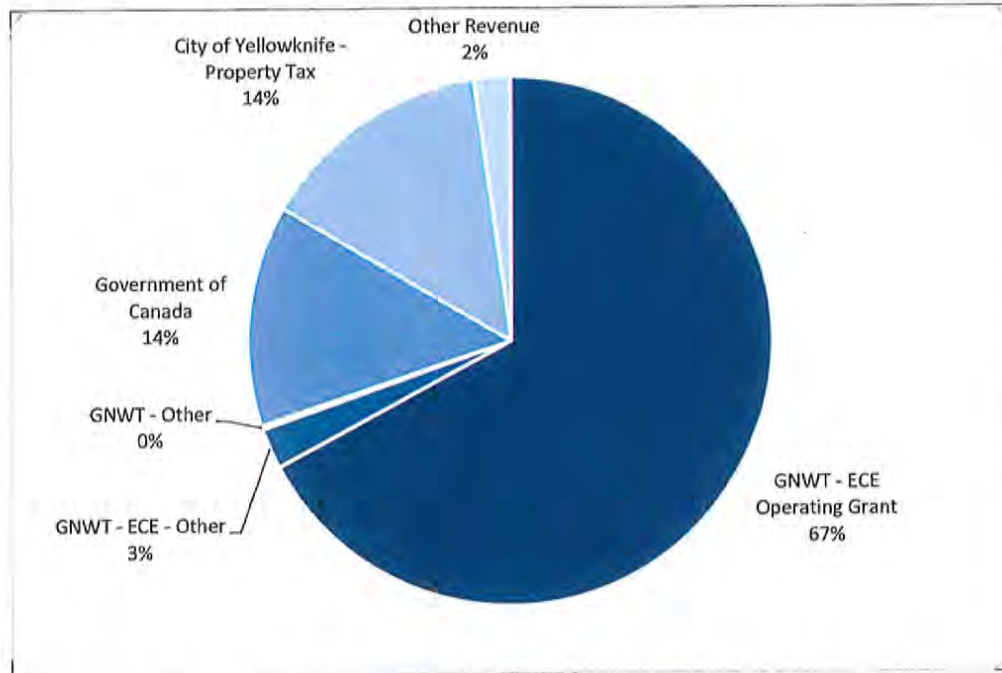
The \$1,650,499 decrease in tangible capital assets relates to amortization of tangible capital assets for this fiscal year partially offset by renovation projects capitalized during the year.

Accumulated Surplus

Accumulated surplus is equal to the sum of non-financial assets and net financial assets. Accumulated surplus represents the equity that YCS has generated in the last 71 years of its existence. The largest component of accumulated surplus is the Investment in Tangible Capital Assets. A further breakdown of accumulated surplus can be found on the Consolidated Statement of Accumulated Surplus.

FINANCIAL COMPARISONS AND VARIANCES

Revenues



Most of the funding (67%) for YCS comes from the Government of the Northwest Territories (GNWT) Department of Education, Culture and Employment (ECE) as core funding for school operations. The core funding is derived from a funding formula developed by ECE. The most important factor in the funding formula is student enrollment. In total 70% of the revenue came from the Government of Northwest Territories.

During the year, Yellowknife Catholic Schools received funding from Jordan's Principle – Government of Canada - 14% of revenue. Jordan's Principle is funding to help support indigenous students so they can access the products, services and supports they need, when they need them.

YCS also generates revenue from property taxes – 14% of revenue. The City of Yellowknife collects property tax revenue on our behalf. Other GNWT funding includes contribution agreement funding for: French language programs, active after-school programs and health and wellness programs.

Board generated funds include donations, Bus Pass sales, After-School program fees, investment revenue, and rental revenue.

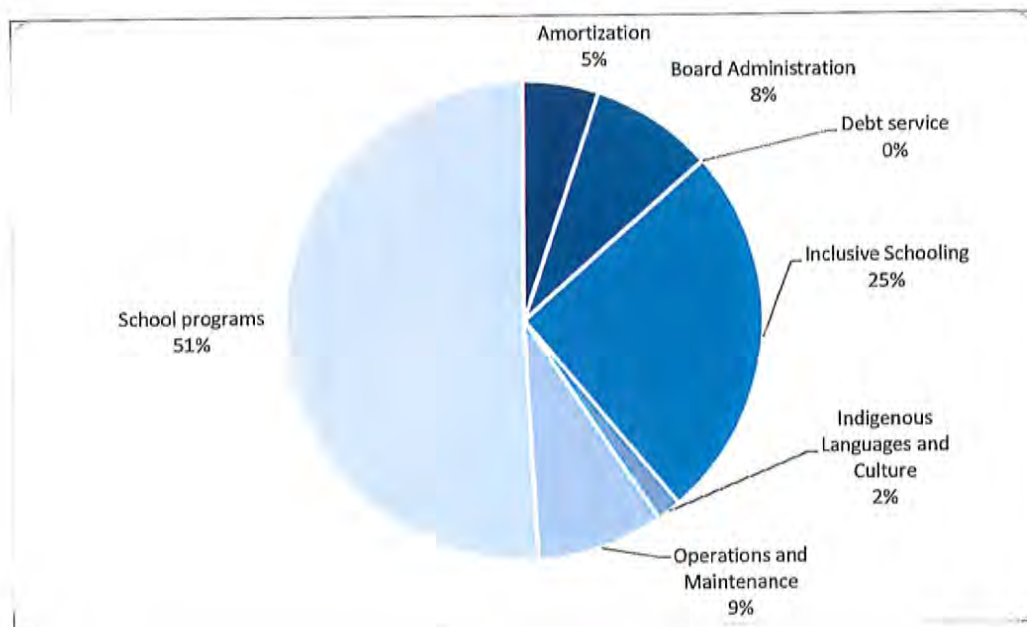
YCS generates revenue from other school districts when a student from that district attends an YCS school and the other district receives GNWT core funding for that student.

YCS is economically dependent upon the GNWT for most of its operating revenue. Significant changes to enrollment in Yellowknife or to the GNWT funding formula would have dramatic effects on the future operations of YCS.

Expenditures

The Consolidated Statement of Operations and Schedule 1 provide two different ways to classify expenditures. In the Consolidated Statement of Operations, expenditures are classified by program. Schedule 1 of the consolidated financial statements provides an additional breakdown by object.

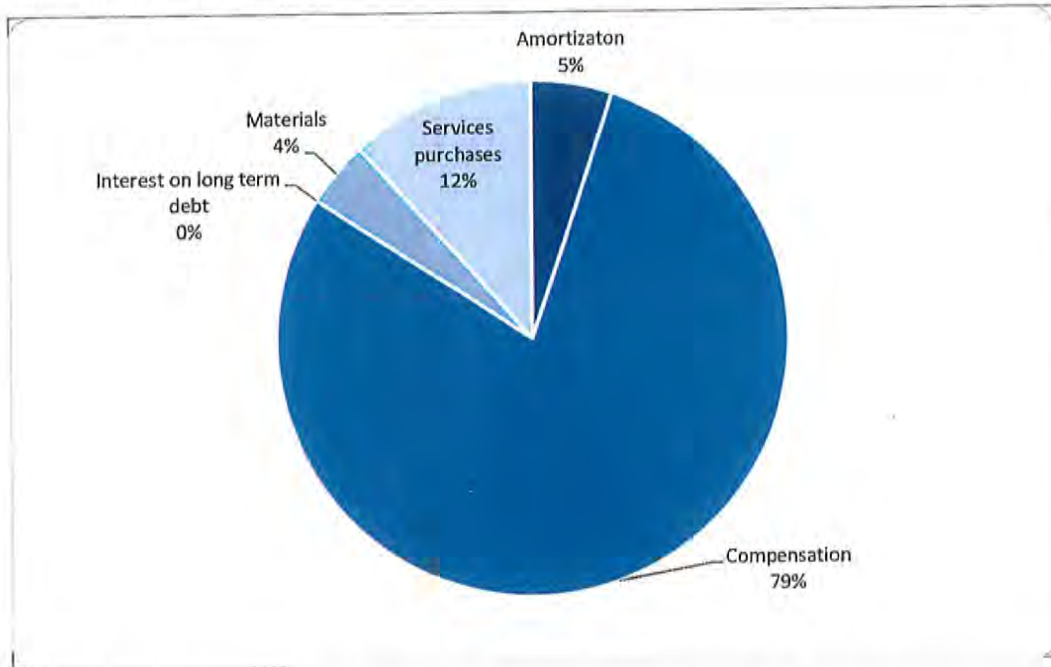
Expenditures - By Program



Program categories for YCS are:

- Amortization (5%): This expense relates to the rational and systematic manner to write off the value of the tangible capital asset over an appropriate number of accounting periods.
- Board Administration (8%): Includes salary and benefits for central services administrative and technology staff, honoraria for trustees, audit and legal fees, travel costs, advertising, and publishing costs.
- Debt service: Relates to interest on long-term debt for the repayment of debentures for the Tallah Building. Debenture repayments for the Tallah building are mostly funded through lease payments from Aurora College.
- Inclusive schooling (25%): Expenditures in this program relate to supporting students with diverse needs. This support can include enrichment opportunities as well as supporting students with learning challenges. Salary and benefits for program support teachers, literacy and early intervention teachers, the student services coordinator, counselors, classroom assistants, and advanced placement teachers are included in this category.
- Indigenous Language Education (2%): Includes salary and benefits of Wiliideh Yati Language instructors, salary and benefits of the literacy coach, costs related to the creation of learning materials in the Wiliideh Yati language and the cost of running our indigenous language and culture camps.
- Operations and maintenance (9%): Includes salary and benefits of maintenance staff, cost of electricity, fuel and water, expenditures on janitorial services, expenditures on repair and maintenance of our facilities (including minor capital projects).
- School programs (51%): Salary and benefits for most of the teachers are recorded in this program. Other large components of expenditure in this program are salary and benefits for school administrative assistants, curriculum coordinators, the cost for school textbooks and supplies and the cost of busing services.

Expenditures by Object



- Compensation (79%): Includes salary for teachers, coordinators, classroom assistants, maintenance staff, administration assistants, counsellors, technology staff, administrative staff and trustee honoraria. The majority of YCS staff is unionized and collective agreements with the unions specify pay and benefits for these staff. Compensation also includes employee benefits which consist of employer contributions to pension plans, extended health and dental plans, CPP, EI, WSCC premiums, life insurance, long term disability insurance, maternity leave, professional development, medical travel, vacation travel, removal benefits and other allowances.
- Services purchased/contracted (12%): Include busing, janitorial services, insurance services, security services and snow removal.
- Materials/freight (4%): Include expenses for material and freight of goods.
- Amortization (5%): This expense relates to the rational and systematic manner to write off the value of the tangible capital asset over an appropriate number of accounting periods.
- Debenture interest: Include interest expense paid during the year for the Tallah building debentures.

Operating Surplus

At the end of the year, there was an operating surplus of \$4,704,718.

Summary of Accumulated Surplus

	Opening	Increase/ (Decrease)	Closing
Operating fund surplus	3,791,601	913,117	4,704,718
Investment in tangible capital assets	36,864,094	(1,533,795)	35,330,299
Decentralized budget accumulated surplus	685,660	(349,354)	336,306
	41,341,355	(970,032)	40,371,323

The operating fund surplus increased by \$913,117 during the year. This was mainly due to increased funding from the Government of the Northwest Territories and limitations to run several programs due to health and travel restrictions placed to contain the spread of COVID 19.

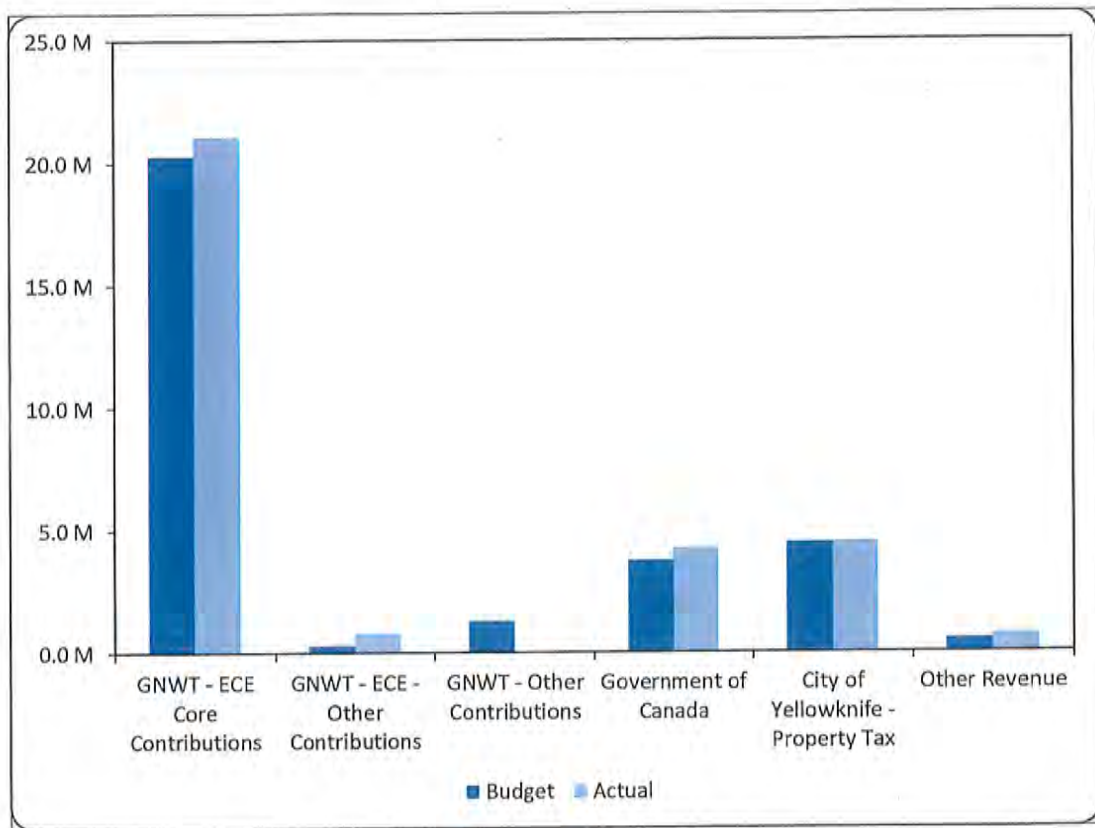
Investment in tangible capital assets represents the amount of funds received and recognized as revenue that allow us to purchase our tangible capital assets less accumulated amortization. The decrease in this account this year is due to amortization of our tangible capital assets offset by the principal portion of the repayment of the debenture on the Tallah Building and offset by acquisition of equipment.

The decentralized budget accumulated surplus consists of funds, which are committed to or designated to specific purposes. Most of these funds are school-based funds surpluses. Decisions on expenditure of school-based funds are made by individual schools under YCS' School-Based Decision-Making procedure.

Variance Analysis

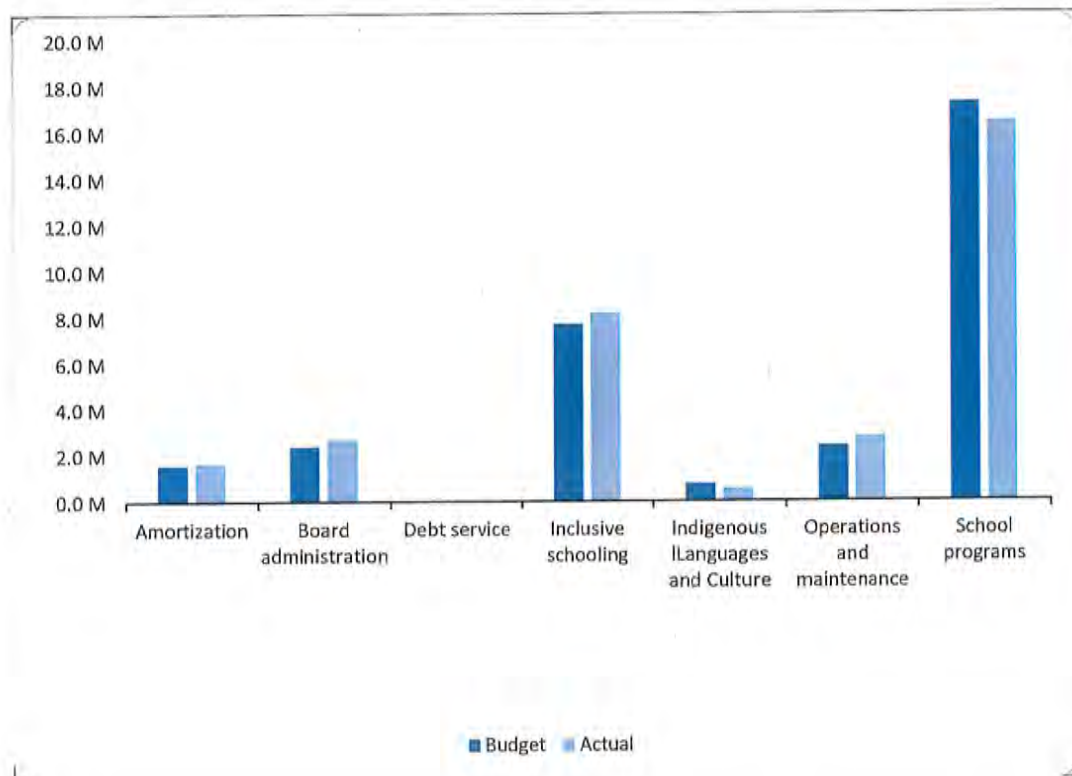
Revenue

In the 2021-2022 fiscal year, an annual deficit of \$1,615,000 was budgeted and the actual deficit was \$970,032. The budgeted revenue for 2021-2022 was \$30,586,757 and the actual revenue was \$31,347,819. The increase in revenue is due to increased core and other contributions from the Government of Northwest Territories through Education, Culture and Employment; Jordan's Principle funding from the Government of Canada, property taxes requisitioned from the City of Yellowknife and miscellaneous revenues generated by the district.



Expenditures

The budgeted expenditures for the 2021-2022 fiscal year were \$32,201,757 and the actual expenditures were \$32,317,851 resulting in a variance (over-expenditure) of \$116,094. The variance is primarily attributed to additional resources to support Indigenous students under Jordan’s Principle and expenditures to safely reopen schools during the pandemic.



SUMMARY AND OUTLOOK

The 2022-2023 school year will be an exciting year at all three schools. We will continue to focus on 21st century learning skills. This year we continue the theme of Merciful Hearts, with the specific focus on Mercy that Serves.

In the budget for 2022-2023, the Trustees committed to supporting all the present programs and positions at Yellowknife Catholic Schools. The Trustees and administration will continue to work together to provide the best education while being fiscally responsible.

The Board of Trustees and senior staff will work on a strategic plan for the next five years.

YCS has a healthy operating fund surplus for the year and strong cash position that will allow us to continue to operate in a financially prudent manner in the future. YCS will continue to be challenged to provide quality education in a fiscally responsible manner. While we are faced with financial constraints, we will ensure that today's dollars are spent on today's students. This will ensure that all of our students are prepared for their exciting lives.



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To the Minister of Education, Culture and Employment
Government of the Northwest Territories

Management's Responsibility for Financial Reporting with respect to the school year ended June 30, 2022

The Management Discussion and Analysis, Consolidated Financial Statements, Schedules and Notes herein submitted have been prepared by management. They provide full disclosure and accurately reflect the financial and non-financial condition of Yellowknife Catholic Schools ("YCS") in all material respects and in accordance with Canadian Public Sector Accounting Standards ("CPSAS") as well as the Financial Administration Manual ("FAM") and the Financial Administration Manual for Education Authorities ("FAMEA") of the Government of the Northwest Territories.

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of Yellowknife Catholic Schools have been conducted within the statutory powers of the Education Authority. The operations and administration of the Education Authority as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the *Education Act*, *Financial Administration Act*, CPSAS, FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the Education Authority Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

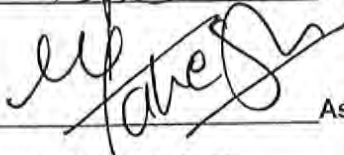
Management hereby asserts that auditors have been provided with all relevant records and documentation as well as unrestricted access to the same. Management is not aware of any undisclosed irregularities involving management or employees with either current or potential impact on financial results, fraud or suspected fraud, disbursements made for purposes not consistent with an appropriation, irregular commitments including those in the form of guarantees, violations or possible violations of laws or regulations, claims or litigation, known or suspected environmental site contaminations or of any other undisclosed environmental or safety hazards within its jurisdiction.

The auditors annually provide an independent, objective audit for the purpose of expressing an opinion on the financial statements in accordance with Canadian generally accepted auditing standards. The auditors also consider whether the transactions that have come to their notice in the course of this audit are, in all significant respects, in accordance with specified legislation and directives from the Department of Education, Culture, and Employment ("ECE") of the Government of the Northwest Territories.

Approved and confirmed on behalf of the Yellowknife Catholic Schools.



Superintendent



Assistant Superintendent - Business

September 21, 2022

**To the Minister of Education, Culture and Employment
Government of the Northwest Territories**

Report on the Audit of the Consolidated Financial Statements

Qualified Opinion

We have audited the consolidated financial statements of Yellowknife Catholic Schools, (the "Authority") which comprise of the consolidated statement of financial position as at June 30, 2022, and the consolidated statement of changes in net financial asset, operations, consolidated statement of accumulated surplus and consolidated cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, except for the effects of the matters described in the Basis for Qualified Opinion paragraphs, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of the Authority as at June 30, 2022, and its results of operations and its cash flows for the year ended in accordance with Canadian public sector accounting standards.

Basis for Qualified Opinion

School generated funds controlled by the Yellowknife Catholic Schools are not reported and presented in the accompanying financial statements. School generated funds represent fundraising activities for the benefit of student life enhancement. They are controlled through the Yellowknife Catholic Schools due to the nature of these activities which must be approved at the Yellowknife Catholic Schools' Administration level. This represents a departure of Canadian public accounting standards because school generated funds are determined to be under control of the Yellowknife Catholic Schools and as such are required to be included under the government reporting entity.

Also, we were unable to determine the amount of school generated funds; therefore, school generated funds revenues, expenses, and assets and surplus for the year ended June 30, 2022 and 2021 are not recognized nor audited in the accompanying financial statements. Our audit opinion on the financial statements for the year ended June 30, 2021 was modified accordingly because of the possible effect of this limitation in scope.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Authority in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with those requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified opinion.

Other Information

Management is responsible for the other information. The other information comprises the Management's Discussion and Analysis, but does not include the consolidated financial statements and our auditors' report thereon.

Our opinion on the consolidated financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

Responsibilities of Management and Those Charged with Governance for the Consolidated Financial Statements
Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the Authority's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Authority or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Authority's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Authority's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Authority's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Authority to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any deficiencies in internal control that we identify during our audit.



Report on Other Legal or Regulatory Matters

In conjunction with the audit of the consolidated financial statements, we have audited transactions of the Authority coming to our notice for compliance with specified authorities. The specified authorities against which compliance was audited are the Government of the Northwest Territories - Department of Education, Culture and Employment.

In our opinion, the transactions of the Authority that came to our notice during the audit of the consolidated financial statements have complied, in all material respects, with the specified authorities referred to above.

Management is responsible for the Authority's compliance with the specified authorities named above and for such internal control as management determines necessary to enable the Authority to comply with the specified authorities.

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the financial statements are in compliance with the specified authorities referred to above,

The specified authorities include requirements that are subject to significant interpretation. Our interpretation may differ from other interpretations.

Crowe Mackay LLP

Chartered Professional Accountants

**Yellowknife, Canada
September 21, 2022**

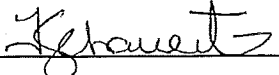
Yellowknife Catholic Schools
 (Yellowknife Public Denominational District Education Authority)

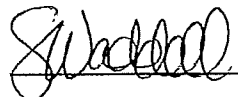
Consolidated Statement of Financial Position

As at June 30,	2022	2021
Financial Assets		
Cash and cash equivalents (Note 4)	\$ 11,197,498	\$ 10,622,607
Accounts receivable (Note 8)	29,044	27,705
Due from the Government of Canada (Note 14)	79,671	152,070
Deposit in trust (Note 9)	1,505,000	-
	12,811,213	10,802,382
Liabilities		
Accounts payable and accrued liabilities (Note 11)	831,823	283,894
Accrued payroll liabilities (Note 11)	3,613,595	3,417,327
Deferred revenue (Note 13)	2,428,901	2,213,574
Payroll benefits payable	18,175	18,518
Pensions (Note 16)	139,800	130,500
Long-term debt (Note 17)	287,756	404,460
Post-employment benefits and compensated absences (Note 18)	868,870	744,879
	8,188,920	7,213,152
Net Financial Assets	4,622,293	3,589,230
Non-Financial Assets		
Tangible capital assets (Note 20)	35,618,055	37,268,554
Prepaid expenses (Note 21)	130,975	483,571
	35,749,030	37,752,125
Accumulated Surplus	\$ 40,371,323	\$ 41,341,355
Represented by:		
Operating fund surplus	\$ 4,704,718	\$ 3,791,601
Investment in tangible capital assets	35,330,299	36,864,094
Decentralized budget accumulated surplus	336,306	685,660
	\$ 40,371,323	\$ 41,341,355

Contractual Obligations (Note 23), Contingencies (Note 24)

Approved on behalf of the Board

 Trustee

 Trustee

Yellowknife Catholic Schools
 (Yellowknife Public Denominational District Education Authority)

Consolidated Statement of Operations

For the period ended June 30,	2022 Budget	2022 Actual	2021 Actual
Revenues			
Government of the Northwest Territories			
ECE - Regular Contributions	\$ 20,281,489	\$ 21,065,774	\$ 20,828,867
ECE - Other contributions	280,500	776,464	1,592,999
Total ECE contributions (Note 32)	20,561,989	21,842,238	22,421,866
GNWT - Other contributions (Note 33)	1,283,000	68,380	51,075
Total GNWT contributions	21,844,989	21,910,618	22,472,941
Government of Canada - grants and contributions	3,741,268	4,242,653	3,363,723
City of Yellowknife - property tax requisitioned	4,468,000	4,495,667	4,537,098
Other Education Authorities			
Extra - jurisdictional tuition	100,000	103,130	34,678
Education authority generated funds			
Donations	-	39,530	69,800
Fees and Sales	152,500	151,670	212,189
Investments	100,000	96,390	70,354
Other	-	129,543	94,742
Rentals	180,000	178,618	176,109
Total generated funds	432,500	595,751	623,194
	30,586,757	31,347,819	31,031,634
Expenses			
School Programs (Schedule 1)	17,280,059	16,438,192	16,729,062
Inclusive Schooling (Schedule 2)	4,318,681	3,938,836	4,063,746
Board Administration (Schedule 1)	2,419,205	2,707,687	2,108,679
Operations and Maintenance (Schedule 1)	2,395,846	2,776,865	2,717,929
Indigenous Languages and Culture (Schedule 3)	771,814	546,869	596,172
Jordan's Principle (Schedule 1)	3,401,152	4,242,653	3,363,723
Amortization (Schedule 1)	1,600,000	1,663,453	1,662,158
Debenture Interest (Schedule 1)	15,000	3,296	3,719
	32,201,757	32,317,851	31,245,188
Operating deficit	(1,615,000)	(970,032)	(213,554)
Opening accumulated surplus	41,341,355	41,341,355	41,554,909
Closing accumulated surplus	\$ 39,726,355	\$ 40,371,323	\$ 41,341,355

Yellowknife Catholic Schools
 (Yellowknife Public Denominational District Education Authority)

Consolidated Statement of Changes in Net Assets

For the period ended June 30,	2022 Budget	2022 Actual	2021 Actual
Operating deficit	\$ (1,615,000)	\$ (970,032)	\$ (213,554)
Acquisition of tangible capital assets	-	(12,954)	(598,446)
Amortization of tangible capital assets	1,600,000	1,663,453	1,662,158
Change in prepaid expenses and deposits	-	352,596	(307,161)
Increase (decrease) in net assets	(15,000)	1,033,063	542,997
Net assets, beginning of year	3,589,230	3,589,230	3,046,233
Net assets, end of year	\$ 3,574,230	\$ 4,622,293	\$ 3,589,230

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Consolidated Statement of Cash Flows

For the year ended June 30,	2022 Actual	2021 Actual
Cash provided by (used in):		
Operating transactions		
Cash used in:		
Operating deficit	\$ (970,032)	\$ (213,554)
Items not affecting cash:		
Amortization	1,663,453	1,662,158
	693,421	1,448,604
Changes in non-cash working capital items		
Decrease (increase in) accounts receivable	(1,339)	526,384
Decrease in due from the Government of Canada	72,399	58,727
Decrease (increase) in prepaid expenses	352,596	(307,161)
Increase in accounts payable and accrued liabilities	547,929	91,083
Increase in accrued payroll liabilities	196,268	393,017
Increase in pensions	9,300	42,500
Increase in post-employment benefits and compensated absences	123,991	58,729
Increase in deferred revenue	215,327	1,386,662
Increase (decrease) in payroll benefits payable	(343)	2,066
	1,516,128	2,252,007
Cash provided by (used in) operating transactions	2,209,549	3,700,611
Financing transaction		
Repayment of long-term debt	(116,704)	(116,281)
Capital transaction		
Acquisition of tangible capital assets	(12,954)	(598,446)
Deposit in Trust - Pellet Boiler	(1,505,000)	-
Increase in cash and cash equivalents	574,891	2,985,884
Cash and cash equivalents, beginning of year	10,622,607	7,636,723
Cash and cash equivalents, end of year	\$ 11,197,498	\$ 10,622,607

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Consolidated Statement of Accumulated Surplus

For the period ended June 30,	2022	2021
Operating Fund Surplus		
Operating fund surplus, beginning of year	\$ 3,791,601	\$ 3,244,331
Operating deficit	(970,032)	(213,554)
Transfer from investment in tangible capital assets	1,533,795	947,431
Transfer from (to) decentralized budget accumulated surplus	349,354	(186,607)
Operating fund surplus, end of year	\$ 4,704,718	\$ 3,791,601
Transfer from investment in tangible capital assets consists of:		
Amortization	\$ 1,663,453	\$ 1,662,158
Capital acquisitions	(12,954)	(598,446)
Debenture principal repayment	(116,704)	(116,281)
	\$ 1,533,795	\$ 947,431
Investment in Tangible Capital Assets		
Investment in tangible capital assets, beginning of year	\$ 36,864,094	\$ 37,811,525
Amortization	(1,663,453)	(1,662,158)
Capital acquisitions	12,954	598,446
Debenture principal repayment	116,704	116,281
Investment in tangible capital assets, end of year	\$ 35,330,299	\$ 36,864,094
Decentralized Budget Accumulated Surplus		
Decentralized budget accumulated surplus, beginning of year	\$ 685,660	\$ 499,053
Transfer from (to) operating fund surplus	(349,354)	186,607
Decentralized budget accumulated surplus, end of year	\$ 336,306	\$ 685,660
Total Accumulated Surplus	\$ 40,371,323	\$ 41,341,355

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

1. Nature of Operations

Yellowknife Public Denominational District Education Authority, Yellowknife Catholic Schools ("YCS") was established in July 1951 and is presently the only Catholic school board in the Northwest Territories. A full range of instructional programs ranging from Junior Kindergarten through Grade 12 is offered by the YCS.

YCS is an independent legal and accounting entity with an elected Board of Trustees as stipulated in Section 82 of the *Education Act*. The Board of Trustees has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

Section 81 of the *Education Act* outlines the powers of a Board of Education which for the YCS includes all aspects of operation and management relating to Catholic education within the boundaries of the City of Yellowknife. The Board of Trustees is the lowest (and sole) level of government exercising oversight responsibility. The consolidated financial statements of the YCS are not included in the financial statements of the City of Yellowknife as the YCS trustees are a separate governing body that is not under the control of the City of Yellowknife. The City of Yellowknife, however, does collect and remit property taxes requisitioned by the Board.

2. Significant Accounting Policies

(a) Basis of Accounting

These consolidated financial statements have been prepared in accordance with Canadian public sector accounting standards. The consolidated financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity, which is composed of all organizations which are controlled by YCS. These organizations include the three schools, a maintenance shop and the Kimberlite Career and Technical Centre.

The consolidated financial statements have, in management's opinion, been properly prepared with reasonable limits of materiality. The basis of accounting refers to the timing of when revenue and expense items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized for all funds. Under the basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

YCS uses fund accounting to separate transactions between its operating fund surplus, investment in tangible capital assets, and decentralized budget accumulated surplus.

Operating Fund Surplus

The operating fund surplus is the general operating fund of the YCS in which all transactions concerned with current operations are recorded. Substantially all territorial, local (primarily property tax), and other operating revenues are accounted for in the operating fund surplus. In accordance with accounting principles that are considered appropriate for organizations of this type, tangible capital assets acquired and debenture debt repayment that are financed with operating funds are treated as expenses in the operating fund surplus and then transferred to the Investment in tangible capital asset fund. The operating fund also accounts for expenses and contributions to or from other funds (transfers) which provide for day-to-day operations.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

2. Significant Accounting Policies (continued)

(a) Basis of Accounting (continued)

Operating Fund Surplus (continued)

In summary, the operating fund surplus is used to account for all financial activities except those accounted for in the Investment in tangible capital assets fund and decentralized budget accumulated surplus.

Investment in Tangible Capital Assets

The investment in tangible capital assets fund is used to account for financial transactions related to the acquisition of tangible capital assets in excess of \$50,000.

Properties are carried at cost at the date of acquisition and amortization is recorded in the accounts. The cost of additions and repayment of debentures or other long-term debt is charged to the investment in tangible capital assets fund. This results in a corresponding increase in the equity in tangible capital assets. Other additions are initially charged to the statement of operations.

Decentralized Budget Accumulated Surplus

The decentralized budget accumulated surplus fund represents specific amounts eligible for carry-over to subsequent years for each school.

(b) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques.

(c) Financial Instruments

Financial assets originated or acquired or financial liabilities issued or assumed in an arm's length transaction are initially measured at their fair value. In the case of a financial asset or financial liability not subsequently measured at its fair value, the initial value is adjusted for financing fees and transactions costs that are directly attributable to its origination, acquisition, issuance or assumption. Such fees and costs in respect of financial assets and liabilities subsequently measured at fair value are expensed.

Financial assets subsequently measured at amortized cost include cash and cash equivalents, accounts receivable, and due from the Government of Canada.

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, long-term debt, payroll benefits payable and accrued payroll liabilities.

At the end of each reporting period, management assesses whether there are any indications that financial assets measured at cost or amortized cost may be impaired. If there is an indication of impairment, management determines whether a significant adverse change has occurred in the expected timing or the amount of future cash flows from the asset, in which case the asset's carrying amount is reduced to the highest expected value that is recoverable by either holding the asset, selling the asset or by exercising the right to any collateral. The carrying amount of the asset is reduced directly or through the use of an allowance account and the amount of the reduction is recognized as an impairment loss in operations. Previously recognized impairment losses may be reversed to the extent of any improvement. The amount

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

2. Significant Accounting Policies (continued)

(c) Financial Instruments (continued)

of the reversal, to a maximum of the related accumulated impairment charges recorded in respect of the particular asset is recognized in operations.

(d) Non-Financial Assets

Prepaid expenses and other non-financial assets are accounted for as assets by YCS because they can be used to provide government services in future periods. These assets do not normally provide resources to discharge the liabilities of YCS.

(e) Tangible Capital Assets

Tangible capital assets acquired for more than \$50,000 are capitalized and amortized. Tangible capital assets are recorded at cost plus any betterments less accumulated amortization. The cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. The buildings, portables and equipment will be amortized using the straight line method, based on their useful life. The buildings, portables and equipment have useful lives of 40, 25 and 10 years respectively. Any additions to the buildings and portables will be amortized over the remaining useful life of the assets.

Capital facilities planning and construction with certain exceptions are funded by the Government of the Northwest Territories and subject to their capital planning and approval process. Capital contributions received but not spent at year-end are recorded as deferred revenue.

The GNWT retains ownership of some tangible capital assets used by the Authority. These assets are used by the Authority and held on behalf of or in trust for, the GNWT are not recognized by the Authority in the financial statements.

The consolidated Statement of Operations reflects the amount that would otherwise be considered amortization expense for the fiscal year as rent expense with an offsetting corresponding amount as a grant in-kind revenue.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

2. Significant Accounting Policies (continued)

(f) Revenue Recognition

Government Transfers

Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met, except to the extent that transfer stipulations give rise to an obligation that meets the definition of a liability. Transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Transfer revenue is recognized in the consolidated statement of operations as the stipulation liabilities are settled.

Operating transfers are recognized as revenue in the period in which the events giving rise to the transaction occur, providing the transfers are authorized, any eligibility criteria have been met, and reasonable estimates of the amounts can be determined.

Capital transfers or transfers of tangible capital assets are initially recognized as deferred revenue and subsequently recognized as revenue when the related tangible capital assets are recognized as acquired or built.

GNWT - Regular Contributions

The regular contributions from the GNWT are determined by a funding formula, based on student enrolment, and are received in monthly installments. YCS retains surpluses and are responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT.

Local Tax Revenue (property tax requisitioned)

The *Education Act*, by virtue of Section 136(2), empowers a Board of Education to determine the amount, after taking into consideration territorial grants and other revenues, that is to be requisitioned from the municipality within the territory under the jurisdiction of the Board. This requisitioned amount is one portion of the property tax paid annually by property owners.

The City of Yellowknife is advised subsequent to the adoption of the budget of the amount of the requisition of the YCS and is responsible for the collection of taxes.

Section 136(4) of the *Education Act* requires the amount requisitioned to be paid to the YCS in equal quarterly installments on or before the first day of the months of June, September, December and March.

Other Contributions

YCS follows the deferral method of accounting for contributions from funding arrangements. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are deferred and recognized as revenue in the year in which the related expenses are incurred.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

2. Significant Accounting Policies (continued)

(f) Revenue Recognition (continued)

Other Revenues

Tuition fees revenue is recognized as educational services are provided. Revenue from rentals is earned as the facilities are used. Other revenues are recorded as the service is provided and receipt is reasonably assured.

Deferred Revenue

Deferred revenue consists of funds received in advance of providing the services or acquiring the goods. These amounts are taken into revenues when the eligible expenses are incurred.

Investment Income

Investment income is recognized when received or receivable, if the amount can be reasonably estimated.

Special Purpose Funds

School activity funds which are fully controlled by YCS with respect to when and how the funds available can be disbursed are included. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising, contributions or fees paid related to a specific planned benefit. Examples may include planned student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

Student activity funds which are controlled by students or parties other than YCS are not included even if custody of the funds are held by YCS. Examples of excluded funds might be student clubs or associations for which YCS has no on going responsibility of liability for losses.

(g) Budget Data

The *Education Act* of the Northwest Territories requires that Education Authorities prepare an annual budget, as outlined in Section 128 and 129.

The priorities and funding allocations are determined by the Board of Trustees of each Education Authority and the budget is legally adopted by a motion of the Board in accordance with Section 135 (3) of the *Education Act*.

The budget is legally adopted by a motion of the Board which also establishes a tax levy to support the approved budget in accordance with Section 135(3) of the *Education Act*.

Board approved budgets are submitted to the Minister of Education, Culture and Employment for final approval as directed by Sections 117(2) k, l and m of the *Education Act*.

This annual budget includes estimates of revenues and expenses for the Operating fund surplus along with estimates of source and application for the Investment in tangible capital assets fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the YCS.

The budget may be amended within a given fiscal year in accordance with Board policy, regulations and approved budget procedures. The budget data presented in the consolidated financial statements reflects the Minister approved budget for the school year.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

2. Significant Accounting Policies (continued)

(h) Measurement Uncertainty

The preparation of consolidated financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the amounts of revenues and expenses during the period. Actual results could differ from these estimates.

(i) Inventories Including Materials and Supplies

Inventories of books, materials, supplies and other expendables purchased by YCS are treated as expenses during the year of acquisition and are not recorded on the consolidated Statement of Financial Position.

(j) Payroll Liabilities

Payroll costs for teachers are accrued for July and August. Payroll costs for members of the Union of Northern Workers ("UNW") and employees who work for 10 and 11 months during the fiscal year are accrued as appropriate.

(k) Employee Future Benefits

i) Post-employment benefits

YCS provides post-employment benefits for certain employees pursuant to certain contracts and collective agreements. These include removal assistance, severance, long and short term disability, and sick leave.

Teachers and UNW employees leaving Yellowknife within one year of the date of resignation, after completing a minimum of two years experience with YCS, will receive removal assistance of \$1,500 plus \$400 for each year of consecutive service with YCS, excluding years on deferred salary leave. Teachers who leave the employment of YCS after twenty years of consecutive service will receive an additional payment of \$2,000. This benefit is considered to vest and accumulate. YCS recognizes a liability and expense for this post-employment benefit in the period in which teachers and UNW employees render services to YCS.

YCS recognizes a liability and an expense for post-employment benefits and compensated absences that do not vest or accumulate when the event that obligates YCS occurs. This includes benefits to employees in the event of an accident or injury. The benefit would be accrued when the accident or injury occurs.

ii) Sick leave

Sick leave benefits accumulate but do not vest and are normally paid only upon an illness or injury-related absence. Such benefits are obligations and would be recognized. The actuarial company hired by the GNWT conducted a review and has estimated the sick leave obligation as at June 30, 2022.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

2. Significant Accounting Policies (continued)

(k) Employee Future Benefits (continued)

iii) Pensions

Prior to May 1, 2013 all indeterminate full-time employees had the option to participate in a Defined Contribution (DC) pension plan. YCS contributions to this plan were recognized as an expense on a current year basis and represented YCS total pension obligations.

Effective May 1, 2013 the YCS added a Defined Benefit (DB) provision to the Pension Plan for the employees of Yellowknife Catholic Schools. The pension benefits under the DB provision are reported on an actuarial basis. This is done to determine the current value of future entitlements and uses various assumptions. When actual experience varies from assumptions, the resulting gains or losses are amortized on a straight line basis over the estimated average remaining service lives of the contributors.

(l) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed. Transfers include entitlements and grants and are recorded as expenses when the transfer is authorized and eligibility criteria have been met by the recipient.

(m) Foreign Currency Translation

Foreign currency transactions are to be translated in Canadian dollars. Revenues and expenses denominated in a foreign currency are reported at a rate in the date of the transaction. Monetary items that have yet to be settled at the exchange rate are translated at the exchange rate in effect on the date of financial statements. Exchange gain or loss resulting from foreign exchange rate would be accounted for in the financial statements.

(n) Employee Benefit Plans

The YCS contributes 100% of the premiums related to life insurance, long-term disability insurance and extended health care benefits for eligible employees, in accordance with negotiated salary agreements and employment practices. In addition, the YCS contributes 100% of the premiums related to dental insurance in accordance with negotiated salary agreements and employment practices. Employee and employer contributions are made on behalf of all employees for statutory federal deductions related to Canada Pension Plan and Employment Insurance.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

2. Significant Accounting Policies (continued)

(o) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organize or radioactive material or live organism that exceeds an environmental standard. A liability would be recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when all the following criteria are met: an environmental standard exists; contamination exceeds the environmental standard; YCS is directly responsible or accepts responsibility and a reasonable estimate of the amount can be made. The best estimate of the liability includes all costs directly attributable to remediation activities and is reduced by expected net recoveries based on information available as at June 30, 2022.

At each financial reporting date, Management reviews the carrying amounts of the liability. Any revisions required to the amount previously recognized are accounted for in the period revisions are made. Management at YCS has concluded that there is no contamination that exceeds environmental standards and as a result there are no liabilities for contaminated sites.

(p) Net Assets

YCS's financial statements are presented so as to highlight net financial assets (net debt) as the measurement of financial position. The net financial assets (net debt) of YCS is determined by its financial assets less its liabilities. Net debt combined with non-financial assets comprises a second indicator of financial position, accumulated surplus.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

2. Significant Accounting Policies (continued)

(q) Segment Disclosure

The Schedule of Operating Fund - Detail of Expenses has been prepared in accordance with PS Handbook Section PS2700 - Segment Disclosures. The segments selected are to enable users to better understand the government reporting entity and the major revenue and expense activities of the Board. For each reported segment, revenues and expenses represent amounts directly attributable to each segment. Segments include:

School Programs: pertains to the provision of instructional services that fall under the basic public education mandate.

Inclusive Schooling: pertains to access to quality education for all students by effectively meeting their diverse needs.

Operations and Maintenance: pertains to the operations and maintenance of all YCS buildings and facilities.

Board Administration: pertains to the provision of board governance and central office administration.

Indigenous Languages and Culture: pertains to indigenous language resource development, support of language teachers and community engagement.

Transfers and others: pertains to amortization, debenture interest and gain or loss on sale (disposal) of tangible capital assets.

Jordan's Principle: pertains to the provision of products, services and supports related to health, social, and educational needs of the First Nations students at YCS.

3. Future Accounting Changes

Asset Retirement Obligations, Proposed Section PS 3280

This section will be effective for fiscal years beginning on or after April 1, 2022 and it intended to enhance comparability of financial statements among public sector entities by establishing uniform criteria for recognition and measurement of asset retirement obligations, including obligations that may not have previously been reported. This section would require public sector entities to review existing contract, legislation, regulations, and other resources to identify retirement activities associated with its controlled tangible capital assets.

Revenue, Section PS 3400

This section establishes standards on how to account for and report on revenues. Specifically, it differentiates between revenues arising from transactions that include performance obligations, referred to as "exchange transactions", and transactions that do not have performance obligations, referred to as "non-exchange transactions". This section applies to fiscal years beginning on or after April* 1, 2023. Earlier adoption is permitted.

Yellowknife Catholic Schools
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Notes to Consolidated Financial Statements

June 30, 2022

3. Future Accounting Changes (continued)

Public Private Partnerships PS 3160

This section establishes standards on accountin for public private partnerships between public and private sector entities where the public sector entity procures infrastructure using a private sector partner. The private sector partner's obligations include requirements to:

- (a) design, build, acquire or better new or existing infrastructure;
- (b) finance the transaction past the point where the infrastructure is ready for use; and
- (c) operate and/or maintain the infrastrucutre.

This standard is applicable only to those Education Bodies that are able to acquire, and required to report, tangible capital assets in its financial statements.

4. Cash and Cash Equivalents

	2022	2021
Cash and cash equivalents	\$ 11,197,498	\$ 10,622,607

The cash is held in a bank account with the Canadian Imperial Bank of Commerce ("CIBC") and is invested with the GNWT's investment pool.

5. Special Purpose Funds

YCS does not have special purpose funds.

6. Restricted Assets

YCS does not have any restricted assets.

7. Portfolio Investments

YCS does not have any portfolio investments.

Yellowknife Catholic Schools
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Notes to Consolidated Financial Statements

June 30, 2022

8. Accounts Receivable

	Accounts Receivable		AFDA		Net 2022		2021	
Due from GNWT	\$	24,500	\$	-	\$	24,500	\$	6,403
Due from other		4,544		-		4,544		20,982
Due from related parties		-		-		-		320
Total	\$	29,044	\$	-	\$	29,044	\$	27,705

9. Deposit in Trust

The Authority has entered into a Memorandum of Understanding with the Government of the Northwest Territories Department of Infrastructure for the project management, acquisition, and installation of pellet boilers in YCS schools. As at June 30, 2022 the Authority has provided \$1,505,000 to the GNWT Department of Infrastructure for project management which is expected to be completed by June 30, 2023.

10. Inventories

YCS does not have any inventories.

11. Accounts Payable and Accrued Liabilities

	2022		2021	
Damage deposits	\$	3,664	\$	3,664
Trades payable		828,159		280,230
	\$	831,823	\$	283,894
Teachers - Northwest Territories Teachers' Association	\$	2,497,081	\$	2,397,696
Non-Teacher - Union of Northern Workers		1,024,347		1,019,631
Excluded employees		92,167		-
	\$	3,613,595	\$	3,417,327

Yellowknife Catholic Schools
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Notes to Consolidated Financial Statements

June 30, 2022

12. Contribution Repayable

YCS does not have any contribution repayable.

13. Deferred Revenue

	June 30, 2021	Funding received or receivable	Revenue recognized	June 30, 2022
Government of Canada				
First Nations and Inuit Health Branch - Jordan's Principle	\$ 1,469,124	\$ 4,738,363	\$(4,242,653)	\$ 1,964,834
	1,469,124	4,738,363	(4,242,653)	1,964,834
Government of the Northwest Territories				
GNWT - Student Success Initiative	64,376	20,267,793	20,282,169)	50,000
GNWT - COVID-19 Support Funding	580,074	-	(166,007)	414,067
GNWT - Inclusive Schooling	100,000	-	(100,000)	-
	744,450	20,267,793	20,548,176)	464,067
	\$ 2,213,574	\$25,006,156	\$24,790,829)	\$ 2,428,901

Deferred revenue consists of amounts received for which project completion dates extending beyond the fiscal year end, or conditions attached to the use of the funds have not yet been met, or an operating advance received from a funding agency for the upcoming fiscal year. These amounts will be recognized in revenue as expenditures are incurred or conditions of funding are satisfied.

14. Due from and to the Government of Canada

	Accounts Receivable	AFDA	Net 2022	2021
Receivable				
GST Receivable	\$ 79,671	\$ -	\$ 79,671	\$ 152,070

15. Capital Lease Obligations

YCS does not have any capital lease obligations.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

16 Pensions

(a) Defined Contribution Plan

Since January 1, 1966 Yellowknife Catholic Schools indeterminate staff have had the option to participate in a voluntary Defined Contribution (DC) pension plan. Since January 1, 1988, that participation has been in the Pension Plan for the Employees of Yellowknife Catholic Schools (the Plan).

All DC assets of the Plan are held by a Trustee in favour of individual employees. The only obligation to YCS is to match employee contributions. YCS fully funds its DC obligation under the Plan each month. YCS did not have any liability under the DC provision of the Plan as of June 30, 2022.

Effective May 1, 2013 teaching and non-union staff could no longer contribute to the DC provision. Instead all indeterminate teaching and non-unionized staff joined a new Defined Benefit (DB) provision of the Plan. Effective July 1, 2013, all indeterminate unionized non-teaching staff also ceased to make contributions to the DC provision and joined the DB provision of the Plan. After July 1, 2013, there are no employees making contributions to the DC provision.

DC assets of the Plan will continue to be held in Trust for the individual employees unless they either elect to transfer their DC account to the DB provision or leave the employment of Yellowknife Catholic Schools.

No assets or liabilities related to the DC provision are recorded in the consolidated financial statements of Yellowknife Catholic Schools.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

16. Pensions (continued)

(b) Defined Benefit Plan

Effective May 1, 2013 a Defined Benefit (DB) provision was added to the Pension Plan for the Employees of Yellowknife Catholic Schools.

Summary of Defined Benefit provision:

Each permanent full-time employee, belonging to an eligible class of employees, automatically becomes a Member of the plan as of the first day of employment with YCS.

Each permanent part-time employee, belonging to an eligible class of employees, automatically becomes a Member of the plan if the employee earns at least 37% of the equivalent full-time earnings for his or her particular position.

All Members and the Employer have agreed to share the cost of benefits accrued annually, plus the administrative expenses of the DB plan in the following ratio:

- Employer 52.38%
- Employee 47.62%

Members are required to make contributions at 8.80% of earnings below the Year's Maximum Pensionable Earnings (YMPE) and 11.60% of earnings above YMPE. The YMPE for the 2022 calendar year is \$64,900 (2021 - \$58,700).

The employer must contribute to the DB pension trust fund each year no less than its portion of the total current service cost as determined by the Actuary. In addition, YCS shall contribute to the Solvency Account such additional amounts as may be required, based on the advice of the Actuary, to amortize any going concern unfunded liabilities and solvency deficiencies of the Plan.

Normal retirement date for an employee is when they terminate employment with YCS having reached the age of 65. An employee would be entitled to an unreduced early retirement date when the Members' age plus years of service at YCS total 90. A Member may elect to retire up to 10 years prior to their normal retirement date or their unreduced retirement date and take a reduced pension benefit.

The annual pension payable to Member who retires at the normal retirement date is equal to 1.30% of the Member's Best Average Pensionable Earnings up to the Average YMPE plus 2% of the Member's Best Average Pensionable Earnings in excess of the Average YMPE, multiplied by years of Pensionable Service. Pensionable Earnings and the YMPE are averaged over the best 10 years prior to termination, death or retirement.

The plan provides inflation protection during retirement at 75% of the increase in the Northwest Territories Consumer Price Index.

Benefits are vested immediately.

During fiscal 2021/2022 Yellowknife Catholic Schools contributed \$1,688,900 (\$1,649,899 in fiscal 2020/2021) in respect of DB accruals.

Yellowknife Catholic Schools
 (Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

16. Pensions (continued)

(b) Defined Benefit Plan (continued)

The date of the most recent actuarial valuation of the Plan is June 30, 2021, and extrapolated to June 30, 2022. The Accrued Benefit Obligation was calculated using the projected unit credit method, pro-rated on service.

The DB Pension Trust fund assets are recorded at fair market value.

(c) Supplementary Defined Benefit Pension Plan

The supplementary plan applies to the Superintendent and the Assistant Superintendents. The supplementary plan provides a pension benefit for pensionable earnings in excess of the defined benefit limit set out in the *Income Tax Act*. This plan is a non-contributory plan and is not funded until the employee terminates their employment from Yellowknife Catholic Schools. The employer is responsible to provide a pension at retirement equivalent to what the employee would have earned under the Defined Benefit provision of the Pension Plan for the Employees of Yellowknife Catholic schools if there were no *Income Tax Act* maximum pension limits in place. The accrued benefit obligation was calculated using the projected unit credit method, pro-rated on service.

Information about the Defined Benefit Plan and Supplementary Defined Benefit Pension Plan as at June 30, 2022 is as follows:

(d) Plan assets

	Pension Plan	Supplementary Plan	2022
Fair value, beginning of year	\$ 29,425,000	\$ -	\$ 29,425,000
Expected return on plan assets	1,446,600	-	1,446,600
Employer contributions	2,306,700	-	2,306,700
Employee contributions	1,531,500	-	1,531,500
Benefit payments and expenses	(1,778,300)	-	(1,778,300)
Experience gain (loss)	(2,884,900)	-	(2,884,900)
Fair value, end of year	\$ 30,046,600	\$ -	\$ 30,046,600

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

16. Pensions (continued)

(e) Accrued benefit obligations

	Pension Plan	Supplementary Plan	2022
Balance, beginning of year	\$ 26,120,000	\$ 155,200	\$ 26,275,200
Current service cost	3,068,400	6,800	3,075,200
Interest cost on accrued benefit obligation	1,344,200	1,200	1,345,400
Benefit payments and expenses	(1,778,300)	-	(1,778,300)
(Gains) / losses on accrued benefit obligation	(1,160,700)	(138,300)	(1,299,000)
Balance, end of year	\$ 27,593,600	\$ 24,900	\$ 27,618,500

(f) Funded status

	Pension Plan	Supplementary Plan	2022
Plan surplus / (deficit)	\$ 2,453,000	\$ (24,900)	\$ 2,428,100
Unrecognized (gains) losses	1,836,000	(114,900)	1,721,100
Accrued benefit asset (liability) before limit on assets	4,289,000	(139,800)	4,149,200
Impact of limit on assets	(4,289,000)	-	(4,289,000)
Accrued benefit asset (liability) after limit on assets	\$ -	\$ (139,800)	\$ (139,800)

(g) Determination of pension cost

	Pension Plan	Supplementary Plan	2022
Current service cost	\$ 1,536,900	\$ 6,800	\$ 1,543,700
Interest on accrued benefit obligation	(102,400)	1,200	(101,200)
Amortization of losses / (gains)	20,000	1,300	21,300
Change in valuation allowance	852,200	-	852,200
Pension expense	\$ 2,306,700	\$ 9,300	\$ 2,316,000

Information about the Defined Benefit Plan and Supplementary Defined Benefit Pension Plan as at June 30, 2021 is as follows:

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

16. Pensions (continued)

(h) Plan assets

	Pension Plan	Supplementary Plan	2021
Fair value, beginning of year	\$ 24,672,100	\$ -	\$ 24,672,100
Expected return on plan assets	1,225,000	-	1,225,000
Employer contributions	2,120,600	-	2,120,600
Employee contributions	1,474,600	-	1,474,600
Benefit payments and expenses	(1,360,200)	-	(1,360,200)
Experience (loss) gain	1,292,900	-	1,292,900
Fair value, end of year	\$ 29,425,000	\$ -	\$ 29,425,000

(i) Accrued benefit obligations

	Pension Plan	Supplementary Plan	2021
Balance, beginning of year	\$ 22,699,100	\$ 109,100	\$ 22,808,200
Current service cost	2,949,700	40,200	2,989,900
Interest cost on accrued benefit obligation	1,186,000	1,300	1,187,300
Benefit payments and expenses (Gains) / losses on accrued benefit obligation	(1,360,200)	-	(1,360,200)
	645,400	4,600	650,000
Balance, end of year	\$ 26,120,000	\$ 155,200	\$ 26,275,200

(j) Funded status

	Pension Plan	Supplementary Plan	2021
Plan surplus (deficit)	\$ 3,305,000	\$ (155,200)	\$ 3,149,800
Unrecognized (gains) losses	131,800	24,700	156,500
Accrued benefit asset (liability) before limit on assets	3,436,800	(130,500)	3,306,300
Impact on limit of assets	(3,436,800)	-	(3,436,800)
Accrued benefit asset (liability)	\$ -	\$ (130,500)	\$ (130,500)

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

16. Pensions (continued)

(k) Determination of pension cost

	Pension Plan	Supplementary Plan	2021
Current service cost	\$ 1,475,100	\$ 40,200	\$ 1,515,300
Interest on accrued benefit obligation	(39,000)	1,300	(37,700)
Amortization of losses/ (gains)	67,600	1,000	68,600
Change in valuation allowance	616,900	-	616,900
Pension expense	\$ 2,120,600	\$ 42,500	\$ 2,163,100

(l) Actuarial assumptions

	2022	2021
Discount rate - pension plan	4.90%	4.75%
Discount rate - supplementary plan	1.90%	0.75%
Expected return on plan assets - pension plan	4.90%	4.75%
Expected return on plan assets - supplementary plan	n/a	n/a
Salary increase - pension plan	2.00%	2.00%
Salary increase - supplementary plan	2.00%	2.00%
Mortality table	100% of the CPM 2014 table *	100% of the CPM 2014 table *
Expected average remaining services lifetime (EARSL) - pension plan	14 Years	13.6 Years
Expected average remaining services lifetime (EARSL) - supplementary plan	18.8 Years	14.6 Years

* 2022 - 100% of the 2014 Canadian Pensioners' Public Sector Mortality Table with projection scale CPM-B;
 2021 - 100% of the 2014 Canadian Pensioners' Public Sector Mortality Table with projection scale CPM-B.

(m) Plan assets consist of:

	2022	2021
Fixed income securities	60%	60%
Equity securities	40%	40%

Yellowknife Catholic Schools
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Notes to Consolidated Financial Statements

June 30, 2022

17. Long-Term Debt

	2022	2021
Government of the Northwest Territories debenture, repayable in monthly instalments of \$10,000 including interest. Interest rate consistent with GNWT cost of borrowing at a current rate of 1.90%. If rates do not change, the final instalment will be due in 2025.	\$ 287,756	\$ 404,460

The debenture is repayable annually as follows:

2023	115,450	
2024	117,704	
2025	54,602	
	\$ 287,756	

The debentures are registered.

Yellowknife Catholic Schools
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Notes to Consolidated Financial Statements

June 30, 2022

18. Post-Employment Benefits and Compensated Absences

In addition to pension benefits, the YCS provides severance, removal and compensated absence (sick, accident or injury, special) benefits to its employees. The benefit plans are not pre-funded and thus have no assets, resulting in a plan deficit equal to the accrued benefit obligation.

Severance benefits are paid to YCS employees based on the appropriate combinations that include inputs such as when the employee was hired, the rate of pay, and the number of years of continuous employment. Removal benefits are paid to YCS employees based on the number of years of continuous employment. The benefits under these two categories were actuarially valued using the projected unit credit methodology.

Compensated absence benefits generally accrue as employees render service and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to employee or dependent illness, and death of an immediate family member. Non-accruing benefits include maternity. Benefits that accrue under compensated absence were actuarially valued using the expected utilization methodology.

Valuation results

The actuarial valuation was completed as at March 31, 2022. The liabilities are actuarially determined as the present value of the accrued benefits at March 31, 2022 and the results extrapolated to June 30, 2022. The values presented below are for all the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

Reconciliation of Accrued Benefit Obligation

	Severance and removal	Compensated absences	2022	2021
Accrued benefit obligation, beginning of year	\$ 576,278	\$ 334,730	\$ 911,008	\$ 1,025,838
Current service cost	48,919	25,884	74,803	77,536
Interest cost	19,565	11,438	31,003	28,226
Benefits paid	(44,700)	(28,033)	(72,733)	(103,594)
Plan amendments	48,459	-	48,459	
Actuarial gains/losses	(73,695)	(57,152)	(130,847)	(116,998)
Accrued benefit obligations, end of year	574,826	286,867	861,693	911,008
Unamortized net actuarial gain/loss	(48,266)	55,443	7,177	(166,129)
Accrued benefit liability	\$ 526,560	\$ 342,310	\$ 868,870	\$ 744,879

Yellowknife Catholic Schools
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Notes to Consolidated Financial Statements

June 30, 2022

18. Post-Employment Benefits and Compensated Absences (continued)

Benefits Expense

	Severance and removal	Compensated absences	2022	2021
Current service cost	\$ 48,919	\$ 25,884	\$ 74,803	\$ 77,536
Interest cost	19,565	11,438	31,003	28,226
Amortization of net actuarial (gain)/loss	15,011	27,448	42,459	56,561
Plan amendment	48,459	-	48,459	
Benefit expense, end of year	\$ 131,954	\$ 64,770	\$ 196,724	\$ 162,323

The discount rate used to determine the accrued benefit obligation was an average of 4.10% (2021 - 3.30%).
The expected payments during the next five fiscal years are:

	Severance and removal	Compensated absences	Total
2023	\$ 71,683	\$ 21,225	\$ 92,908
2024	74,624	22,291	96,915
2025	72,187	22,029	94,216
2026	73,748	20,917	94,665
2027	79,755	24,045	103,800
Total	\$ 371,997	\$ 110,507	\$ 482,504

19. Trust Assets Under Administration

YCS does not have any trust assets under administration.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

20. Tangible Capital Assets

	Cost	Additions	Disposals	Amortization	Accumulated Amortization	Net Book Value, June 30, 2022	Net Book Value, June 30, 2021
Land and improvements	\$ 1,838,825	\$ -	\$ -	\$ -	\$ -	\$ 1,838,825	\$ 1,838,825
Equipment	916,595	12,954	-	68,013	545,429	384,120	443,826
Buildings and Portables							
Career and Technical Centre	2,878,916	-	-	73,888	1,327,266	1,551,650	1,625,538
Central Services offices	1,048,460	-	-	41,700	785,468	262,992	304,692
Ecole St. Joseph School	37,393,984	-	-	788,566	16,566,860	20,827,124	21,615,690
Ecole St. Patrick High School	12,292,334	-	-	321,853	8,081,162	4,211,172	4,533,025
Tallah Building	621,027	-	-	15,757	152,135	468,892	484,649
Weledeh Catholic School	13,028,131	-	-	353,676	6,954,850	6,073,281	6,422,309
	67,262,852	-	-	1,595,440	33,867,741	33,408,065	34,985,903
	\$ 70,018,272	\$ 12,954	\$ -	\$ 1,663,453	\$ 34,413,171	\$ 35,618,055	\$ 37,268,554

Yellowknife Catholic Schools
 (Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

21. Prepaid Expenses and Deposits

	2022		2021	
Insurance	\$	-	\$	451,621
Other		130,975		31,950
	\$	130,975	\$	483,571

22. GNWT Assets Provided At No Cost

The following assets were provided to the Authority by the GNWT at no cost.

	Cost	Accumulated Amortization	Net Book Value 2022	Net Book Value 2021
St. Joseph Portables 4 Units	\$ 1,622,045	\$ 138,550	\$ 1,483,495	\$ 1,524,046

Yellowknife Catholic Schools
 (Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

23. Contractual Obligations

YCS has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2022.

YCS is committed to four janitorial contracts for various schools and buildings. All of the contracts expire in June 2023. YCS has a contract with First Canada ULC (o/a First Student Canada) for student transportation. The five year contract was implemented in September 2021, expiring August 2026. YCS has various contracts for anti-virus software, courier services, elevator maintenance, employee assistance, primary rate interface (PRI) phone service, photocopiers, and postage machines.

The future minimum payments are as follows.

	Expiry Date	2023	2024	2025	2026+	Total
Anti-virus software	August 2023	\$ 557	\$ -	\$ -	\$ -	\$ 557
Courier services	June 2023	7,031	7,031	-	-	14,062
Janitorial	June 2023	714,582	-	-	-	714,582
PRI Lines	June 2024	13,264	13,264	13,264	-	39,792
Photocopier	May 2023	298	298	-	-	596
Postage machine	June 2024	171	171	171	-	513
Student bussing	August 2026	370,421	382,109	393,797	393,797	1,540,124
		\$ 1,106,324	\$ 402,873	\$ 407,232	\$ 393,797	\$ 2,310,226

Yellowknife Catholic Schools have collective agreements with the Northwest Territories Teachers' Association and the Public Service Alliance of Canada as represented by its agent the Union of Northern Workers. A one-year agreement with the Northwest Territories Teachers' Association was signed for the period from September 2020 to August 2021. The Authority is currently in negotiation with NWTTA on a new collective agreement. A three-year agreement with the Public Service Alliance of Canada as represented by its agent the Union of Northern Workers was signed for a period from July 2019 to June 2022.

24. Contingencies

The Authority does not have any contingencies.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

25. Related Parties

YCS has the following transactions with government and other government controlled organizations:

Due to related parties:

2022 **2021**

Government of the Northwest Territories

Due from related parties:

	Accounts Receivable		AFDA		2022		2021
Government of the Northwest Territories							
Aurora College	\$ -	\$	-	\$	-	\$	12,863
Department of Finance	20,038		-		20,038		6,288
Department of Health and Social Services	4,462		-		4,462		-
Total due from related parties	\$ 24,500	\$	-	\$	24,500	\$	19,151

Revenues from related parties:

2022 **2021**

Government of the Northwest Territories

Department of Education, Culture and Employment	\$ 21,842,238		\$ 20,828,867
Department of Municipal and Community Affairs	45,900		28,900
Department of Health and Social Services	8,925		14,308
Department of Environment and Natural Resources	13,555		8,000

Beaufort Delta Education Authority		-	15,000
Aurora College - Tallah building	\$ 123,198	\$	120,289
Dettah District Education Authority	103,130		34,678

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

25. Related Parties (continued)

Expenses from related parties:	2022	2021
Government of the Northwest Territories		
Department of Infrastructure	\$ 1,505,000	\$ 2,824
Department of Finance - debenture	120,000	120,000
Department of MACA	-	17,000
NWT Health and Social Services	-	4,615
YK Education District No. 1	22,823	1,430
South Slave Divisional Education	\$ -	\$ 65
Dehcho Divisional Education Council	-	600

26. Budget Data

The *Education Act* of the Northwest Territories requires that Education Bodies prepare an annual budget, as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Education Body which includes the establishment of a tax levy to support the approved budget in accordance with Section 135, Assessment and Taxation, of the *Education Act*.

The annual budget includes estimates of revenues and expenses for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of YCS.

The budget figures presented are those approved by the Trustees of YCS on June 16, 2021 and have not been audited.

27. Economic Dependence

YCS receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that YCS operations would be significantly affected.

28. Risk Management

YCS is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risks from the YCS's financial instruments is provided by type of risk below.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

29. Expenses By Object

	2022 Budget	2022 Actual	2021 Actual
Amortization	\$ 1,600,000	\$ 1,663,453	\$ 1,662,158
Compensation	25,709,622	25,523,042	24,223,313
Interest on long-term debt	15,000	3,296	3,719
Materials/Freight	780,598	1,344,282	1,401,630
Services Purchased/Contracted	4,096,537	3,783,778	3,954,368
	\$ 32,201,757	\$ 32,317,851	\$ 31,245,188

30. Subsequent Events

There are no subsequent events to be addressed for the purposes of annual audit.

31. Comparative Figures

The consolidated financial statements have been reclassified, where applicable, to conform to the presentation used in the current year.

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

32. ECE Contributions

	2022	2021
Original contribution	\$ 20,282,169	\$ 20,459,801
Student Success Initiative	117,376	80,233
Deferred Inclusive Schooling	100,000	(100,000)
Termination benefits	534,066	344,057
NWTTA Collective bargaining adjustment	191,709	362,164
Mentorship release time	17,208	28,808
Insurance Adjustment	(263,889)	-
CYCC Phase 3 adjustment	-	(346,196)
UNW Collective bargaining impact	87,135	-
Updated contribution	\$ 21,065,774	\$ 20,828,867
After school program subsidy	115,957	46,204
Diplôme d'Études en Langue Française (DELF)	40,000	40,000
Extra French funding	149,000	111,400
French language funding	280,500	280,500
COVID-19 support funding	166,007	1,074,672
Junior kindergarten COVID grant	15,000	24,500
Official language	-	5,723
Self regulation	10,000	10,000
Other contributions	776,464	1,592,999
TOTAL	\$ 21,842,238	\$ 22,421,866

33. GNWT - Other Contributions

	2022	2021
Department of MACA		
Active After School	\$ 45,900	\$ 45,900
Regional youth handgames	-	(17,000)
Department of Health and Social Services		
Drop the Pop	8,925	14,175
Department of Environment & Natural Resources		
Take a Kid Trapping	13,555	8,000
Department of Justice		
Darkspark	-	-
TOTAL	\$ 68,380	\$ 51,075

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Notes to Consolidated Financial Statements

June 30, 2022

34. Contingent Assets

YCS does not have any contingent assets.

35. Contractual Rights

YCS has entered into a number of contracts that will become assets and revenues in the future when the terms of the contracts are met:

	2023	2024	2025	2026 and beyond	Total
Jordan's Principle	\$ 5,050,695	\$ -	\$ -	\$ -	\$ 5,050,695
Tallah Building	123,066	123,066	123,066	369,198	738,396
Core Funding	20,264,913	-	-	-	20,264,913
	<u>\$ 25,438,674</u>	<u>\$ 123,066</u>	<u>\$ 123,066</u>	<u>\$ 369,198</u>	<u>\$ 26,054,004</u>

YCS has entered a rental agreement with Aurora College for the rental of the Tallah Building. The lease agreement expires on June 30, 2028.

36. COVID-19

On March 11, 2020, the World Health Organization categorized COVID-19 as a pandemic. The potential economic effects within the Authority's environment and in the global markets due to the possible disruption in supply chains, and measures being introduced at various levels of government to curtail the spread of the virus (such as travel restrictions, closures of non-essential municipal and private operations, imposition of quarantines and social distancing) have had a material impact on the Authority's operations.

To mitigate the risk of virus spreading in the community, the schools were required to close for a period of time during the year. This has led to temporary suspension in the delivery of some services outlined per the funding agreements, which resulted in a large portion of funding being deferred to the subsequent fiscal period. To address the challenges posted by the pandemic, the Authority has received \$1.07 million additional funding from the Department of Education, Culture and Employment during the year, the purpose of which was to provide COVID-19 related cost offsets for the reopening of schools in the fiscal year. The unused portion will continue to be used in the subsequent fiscal periods to fund COVID-19 related expenses.

On April 1, 2022, the Northwest Territories' Chief Public Health Officer lifted all COVID-19 public health orders.

**Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)**

**Schedule 1
Operating Fund - Detail of Expenses**

For the period ended June 30, 2022

	School Programs	Inclusive Schooling (Schedule 2)	Administration	Board Operations and Maintenance	Indigenous Languages and Culture (Schedule 3)	Transfer & Others	Jordan's Principle	Total 2022	Budget 2022	Total 2021
Salaries										
Instructors	\$ 10,219,456	\$ 1,363,820	-	\$ -	\$ 308,821	-	\$ 759,649	\$ 12,651,746	\$ 13,611,458	\$ 12,649,162
Instruction assistants	-	1,674,055	-	-	-	-	2,229,874	3,903,929	3,743,778	3,536,203
Non-instructional	1,141,989	-	1,820,250	295,687	75,020	-	-	3,332,946	1,983,073	2,844,874
Board honoraria	-	-	72,783	-	-	-	-	72,783	68,000	71,050
	11,361,445	3,037,875	1,893,033	295,687	383,841	-	2,989,523	19,961,404	19,406,309	19,101,289
Employee Benefits										
Employee benefits	3,145,486	712,090	467,305	129,304	73,858	-	827,411	5,355,454	5,748,313	4,949,191
Leave and termination benefits	206,184	-	-	-	-	-	-	206,184	555,000	172,833
	3,351,670	712,090	467,305	129,304	73,858	-	827,411	5,561,638	6,303,313	5,122,024
Services Purchased/Contracted										
Advertising/publishing	14,801	-	32,199	-	1,459	-	-	48,459	65,500	36,833
Communication	64,855	-	26,025	5,047	-	-	-	95,927	40,000	89,985
Contracted services	468,082	66,594	2,224	782,210	7,954	-	17,674	1,344,738	1,285,500	1,871,856
Maintenance & repairs	83,704	2,090	276	525,464	14,401	-	-	625,935	347,500	459,217
Other	39,559	-	28,252	12,942	-	-	-	80,753	5,200	77,154
Professional/technical	77,993	66,536	95,350	-	686	-	-	240,565	976,337	179,551
Rental/leases	29,820	-	8,710	-	-	-	-	38,530	10,500	32,712
Student transportation	363,957	-	-	-	-	-	1,071	365,028	468,000	387,531
Travel	857	-	6,800	-	-	-	-	7,657	32,500	7,409
Utilities: Electricity	-	-	-	431,289	-	-	-	431,289	435,000	404,439
Heating	-	-	-	395,431	-	-	-	395,431	316,000	307,534
Water/sewage	-	-	-	109,466	-	-	-	109,466	114,500	100,147
	1,143,628	135,220	199,836	2,261,849	24,500	-	18,745	3,783,778	4,096,537	3,954,368

Continued on next page

**Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)**

**Schedule 1 (continued)
Operating Fund - Detail of Expenses**

For the period ended June 30, 2022

	School Programs	Inclusive Schooling (Schedule 2)	Administration	Board Operations and Maintenance	Indigenous Languages and Culture (Schedule 3)	Transfer & Others	Jordan's Principle	Total 2022	Budget 2022	Total 2021
Materials/Freight										
Materials	\$ 572,800	\$ 53,651	\$ 147,513	\$ 90,025	\$ 64,670	\$ -	\$ 406,974	\$ 1,335,633	\$ 446,330	\$ 1,397,486
Freight	8,649	-	-	-	-	-	-	8,649	334,268	4,144
	581,449	53,651	147,513	90,025	64,670	-	406,974	1,344,282	780,598	1,401,630
Amortization	-	-	-	-	-	1,663,453	-	1,663,453	1,600,000	1,662,158
Debtenture Interest	-	-	-	-	-	3,296	-	3,296	15,000	3,719
	-	-	-	-	-	1,666,749	-	1,666,749	1,615,000	1,665,877
	\$ 16,438,192	\$ 3,938,836	\$ 2,707,687	\$ 2,776,865	\$ 546,869	\$ 1,666,749	\$ 4,242,653	\$ 32,317,851	\$ 32,201,757	\$ 31,245,188

Yellowknife Catholic Schools
 (Yellowknife Public Denominational District Education Authority)

Schedule 2
Detail of Inclusive Schooling Expenses

For the period ended June 30, 2022

	Staff Development	General Inclusive Schooling	Assistive Technology	Magnet Facilities	Total
Salaries					
Teachers	\$ 1,074	\$ 1,315,162	\$ -	\$ 47,584	\$ 1,363,820
Instruction assistants	-	1,674,055	-	-	1,674,055
	1,074	2,989,217	-	47,584	3,037,875
Employee Benefits	-	677,685	-	34,405	712,089
Services Purchased/Contracted					
Contracted services	-	66,594	-	-	66,594
Maintenance & repairs	-	-	2,089	-	2,089
Professional/technical	-	66,536	-	-	66,536
	-	133,130	2,089	-	135,219
Materials/Freight	1,583	28,644	22,173	1,253	53,653
	\$ 2,657	\$ 3,828,676	\$ 24,262	\$ 83,242	\$ 3,938,836

Yellowknife Catholic Schools
 (Yellowknife Public Denominational District Education Authority)

Schedule 3
Indigenous Languages and Culture Program Expenses

For the period ended June 30, 2022

	Student Instruction	Teacher/ Learning Resources	Professional Development	School and Community Programs	Total
Salaries					
Teachers	\$ 308,821	\$ -	\$ -	\$ -	\$ 308,821
Non-instructional	-	39,862	-	35,158	75,020
	308,821	39,862	-	35,158	383,841
Employee Benefits	73,858	-	-	-	73,858
Services Purchased/Contracted					
Advertising/publishing	-	1,459	-	-	1,459
Contracted services	-	-	-	7,954	7,954
Maintenance & repairs	-	-	-	14,401	14,401
Professional/technical	-	-	686	-	686
	-	1,459	686	22,355	24,500
Materials/Freight	-	1,984	898	61,788	64,670
	\$ 382,679	\$ 43,305	\$ 1,584	\$ 119,301	\$ 546,869

Yellowknife Catholic Schools
 (Yellowknife Public Denominational District Education Authority)

Schedule 4
French Language Programs

For the period ended June 30, 2022

	Contribution from GNWT	Commitment from YCS	Actual Expenses	(Over) under Expenses
Bilateral Agreement Funding Special Projects				
Teacher Assistants (salary and benefits)	\$ 45,500	\$ 30,000	\$ 88,684	\$ (13,184)
French Immersion Literacy Coach (salary and benefits)	56,000	65,000	161,540	(40,540)
Core French 1-12 (salary and benefits)	100,000	182,000	333,375	(51,375)
Resources	11,000	8,000	19,502	(502)
Cultural Activities	4,000	5,000	8,365	635
Professional Development	4,000	8,000	8,778	3,222
Immersion and Core French Consultant (salary and benefits)	60,000	87,000	143,546	3,454
Literacy Coach (salary and benefits)	35,500	-	-	35,500
Extension of French Immersion programing	100,000	100,000	259,020	(59,020)
Updating resources (partnership)	4,500	4,500	6,593	2,407
Supporting SSDEC, DDEC and SDEC (partnership)	4,500	4,500	200	8,800
Peer observation/teacher shadowing	4,500	4,500	1,955	7,045
Total	\$ 429,500	\$ 498,500	\$ 1,031,558	\$ (103,558)

Yellowknife Catholic Schools
 (Yellowknife Public Denominational District Education Authority)

Schedule 5
Student Success Initiative Projects

For the period ended June 30, 2022

Revenues	Student Agency	Student Wellness	Leadership Development	Numeracy	Math Project	Compacting the Curriculum	Total
Government of Northwest Territories - Department of Education, Culture and Employment	\$ 23,500	\$ 16,500	\$ 92,376	\$ 3,500	\$ 14,500	\$ 17,000	\$ 167,376
Expenses	14,788	12,845	6,778	1,469	598	-	36,478
Salaries	56	-	13	-	-	-	69
Employee Benefits	-	-	-	-	2,500	-	2,500
Services Purchased/Contracted	-	-	77,978	-	-	-	77,978
Contracted services Professional/technical	-	-	77,978	-	-	-	77,978
Services Purchased/Contracted	-	-	77,978	-	2,500	-	80,478
Materials/Freight	47	38	55	-	211	-	351
	14,891	12,883	84,824	1,469	3,309	-	117,376
Net surplus	\$ 8,609	\$ 3,617	\$ 7,552	\$ 2,031	\$ 11,191	\$ 17,000	\$ 50,000
Deferred Revenue							\$ (50,000)

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Schedule 6
 Jordan's Principle

For the period ended June 30, 2022

	June 30, 2022 Budget	June 30, 2022 Actual	June 30, 2021 Actual	July 2021 to March 2022 Actual	April 2022 to June 2022 Actual
Revenues					
Government of Canada					
First Nation and Inuit Health Branch	\$ 3,741,268	\$ 4,738,363	\$ 4,047,544	\$ 3,474,627	\$ 1,263,736
Carry Forward from Previous Year	-	1,469,124	785,303	1,469,124	1,762,565
Total Revenues	3,741,268	6,207,487	4,832,847	4,943,751	3,026,301
Expenses					
Administration	-	395,869	255,831	296,902	98,967
Personnel	3,401,152	3,816,933	3,046,762	2,862,700	954,233
Materials and Supplies	-	28,779	52,582	21,584	7,195
Other	-	1,072	8,548	-	1,072
Total Expenses	3,401,152	4,242,653	3,363,723	3,181,186	1,061,467
Net surplus	\$ 340,116	\$ 1,964,834	\$ 1,469,124	\$ 1,762,565	\$ 1,964,834

Yellowknife Catholic Schools
 (Yellowknife Public Denominational District Education Authority)

Schedule 7
Schedule of Utilities Expenses

For the school year ended June 30,	2022	2021	2020	Total Expense	Average Expense
Fuel Oil	\$ 362,534	\$ 284,470	\$ 295,676	\$ 942,680	\$ 314,227
Electricity	431,289	387,379	405,084	1,223,752	407,917
Pellets	33,077	31,612	32,889	97,578	32,526
Water	76,075	77,292	69,046	222,413	74,138
Garbage	33,391	32,855	30,306	96,552	32,184
	\$ 936,366	\$ 813,608	\$ 833,001	\$ 2,582,975	\$ 860,992

Education Accountability Framework

Yellowknife Education

District No. 1

Annual Report

For the 2021-22 School Year





**YELLOWKNIFE EDUCATION
DISTRICT NO. 1**

P.O. Box 788, Yellowknife, NT, X1A 2N6

Tel: (867) 766-5050 • **Fax:** (867) 873-5051

**ADMINISTRATION SCOLAIRE DE
DISTRICT N° 1 DE YELLOWKNIFE**

C. P. 788, Yellowknife, NT, X1A 2N6

Tél. : (867) 766-5050 • **Télec. :** (867) 873-5051

www.yk1.nt.ca • yk1@yk1.nt.ca

September 28, 2022

Honourable R.J. Simpson
Minister, Education, Culture and Employment
Government of the Northwest Territories
Box 1320
Yellowknife, NT X1A 2L9

Dear Minister Simpson:

Re: Submission of Annual Report for the fiscal year ending June 30, 2022

Enclosed is the Annual Report for Yellowknife District No. 1 Education Authority
(Yellowknife Education District No. 1) for the year ending June 30, 2022.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Terry Brookes'.

Terry Brookes
Chairperson
Yellowknife Education District No. 1

cc. John MacDonald, Deputy Minister (ECE)
Sam Shannon, Assistant Deputy Minister, Corporate Services (ECE)
Marissa Martin, Director, Finance and Capital Planning (ECE)
Richard Borkowski, Manager Board & Corporate Services (ECE) Dr.
Jameel Aziz, Superintendent / CEO (YKI)
Tram Do, Director of Corporate Services (YKI)

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Operating Plan - Executive Summary

The Yellowknife Education District No. 1’s Operating Plan for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education’s direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Yellowknife Education District No. 1’s priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

Yellowknife Education District No. 1 (YK1) has placed educational priorities and goals for 2021-2022 under three pillars that incorporate priorities agreed to by Education Leaders and the Department of ECE: **Student achievement in Literacy and Numeracy; Language and Culture, Student & Educator Wellness; Personalized and Inclusive Education;** and **Key Competencies.**



YK1 strategic priorities are also included in our planned goals and targets. They are as follows: **Learning:** Ensure inclusive, equitable and authentic learning experiences; **Indigenous Language & Education:** Honour and celebrate Indigenous Language and Culture for all learners; **Community:** Foster critical understanding of local, national and global issues; and **Wellness:** Cultivate a culture of holistic wellness.

The three pillars that align the aforementioned are:

1. **Learning**
2. **Indigenous Language and Culture**
3. **Wellness, Community, and Key Competencies**

The following chart highlights planned goals and foci for 2021-2022. All professional development will align with the identified pillars.

YK1 2021-2022 Educational Goals		
Learning	Indigenous Language and Culture	Wellness, Community, and Key Competencies
		
Education Leaders & ECE Shared Priorities		
Student Achievement in Literacy and Numeracy	Language & Culture	Student & Educator Wellness Key Competencies

Personalized and Inclusive Education		
 YK1 Strategic Priorities		
Learning	Indigenous Language & Education	Wellness Community
 YK1 Goals and Targets		
Responding to EDI results at district/school level	“Our Languages” implementation	Responding to MDI results at district and school levels
Implementation of YK1 Literacy Plan	ILE classes	ECE supported school-based programs <ul style="list-style-type: none"> • Fourth R Program • Talking About Mental Illness (TAMI)
Place-based, culturally responsive initiative, Engaging Learners in the Middle Years		Growth as a Learner
Science Mentors	Cross-curricular planning and integration of Dene <i>Kede</i> .	Forest and Nature School
Math/Science/Early Literacy foci EN/FR: <ul style="list-style-type: none"> • JK/K Playful Inquiry • Science Mentors • Nurturing Northern Literacy Learners, grades, 1-3 and 3-5 • Math Pedagogy (Working Group) 	Indigenizing environments	Fostering Open eXpression among Youth [FOXY], and Strength, Masculinities, And Sexual Health [SMASH]
Assessment to Instruction	Elders and Knowledge Keepers	Gay Straight Alliance (GSA)
Teaching to diversity using flexible instructional practices	Key Cultural Experiences	Safe School Plans
Participation in ECE renewal of IEP process	School-based ILE Committees	
Following expected guidelines for PSTs	Sara Davidson, consultant, to support Indigenizing education	
Technologies to support diverse learners		
Supporting complex learners in the classroom setting		
Supporting Educational Assistants in their role		

Annual Report - Executive Summary

The Yellowknife Education District No. 1's Annual Report for the 2021-2022 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:

This will have been the third year of substantial upset due to the Covid-19 pandemic. While not as impactful as the first two years, 2021-2022 has been fraught with ongoing effects due to Covid-19.

YK1 continued to prioritize learning, wellness, Indigenizing our practices and strengthening relationships. Being able to offer learning opportunities for staff, both virtually and in person was an unexpected benefit. This is not the preferred mode for many staff and students alike, however, it allowed ongoing professional development for many. As this year has closed out, we were excited about the changes to the limitations we have experienced these past few years that will allow students and staff to gather again. Our year ended on a positive note with many long awaited student celebrations taking place.

In spite of the emerging positives, we will face challenges with both mental health and student learning. Attendance has continued to be a challenge in some schools and this has led to students being less engaged and has resulted in less academic growth. We are seeing the effects in our assessments and are planning for ways we will continue to move our students forward academically as well as socially & emotionally.

As new students enrol, we are also experiencing significant challenges preparing for their needs. Students with exceptional needs require intensive intervention and supports that are difficult to secure. This is a territorial concern. We will continue to work with ECE and service providers to meet the needs of our students to the best of our ability.

Finally, a residual effect of the pandemic has been staff recruitment and retention. It is unusual to have as many retirements and resignations as we have had this year. Additionally, there has been an increase in requests for leaves without pay. Almost all requests are directly related to Covid-19 impacts on wellness and family. Of significant challenge has been staffing for French positions. Next year, we will continue to make use of the ECE Mentorship program as well as an internal, informal mentorship opportunities in hopes of retaining staff.

Cadre de responsabilisation en éducation

**Administration scolaire de district n° 1
de Yellowknife**

Rapport annuel

pour l'année scolaire 2021-2022



Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Administration scolaire de district n° 1 de Yellowknife pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités de l'Administration scolaire de district n° 1 de Yellowknife pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire (**incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19**) :

Dans la continuité de la planification de l'année dernière, l'Administration scolaire de district n° 1 de Yellowknife (YK1) a établi des priorités et des buts éducatifs pour 2020-2021 fondés sur trois piliers qui incorporent les politiques et les directives du ministère de l'Éducation, de la Culture et de la Formation (dont l'intégration scolaire, et l'éducation et les langues autochtones), de même que sur les priorités stratégiques de YK1. En outre, les cinq priorités définies par le MÉCF sont incluses dans nos objectifs et cibles à venir : réussite des élèves dans les domaines de la littératie et de la numératie, langue et culture, bien-être des élèves et des éducateurs, enseignement personnalisé et intégration scolaire ainsi que compétences clés.

Les priorités stratégiques de YK1 sont les suivantes :

Veiller à ce que tous les élèves atteignent le niveau d'apprentissage correspondant à leur potentiel.

Veiller à ce que tous les élèves bénéficient de programmes qui répondent à leurs divers besoins d'apprentissage, de façon respectueuse et inclusive

Veiller à ce que tous les élèves et les employés s'intéressent aux langues, aux perspectives et à l'enseignement fondé sur la culture autochtone

Veiller à ce que les élèves adoptent des modes de vie sains et établissent des relations respectueuses et bienveillantes

Les trois piliers sont les suivants :

Pédagogies inclusives, adaptation de nos pratiques aux cultures autochtones et apprentissage socioaffectif et bien-être et compétences clés

Le tableau suivant fait ressortir les objectifs et les axes retenus pour 2020-2021. Toutes les activités de perfectionnement professionnel tiendront compte de ces piliers.

NOTE : À noter que compte tenu de l'interruption de la dernière année scolaire due à la pandémie de COVID-19, et la nature des objectifs qui sont élaborés de manière à s'échelonner sur de longues années, les plans de 2020-2021 de YK1 sont pratiquement inchangés. Certaines nouvelles initiatives viennent s'ajouter et d'autres sont modifiées, mais nombre d'entre elles sont toujours en cours.

* Nouvelle initiative visée par les objectifs scolaires de 2020-2021

OBJECTIFS ÉDUCATIFS DE YK1 POUR 2019-2010

Pédagogies inclusives		Adaptation de nos pratiques aux cultures autochtones		Apprentissage socioaffectif et bien-être & compétences clés	
Priorité stratégique n° 1	Priorité stratégique n° 2	Priorité stratégique n° 1	Priorité stratégique n° 3	Priorité stratégique n° 2	Priorité stratégique n° 4
Mathématiques / Sciences/ * Alphabétisation des jeunes enfants ANG/FRA	La diversité en enseignement grâce aux pratiques pédagogiques flexibles	Plan d'action en littératie ANG/FRA Ressources Intégration	Classes de langues et de cultures autochtones	Plans de sécurité des écoles	Adaptation en fonction des résultats de l'IMDPE à l'échelle du district et des écoles
Adaptation aux résultats de l'IMDPE à l'échelle du district et des écoles	Rédaction collaborative de plans de soutien à l'élève et de plan d'enseignement individualisé	Planification de leçons pluridisciplinaires pour l'intégration du programme <i>Dene Kede</i>	Environnements adaptés aux cultures autochtones	Plans de soutien au comportement	Mise à jour des procédures de YK1
Adoption de pratiques pédagogiques fondées sur la recherche dans les programmes d'anglais et de français	Soutien aux pratiques des enseignants (60 %)	* De meilleurs résultats pour les apprenants du Nord	Aînés et détenteurs du savoir	Recours à des professionnels de l'extérieur pour soutenir l'apprentissage socioaffectif et l'autorégulation	Programmes comme la formation Quatrième R, le programme Skillstreaming
Intégration des technologies pour faciliter l'enseignement et l'apprentissage	Soutien des élèves aux besoins complexes en salle de classe		Intégrer des expériences culturelles		Soutenir la diversité, p. ex. alliances homosexuelles-hétérosexuelles
Évaluation de l'enseignement	Technologies d'assistance		Comité d'éducation et de langues autochtones dans toutes les écoles		Programmes comme l'activité physique et les arts

Plan de fonctionnement

<p>Le plan d'action en littératie comprend : ANG/FRA – alphabétisation dans toutes les disciplines, incluant les mathématiques et les sciences – pratiques fondées sur la recherche qui aident tous les apprenants</p>					<p>Classes axées sur les relations</p>
					<p>* Documentation pour le développement des apprenants, de la 1^{re} à la 8^e année</p>

Rapport annuel – Sommaire

Le rapport annuel de l'Administration scolaire de district n° 1 de Yellowknife (YK1) pour l'année scolaire 2021-2022 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent rendre compte de leurs activités, de leur conformité avec les directives sur l'éducation et de la mise en œuvre d'activités et d'initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

L'encadré suivant résume les bons coups réalisés pendant cette année scolaire, ainsi que les points à améliorer.

L'année scolaire commentée ici aura été la troisième de suite à avoir été passablement perturbée par la COVID-19. Même si ses effets ont été moindres en 2021-2022, la pandémie a continué de nous affecter.

YK1 a continué d'insister sur l'apprentissage, le bien-être, l'autochtonisation des pratiques et le renforcement des relations. Nous avons pu offrir d'avantageuses occasions d'apprentissage à nos enseignants, autant en personne qu'en ligne. Ce mode mixte n'a pas été le préféré de plusieurs élèves et enseignants, mais il a quand même permis à beaucoup de poursuivre leur perfectionnement professionnel. Nous avons joyeusement accueilli la nouvelle de la diminution des restrictions que nous avons connues ces dernières années; élèves et enseignants pourront être de nouveau réunis. Notre année s'est terminée en beauté par la tenue de plusieurs fêtes attendues depuis longtemps par les élèves.

Malgré l'amélioration de la situation générale, nous devons régler les problèmes de santé mentale et d'apprentissage vécus par les élèves. Certaines écoles arrivent mal à retenir les élèves; l'engagement de ces derniers dans leurs études a baissé et leur croissance a ralenti en conséquence. Nous constatons ces effets dans nos évaluations et nous tenterons de renverser la vapeur pour permettre aux élèves de progresser, autant sur le plan scolaire que socioaffectif.

À mesure que de nouveaux élèves s'inscrivent, nous devons combler des besoins de plus en plus élevés. Les élèves dont les besoins sont exceptionnels demandent une attention constante et du soutien difficile à organiser. Cette préoccupation touche les TNO au complet. Nous allons continuer de collaborer avec le ministère de l'Éducation, de la Culture et de la Formation (MÉCF) ainsi qu'avec les fournisseurs de services pour répondre de notre mieux aux besoins de nos élèves.

Finalement, la pandémie a affecté le recrutement et la rétention du personnel. Si on compare avec les années précédentes, un nombre inhabituel d'employés ont démissionné ou pris leur retraite pendant la dernière année. De même, plus d'employés ont demandé des congés sans solde. Presque toutes ces demandes sont directement liées aux répercussions de la COVID-19 sur le bien-être personnel et familial. Nous avons peiné à pourvoir les postes d'enseignement du français. Pour l'année qui vient, nous comptons profiter encore du programme de mentorat du MÉCF et favoriser les occasions internes et informelles de mentorat, en espérant retenir le personnel.

1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

- A. Governance structure;
- B. Functional Organizational Chart;
- C. Governance Training Plan;
- D. Meeting Schedule;
- E. School Profiles;
- F. Student Profiles; and
- G. Teacher Profiles.

A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

YK1 was established in 1939. Seven publicly elected officials serve as YK1 Trustees. The District Education Authority (DEA) plays a key role in the continued success of the District and the 2207 (April 2021) students it serves.

Accountability, strategic thinking, financial responsibility, and commitment are among the strengths of this dedicated group.

District Education Authority Trustees

*as elected in the fall of 2018 for a term of three years, to be followed by one year and four year terms. Confirmed 4 years to align with the city of Yellowknife elections.

Chairperson:	Tina Drew
Vice Chairperson:	Satish Garikaparthi
Trustees:	Terry Brookes Jay Butler Rajiv Rawat Al McDonald John Stephenson

Administration

Superintendent of Education:	Cindi Vaselenak
Assistant Superintendent:	Shirley Zouboules
Director of Corporate Services:	Tram Do

During their time 'in office', Trustees attend monthly DEA meetings and participate in regularly scheduled DEA-level committee meetings. In addition, Trustees make every effort to increase their awareness and understanding of community concerns and school-based issues by attending monthly Parent Advisory Committee meetings, public gatherings and community events. YK1 Trustees after an upcoming one-year term, will be elected every four years. There are no options to renew unless they are re-elected.

Yellowknife Education District No. 1 Trustees play a vital role in the continued success of the District. These individuals lead with diligence and sound judgment, always with the best interests of students at heart. YK1 policy-makers guide the next generation into the future and do their part to contribute to a strong community and a well-functioning society.

B. Functional Organizational Chart

The following table details the functional organization of the Education Body:



C. Governance Training

The following table details the governance training planned for Education Body members during the upcoming school year:

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
Orientation	Alberta School Boards Association (ASBA)	New Trustees	YK1 Following the Board election, Fall 2021	yes	
PD for all trustees	Conferences Webinars	Trustees	YK1 Dependent on Trustees needs / interests	yes	
Board evaluation process	Trustees, external consultant	Trustees	YK1 May / June 2022	yes	
Orientation	Alberta School Boards Association (ASBA)	New Trustees	YK1 Following the Board election, Fall 2021	yes	

D. Education Body Meetings

According to section 109 of the *Education Act*, “Divisional Education Council shall meet at least three times a year and at any other times that it may decide”. The following table details the schedule of Education Body meetings is planned for the upcoming school year:

Planned Date	Planned Location	Was the meeting held as planned? <i>(Yes/No)</i>	If No, why not?
September 14, 2021	District DEA Office Meetings *in person meetings dependent on approved re-opening plan	yes	
October 12, 2021	District DEA Office	yes	
November 9, 2021	District DEA Office	yes	
December 14, 2021	District DEA Office	yes	
January 11, 2022	District DEA Office	yes	
February 8, 2022	District DEA Office	yes	
March 8, 2022	District DEA Office	yes	
April 12, 2022	District DEA Office	yes	
May 10, 2022	District DEA Office	yes	
June 14, 2022	District DEA Office	yes	

E. School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Please include any anticipated schedule or programming changes required due to the COVID-19 pandemic.

Total Number of Schools in District	6	Total Anticipated Student Head Count	Estimated to be 2140
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School Name	Community	Grades Offered	Programming Highlights
École J.H. Sissons School (EJHS)	Yellowknife	JK-5	<p>École J.H. Sissons (EJHS) offers:</p> <ul style="list-style-type: none"> • French Immersion programming • Special programming includes choir, musical theatre, afterschool athletics and a speed skating academy. • Afterschool activities include judo, soccer, improvisation, painting, chess and choir, however due to COVID-19, these programs may be reduced • Indigenous language and culture is integrated into classroom sessions • Indigenous Culture Camps throughout the year • <i>Cours d'enquêtes en plein air (CEPA)</i>; (Forest/nature school practice) • A four day French Language and Culture Camp, 'Camp de neige', at the Yellowknife Ski Club
Mildred Hall School (MHS)	Yellowknife	JK-8	<p>Mildred Hall School (MHS) offers:</p> <ul style="list-style-type: none"> • English programming • Core French and Wilhèdeh language courses • Birchbark Discovery Centre, a community-based alternative education program for children in Grades 1 to 6 based out of Mildred Hall School • Many extracurricular activities such as team sports, fine arts, guitar, fiddling and various band instruments; alternative sports such as fat biking, cross country skiing, snowshoeing, and rollerblading; alternative options such as jigging and traditional games

			<ul style="list-style-type: none"> • Forest School, with many trained staff, allows students the opportunity to take their learning outdoors, using the natural environment to further their learning • A breakfast and hot lunch program. The school has a large garden where students grow vegetables used in the foods program • Positive Behavioural Interventions and Support (PBIS) is used a proactive approach to support behaviour
N.J. Macpherson School (NJM)	Yellowknife	JK-5	<p>N.J. Macpherson School (NJM) offers:</p> <ul style="list-style-type: none"> • English programming • Core French, Grades 1-5 • Special programs including Montessori, visual arts, music, drama, gymnastics and a strong recycling program • Several extracurricular sports, clubs and after-school programs *may be modified due to COVID-19 • Indigenous language and culture is integrated into classroom sessions • Indigenous Culture Camps throughout the year • An active Parent Advisory Council
Range Lake North School (RLN)	Yellowknife	JK-8	<p>Range Lake North (RLN) offers:</p> <ul style="list-style-type: none"> • English programming • Intensive French in Grade 6, Post-Intensive French in Grades 7 and 8, and Core French in Grades 1 to 8, excluding Grade 5, where students participate in Pre-intensive French camps • Student Options Program for grades 6-8, where students are able to choose from a variety of 6-week long sessions including tech, sports, outdoor pursuits, music, martial arts, yoga etc. • Indigenous Language and Culture, integrated into classroom sessions • Indigenous Culture Camps throughout the year • Special programs in music, band, choir, and drama • Advanced technology and robotics programs in a Makerspace environment • Extracurricular sports program encompassing many activities such as snowboarding, hiking, skiing, and biking • Sustainable living projects: active chicken coop, outdoor gardens, aquaponics, and observatory beehive

			<ul style="list-style-type: none"> An active and involved Parent Advisory Committee that organizes a large annual fundraising event, “Family Fun Night”, with proceeds supporting RLN student activities
École Sir John Franklin High School (ESJF)	Yellowknife	8-12	<p>École Sir John Franklin High School (ESJF) offers:</p> <ul style="list-style-type: none"> Programming from Grades 8 to 12 in both English and French Immersion Core French and Post-Intensive French from Grades 8 to 12 Dynamic Fine Arts program which includes music, band, choir, drama, drama tech, and visual arts Extensive trades curriculum and work experience program which includes industrial arts, automotive class, culinary arts, robotics and esthetics Indigenous culture programming and camps including Wíílídeh language instruction Successful Sports Academy with foci on volleyball, basketball, and high performance training: extra-curricular sports and clubs are also offered Support and resources for students struggling in school, socially, or at home. National and international travel opportunities for students include volunteering, scuba club, and cultural experience Night classes (Monday to Thursday evenings 6pm - 9pm) are also available onsite Alternate programming (Route 51) available during the day (10am - 4pm) off site. These graduating required course are offered on modular based format
École William McDonald School (EWMS)	Yellowknife	6-7	<p>École William McDonald Middle School (EWMS) offers:</p> <ul style="list-style-type: none"> Programming for Grades 6 and 7 in both English and French Immersion Other French options including Intensive French - Grade 6, Post-Intensive French - Grade 7, and Core French – Grades 6 and 7 Exploratory programming which includes Industrial Arts, Home Economics and Outdoor Education Sports Academy Program which includes hockey, soccer, dance, fitness and cross training. Recently updated fitness room has allowed and expansion to its sports programming. <i>*This program will be suspended for the 2021-2022 school year but the offering will be revisited in 2022-2023</i>

F. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (*% of students on a Regular Education Program (REP) with a Student Support Plan (SSP) for Accommodations, % of students on a Modified Education Program (MEP) with an SSP for Modifications, and % of students on an Individualized Education Program (IEP)*), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.**

The YK1 student population reflects the demographics of the City of Yellowknife. 39% of our student body is Indigenous, with a considerable variation in numbers of Indigenous students between schools. A growing number of students enrolled in our schools are new to Canada. These students' needs are supported, through the Support Workers In Schools (SWIS) program primarily in two schools. In addition, there are a number of students who are English Language Learners (ELL), but do not receive services from the SWIS program.

In 2020-2021, 70% of YK1 students were on a regular program, while 25% were on SSPs of which 3.57% were on Modified Plans. There were a remaining 2% of students on IEPs. Numbers for 2021-2022 are not yet known but percentages are likely to be similar.

G. Teacher Profiles

The following table details the characteristics of the teacher population, including average length of employment within the region, number of first year teachers expected, average number of teachers with full experience, number of teachers from the region or the NWT, and awareness of upcoming issues with teacher recruitment and retention. **Please include any specific information related to the COVID-19 pandemic.**

YK1 has teachers with a wide range of experience, from 0 to 32 years. Approximately, 29% of our teachers have less than 5 years teaching experience with YK1. The largest percentage, 49%, of our teaching staff have between 5 and 15 years of experience. The remaining 22% of teachers have greater than 15 years experience.

YK1 has limited challenges with teacher turnover in comparison to smaller NWT communities. Ongoing, areas where we experience the most challenges are in French Programming, Indigenous Language Instruction, and Administration. The high demand for French teachers across Canada makes it very difficult to attract and retain qualified French teachers due to the isolation and high cost of living. As well, it is very difficult to offer Indigenous Language programs due to extremely low numbers of qualified local Indigenous Language speakers. Staff interest in applying on and remaining in administrative roles diminishes more each year due to the perceived high expectations and overwhelming demands of the job.

YK1 is currently focusing on self-isolation planning for new hires from out of the territory to for the 2021-2022 school year.

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning;
- C. Annual School Reviews;
- D. Staff Evaluations;
- E. Regional Training and In-Service;
- F. Literacy Coordinators;
- G. Healthy Food for Learning;
- H. Student Success Initiative;
- I. Safe School Plans;
- J. Healthy Relationship Programming;
- K. Second Language Education; and,
- L. Northern Distance Learning

A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p>YK1 targets and performance indicators fall under the following pillars that reflect Education Leaders and ECE Priorities, and YK1 Strategic Priorities:</p> <ol style="list-style-type: none"> 1. Learning 2. Indigenous Language and Culture 3. Wellness, Community, and Key Competencies
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of regional priorities and goals that align with the 5 Shared Priorities.	100%	100%	
Education staff will participate in Professional Development focusing on the three identified pillars.	100% of staff will participate in PD focused on one or more of the three pillars	100%	
YK1 schools will utilize a mentorship approach in Science to support colleagues.	100% of YK1 schools will identify teacher leaders in Science (FR/EN)	100%	
YK1 schools will participate in district led PD focusing on numeracy and literacy.	100% of YK1 schools, Grades 1-8 schools	100%	

<p>YK1 schools will continue to utilize the PLC model to support teacher collaboration and improve student achievement.</p> <p>“We are committed to supporting educators in developing their knowledge, skills and practices. Through cycles of inquiry, our collective efficacy can be realized. “The concept of learning in practice is now viewed as foundational to teacher leadership; it rests on the idea that learning is more social, collaborative, and context-dependent than was previously thought” (Donohoo 2017, Lieberman and Miller 2004)</p>	<p>100% of YK1 schools will provide PLC time within the school day</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>The continued development of collaborative time with learning times and deeper understanding of pedagogy as a result of practitioner inquiry</p>		
<p>Areas for Development for the region</p>	<p>More choice in professional learning opportunities for our high school teams</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>This year we worked with department heads at the high school to determine needs and interests for PD</p>		

B. School Improvement Planning

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, measureable improvement objectives, major strategies (particularly whole-school strategies), reference to systemic policies and directions, evaluation measures and a timeframe, including a provision for annual review.

The following tables detail regional priorities and goals, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</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>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	100%	
Areas of Strength for the region	As we move to more competency based priorities, schools have worked collaboratively with their staff to develop meaningful improvement goals		
Areas for Development for the region	Further development of the improvement plans		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

C. Annual School Reviews

As per the *NWT School Improvement and Reporting Directive*, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail the region’s approach to the completion of Annual School Reviews, including regional performance indicators and targets set for the upcoming school year related to Annual School Reviews, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

For the 2021-22 school year each region is able to determine how best proceed with annual school reviews.

<p>Regional approach to the completion of Annual School Reviews, including any specific information related to the COVID-19 pandemic.</p>	<p>YK1 schools develop yearly School Improvement Plans based on the previous year’s data. They identify goals, set targets and performance indicators, and ensure alignment with YK1 identified pillars. School plans are shared with the District Administration and the Board of Trustees. At the end of the year, there will be another presentation to share and discuss the results, which inform the subsequent year’s plan. The format for school presentations to Trustees will depend on COVID-19 restrictions.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which Annual Reviews are completed.	100%	0	This year we welcomed in a new board of trustees. As this was a steep learning curve for many, the focus was on other areas.
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%	100%	
Areas of Strength for the region	Understanding and working toward our shared vision through our strategic priorities. Schools have taken ownership and are invested in the key areas.		
Areas for Development for the region	Regaining a cycle of review and planning after our new board of trustees is welcomed in, October 2022		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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D. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012).

The following tables detail the region’s approach to completing staff evaluations, including regional performance indicators and targets set for the upcoming school year related to staff evaluations, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to the completion of Staff Evaluations, including any specific information related to the COVID-19 pandemic.	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.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	53	31	There has been substantial changes to staff this year. This has made completing evaluations difficult
Number of principals and assistant principals formally evaluated in the school year.	4	1	With the need to focus on completing staff evaluations taking priority, fewer administration evaluations were accomplished
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	6	3	3 staff would have had a second evaluation this year. While a good goal, it was necessary to have the 3 completed that have been.
Number of Superintendents formally evaluated in the school year.	1	0	
Areas of Strength for the region	We have worked hard to identify all staff who are due for evaluation and prioritize them as much as possible.		
Areas for Development for the region	The tools with which we evaluate staff need to be updated.		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	The addition of JP funded staff has significantly impacted the timely completion of staff evaluations.
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E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

The following tables detail the region’s training and in-service plan, the relevance of the plan to regional and shared priorities, and include regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.	<p>Yellowknife Education District No.1 will ensure that all district and school-based training, in-servicing, and professional development fits under the identified pillars for 2021-2022.</p> <p>Consultants will provide PD in the following areas: Learning / Indigenous Language and Culture</p> <ul style="list-style-type: none"> • Math Working Group (EN/FR) • Science Mentors (EN/FR) • Nurturing Northern Literacy Learners • Place-based, culturally responsive initiative, Engaging Learners in the Middle Years • JK/K Collaborative Study Group • Neurolinguistic approach with outside consultant (FR/Wilhìdeh) <p>Two district days are planned to align the new YK1 strategic priorities and curriculum renewal.</p> <p>Two ILE district days are planned to meet the ILE directive</p> <p>School specific STIP times are planned to align with the identified pillars</p> <p>Most PD will be delivered virtually due to travel restrictions</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on shared priorities	100%	100%	
Number of administration days dedicated to training and in-service.	1	1	
% of collaborative STIP time dedicated to regional priorities	100%	100%	
Number of schools which implemented STIP as per the Ministerial Directive	6	6	
Areas of Strength for the region	The Nurturing Northern Learners initiative was very successful and thus was extended to include Grade 7 & 8 teachers		
Areas for Development for the region	Middle years PD did not occur during 2021-2022 but will start March 2023		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	As the year progressed, additional training or professional development was conducted. JK/K/1 group engaged with a consultant to facilitate play-based, inquiry learning sessions.		

F. Literacy Coordinators

Literacy coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	2.0	2.5		3.0	Identified as valuable resources

* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body, otherwise not allocated.

The following tables detail the region's role of their Literacy Coordinator, and the relevance of the position to regional and shared priorities, including regional performance indicators and targets set for the upcoming school year related to literacy, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.	This upcoming school year, the Literacy Coordinators will focus on communicating and supporting implementation of the Literacy Plan within the schools. This will be done through professional development, in-servicing as well as providing of resources.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. (Yes or No)	Yes	yes	
Areas of Strength for the region	A literacy plan and numeracy plan were developed and combined as a Learning Plan for YK1. This is a document with multiple intended audiences and will support teaching staff and leadership teams at different levels, moving forward.		
Areas for Development for the region	Ensuring staff become familiar with and use the Learning Plan to support their practice.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

G. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

The following tables detail the programs relevance to regional priorities and strategies including regional and school-based performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Targets	
Relevance of the Healthy Foods for Learning program to regional priorities, including any specific information related to the COVID-19 pandemic.	<p>YK1 schools access the Healthy Food for Learning Program for the provision of snacks and/or lunches using a philosophy of access for all. Schools employ an “open cupboard” approach that allows students to get snacks and lunches, as they need them. This aligns with YK1 Strategic Priorities that focus on learning and wellness. Research shows that students perform better in all areas when their diet consists of nutritional food. (https://www.ece.gov.nt.ca/en/services/education-renewal/healthy-foods-learning).</p> <p>Our experience is that many students in our YK1 community, some of whom cannot be readily identified, do not have access to healthy food in their homes. This program helps ensure that access.</p>

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	n/a		
Areas of Strength for the region	YK1 schools have continued to support all students with healthy food programming, as well as during school closures.		
Areas for Development for the region	Looking for more creative and respectful ways to support students with food security in and out of school.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Frequency of program <i>(Monday - Friday)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
EJHS	Breakfast	Monday - Friday	Available, but not usually accessed	Everyone welcome	Yes	
	Lunch	Monday - Friday	15	Everyone welcome	Yes	
	Snack	Monday - Friday	20	Everyone welcome	Yes	
MHS	Breakfast	Monday - Friday	80	Everyone welcome	Yes	
	Lunch	Monday - Friday	110	Everyone welcome	Yes	
	Snack	Monday - Friday	200	Everyone welcome	Yes	
NJM	Breakfast	Monday - Friday	Available, but not usually accessed	Everyone welcome	Yes	
	Lunch	Monday - Friday	1	Everyone welcome	Yes	
	Snack	Monday - Friday	25	Everyone welcome	Yes	
RLN	Lunch	Monday - Friday	10-15	Everyone welcome	Yes	
	Snack	Monday - Friday	*Provided for all students	Everyone welcome	Yes	
ESJF	Breakfast	Monday - Friday	Available	Everyone welcome	Yes	
	Lunch	Monday - Friday	55	Everyone welcome	Yes	
	Snack	Monday - Friday	100 *includes youth who access breakfast program	Everyone welcome	Yes	
	Take-home packages	Monday - Friday	20	Everyone welcome	Yes	
EWMS	Lunch	Monday - Friday	15-20	Everyone welcome	Yes	
	Snacks	Monday - Friday	*Provided for all students	Everyone welcome	Yes	

* Please complete one row for each program offered in a school. Ex:) complete two rows if a school offers both breakfast and snack programs.

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets, along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development. Under the proposal summary, indicate whether this is a continuation of previous year's SSI project.

<p>SSI Project Proposal Summary, including any specific information related to the COVID-19 pandemic.</p>	<p>The YK1 SSI proposal will focus on the pillars, Learning; Indigenous Language and Culture; and Wellness, Community, and Key Competencies by:</p> <ul style="list-style-type: none">• Utilizing outside facilitators in English and French Immersion to focus on effective and inclusive practices in Math and Science using a residency model multiple times over the year.• Using our outside consultants to support the Early Literacy/ILE initiative, Nurturing Northern Literacy Learners. The focus will be on inclusive practices and includes ways to support teachers in bringing Indigenous content, perspectives, and pedagogies into their classrooms.• Supporting our early childhood educators to focus on pedagogy around Playful Inquiry. A district professional learning community will meet multiple times over the year. <p>This SSI initiative will begin a new cycle of PD for YK1. We are taking a responsive approach to learning by including ongoing professional development that supports teachers in various stages of their practice. Schools will have the opportunity to co-plan and coordinate the PD with our outside professional facilitators. This will allow for teachers to delve into learning areas most pertinent to their development.</p> <p>YK1 values the impact that Professional Learning Communities can have on teacher practice and student learning. Teachers participate in collaborative inquiry professional development using the Spiral of Inquiry process. "The Spiral of Inquiry is about listening to learners and reflecting on our own practices as educators. It assists schools in taking an inquiry-oriented, evidence-based approach to learning and teaching." (Kaser and Halbert, 2017).</p> <p>"When teachers collaborate using the inquiry model and believe that together they and their colleagues can impact student achievement, they share a sense of collective teacher efficacy. Teams with high collective efficacy show greater effort and persistence, as well as</p>
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	<p>willingness to try new approaches, and attend more closely to students' needs." (Donohoo, 2017)</p> <p>References: Kaser, L. & Halbert, J. (2017). <u>The Spiral Playbook: Leading With Inquiring Mindset in School Systems and Schools</u>. C21 Canada Donohoo, J. (2017). <u>Collective Efficacy: How Educators' Beliefs Impact Student Learning</u>. Corwin <i>*Outside consultants and facilitators may continue to work with staff virtually due to COVID-19 safety considerations.</i></p>
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region who participate in SSI PD activities.	90%	90%	As initiatives were added, the number of staff participating in PD may have increased, however, they may have declined participating in previously planned PD
% of support staff from across the region who participate in SSI PD activities.	100% PSTs	100%	
Areas of Strength	Additional sessions were made available to support assistants. PD opportunities presented themselves as the year progressed and we were able to respond to teacher needs/requests as they aligned with our goals and priorities.		
Areas for Development	There are programs we would like to more specifically provide targeted professional development for, in the future.		
Additional Comments, including any specific information related to the COVID-19 pandemic.			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? (Yes/No)	If No, why not?
Engaging All Learners	2021-2022, 2022-2023, 2023-2024	No	Some modifications were made to be responsive to educator needs. This meant additions to PD or adjusting specific initiatives, such as Science Mentors. The adjustments were a result of responding to Covid, educator wellness, student needs and district priorities

I. Safe School Plans

Safe Schools Regulations require Education Bodies to complete a Safe Schools Plan that includes bullying prevention, intervention and education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. Safe School Plans are submitted annually to the department to ensure that Safe Schools Regulations are in place across the territory. Plans are reviewed and regions are provided with feedback every three years.

The current cycle is:

2021-2022	2022-2023	2023-2024
CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA	BDEC SSDEC

The following table details the regional performance indicators and targets related to Safe School Plans, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	Schools were appreciative of the standard platform and worked with the Lead to complete the plans in Clevr.		
Areas for Development for the region	Continue to hone the specificity of plans at each school. Educating new school administration on the planning and implementation of these documents.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. This refers to programming that is offered to all students, rather than targeted programs for individual students.

Regions/Schools may offer evidence-based healthy relationships programs of their choice; however, ECE endorses the following evidence-based programs:

- Grades JK-3: *WITS* (Walk Away, Ignore, Talk it Out, & Seek Help);
- Grades 4-6: *LEADS* (Look & Listen, Explore Points of View, Act, Did it Work?, Seek Help);
- Grades 7-9: *The Fourth R - Health Physical Education (HPE) Program*; and
- Grades 10-12: *The Fourth R - Healthy Relationships Plus Program (HRPP)*.

The following tables detail the region’s approach to for the integration of evidence-based healthy relationship programming including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.	YK1 continues to promote evidence-based healthy relationship programming including ECE endorsed programs. The District supports school-based decisions regarding research-based programs to support healthy relationships.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools with JK-3 students offering WITS.	60%	25%	Schools used programs that fit the needs of their students
% of schools with grade 4-6 students offering LEADS.	40%	50%	Schools are making use of programs that fit the needs of their students
% of schools with grade 7-9 students offering the Fourth R.	100%	100%	
% of schools with grade 10-11 students offering HRPP.	100%	100%	
Were there any difficulties accessing training for the above programs?	The pandemic impacted delivery of PD from ECE.		
Are there any recommendations for making training for the above programs more accessible?	While there are programs available to support students and staff in the development of healthy relationships, time out of the classroom for training is always a challenge. Even more so now with school closures having been a recent reality. It may be time to review and assess how many programs are available and are used.		

Areas of Strength for the region	Schools also implemented TAMI for Grade 8 students
Areas for Development for the region	Revisit available and supported programs.
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4 th R, and HRPP, and the grades they are being used in (if applicable).	EJHS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ LEADS https://witsprogram.ca/school/wits-leads-program/ WITS https://witsprogram.ca/ Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation	The LEADS program was not used this year. The other programs have been used successfully.	It was determined that LEADS was not needed this year.
	MHS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ Skillstreaming http://www.skillstreaming.com/ Mind-up https://mindup.org/ Peace of Mind https://teachpeaceofmind.org/the-peace-of-mind-program/	100% as planned Not used this year Used by SEL, PST for specific situations, students and goal met	Each year programs are utilized based on the needs of the students. As appropriate, the program is selected that suits the students' needs

		<p>The Fourth R - Health Physical Education (HPE) Program https://youthrelationships.org/</p> <p>LEADS https://witsprogram.ca/school/wits-leads-program/</p> <p>WITS https://witsprogram.ca/</p> <p>FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/</p> <p>WeThinkers https://www.socialthinking.com/Products/we-thinkers-volume-1-deluxe-package</p> <p>Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation</p>	<p>Not used this year</p> <p>All 7/8 classes</p> <p>Not used this year</p> <p>Not used this year</p> <p>All 7/8 classes</p> <p>All JK/K</p> <p>All classes in their own way</p>	
	<p>NJM</p>	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/</p> <p>WITS https://witsprogram.ca/</p> <p>Peace of Mind https://teachpeaceofmind.org/the-peace-of-mind-program/</p> <p>We Thinkers https://www.socialthinking.com/Products/we-thinkers-volume-1-deluxe-package</p> <p>The Introspection Curriculum https://www.kelly-mahler.com/product/the-interoception-curriculum-a-step-by-step-guide-to-developing-mindful-self-regulation/#:~:text=Description&text=The%20Interoception%20Cur</p>	<p>Yes, blitzes did happen, one each term and then goals were generated by classes</p> <p>Achieved</p> <p>Achieved – more have been ordered</p> <p>Achieved but will not continue next year</p> <p>Achieved – used for individual or small group</p>	<p>Mindful Schools Curriculum is also used in partnership with Peace of Mind</p>

		riculum%20provides%20a,promote%20comfort%20within%20the%20body		
	RLN	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/</p> <p>Mind-up https://mindup.org/</p> <p>The Fourth R - Health Physical Education (HPE) Program https://youthrelationships.org/</p> <p>Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation</p> <p>FOXY https://arcticfoxy.com/ SMASH https://arcticmash.ca/</p> <p>Peace of Mind https://teachpeaceofmind.org/the-peace-of-mind-program/</p>	<p>All grades</p> <p>JK-Grade 3</p> <p>Grades 7 & 8</p> <p>On individual or small group basis</p> <p>Not this year due to Covid</p> <p>Not this year</p>	<p>Students benefited from learning about and using the language, individually or as a small group</p> <p>This was scheduled after Christmas and had to be cancelled due to school restrictions/closure</p> <p>The programs used met the needs of students & staff at the time</p>

	ESJF	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/</p> <p>The Fourth R - Health Physical Education (HPE) Program The Fourth R - Healthy Relationships Plus Program (HRPP) https://youthrelationships.org/</p> <p>FOXY https://arcticfoxy.com/ SMASH https://arcticasmash.ca/</p>	<p>Not used</p> <p>Achieved</p> <p>Achieved</p>	<p>The PBIS philosophy is used situationally by staff.</p>
	EWMS	<p>Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/</p> <p>The Fourth R - Health Physical Education (HPE) Program https://youthrelationships.org/</p>	<p>Achieved</p> <p>Training for Leads for PBIS will be needed for next school year.</p>	

K. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, the grades in which the SL is taught, % of students participating in SL instruction, and the frequency in which the SL instruction occurs.

School Name	Language of SL (Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̄chǫ)	Type of SL program (core, immersion, intensive)	Grades of SL program (per program type)	% of students enrolled (per program type)	Frequency of SL Program (min/week)	Actual Frequency of SL Program (min/week)	Explanation for difference (if applicable)
EJHS	French	Immersion	JK-2	100%	1575 min/week	1575 min/week	
	French	Immersion	3-5	100%	1420 min/week	1420 min/week	
MHS	French	Core	1-8	35%	80-120 min/week	80-120 min/week	
	<i>Wilı̄ı̄deh</i>	Core	1-8	65%	80-120 min/week	80-120 min/week	
NJM	French	Core	1-4	72%	80-120 min/week	80-120 min/week	
	French	Pre-Intensive French Camps	5	28%	2X30 hrs = 60 hrs/year	2X30 hrs = 60 hrs/year	
RLN	French	Intensive	6	5%	1200 min/week Sept – Jan; 400 min/week Feb - Jun	1200 min/week Sept – Jan; 400 min/week Feb - Jun	
	French	Post-Intensive	7,8	20%	400min/week	400min/week	
	French	Pre-Intensive French Camps	5	10%	2X30 hrs = 60 hrs/year	2X30 hrs = 60 hrs/year	
	French	Core	1-4, 6-8	65%	80-120 min/week	80-120 min/week	
ESJF	French	Immersion	8,9	25%	Up to 1120 min/week	Up to 1120 min/week	
	French	Immersion	10-12	12%	Up to 1120 min/week	Up to 1120 min/week	

	French	Post-Intensive	8	22%	400 min/week	400 min/week	
	French	Post-Intensive	9-12	8%	400 min/week	400 min/week	
	French	Core	8-12	12%	160-200 min/week	160-200 min/week	
	<i>Wiliideh</i>	Core	9-12	4%	160-200 min/week	160-200 min/week	
EWMS	French	Immersion	6,7	27%	Up to 1280 min/week	Up to 1280 min/week	
	French	Intensive	6	45%	1200min/week Sept - Jan; 400 min/week Feb - Jun	1200min/week Sept - Jan; 400 min/week Feb - Jun	
	French	Post-Intensive	7	30%	400 min/week	400 min/week	
	French	Core	6,7	33%	120 min/week	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		1.00	

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of RISCs allocated as less than a 1.0 FTE	n/a	n/a	

B. Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
EJHS	2.69	2.00			2.00	
MHS	2.41	3.00	Based on school need		3.00	
NJM	3.22	3.00			3.00	
RLN	2.18	3.00	Based on school need		3.00	
ESJF	3.25	3.00			3.00	
EWMS	2.08	2.00			2.00	
TOTAL	15.81	16.00	Difference is based on rounding positions to 1.0 FTE		16.00	

C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Please ensure that Support Assistants funded through Jordan’s Principle and Children’s First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
EJHS	33.35	2.00		2.0	
MHS		7.00		7.0 JP 13	
NJM		6.00		6.0 JP 6	
RLN		6.50		7.5 JP 11	*Additional 1.0 added to support student needs
ESJF		9.50		9.5 JP 5	
EWMS		3.00		3.0	
TOTAL	33.35	34.00	Difference of .65 FTE funded by YK1 for 0.5 FTE and 1.0 FTE positions <i>*JP SAs are not yet confirmed for 2021-22 – these numbers will be higher than 34</i>	*35.00 JP 35.00	

D. Magnet Facilities

The North Slave Correctional Complex – Young Offender Unit and McAteer House provide services to students with very challenging needs. This facility is deemed a ‘magnet facilities’ and has been identified as requiring additional supports.

The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

Positions	Allocated (PY)	Budgeted (PY)	Explanation for variance (if applicable)	Actual (PY)	Explanation for variance (if applicable)
Teachers	3.0	4.0	*Positions for teachers instead of 2 SAs	4.0	Positions for teachers instead of 2 SAs
Support Assistants	2.0	0.5	*Funds from SA to teachers	0	
TOTAL		4.5		4.0	

The following table details the total amount of allocated, budgeted and actual funding spent on O&M for Magnet Facilities, and the explanation for any variance between each.

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
\$38,000	\$38,000		\$26, 882.66	Actual spending for 2020-2021 based on needs, supplies, resources. Due to NSCF regulations, during COVID, staff were reassigned.

E. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$129,209	\$129,209		\$127,011.16	

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Child Autism Services Edmonton (CASE)	PSTs EAs Admin Teachers	Contractor	To be determined	Yes	
Robyn Combres (Educational Psychologist); Positive Behaviour Support Inc.	PSTs EAs Admin Teachers	Contractor	To be determined	Yes	
Non-violent Crisis Intervention Training <i>*Recertification of trainers</i>	EAs PSTs	Contractor RISC	To be determined	Yes	
Dean Consulting	PSTs RISC Teachers	Contractor	To be determined	yes	
IEP Renewal	PSTs	ECE RISC	To be determined	yes	This is a work in progress and we will continue to work on

					revision and training.
Inclusive Play-based pedagogies – Kristi Mraz	PSTs, Teachers	Consultant	3 sessions	yes	
Marian Small – supporting flexible instructional strategies in numeracy	PSTs, Teachers	Consultant	3	Yes	
CTRI - Dealing with Difficult People	PSTS	Virtual PD	1 session	Yes	
LifeWorks: Workplace Mental Health Leadership	School and District leadership teams	Virtual PD	2 sessions + follow up modules	Yes	
Dr. Jody Carrington	EAs	Virtual PD Modules “How to Connect with Kids”	March 2022	yes	
	District Wide	Virtual Session - Wellness	August 2021		

The following tables detail the region’s approach to inclusive schooling Professional Development, the relevance of the plan to regional and shared priorities, and includes regional performance indicators and targets set for the upcoming school year related to inclusive schooling professional development, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>In 2021-2022, YK1 will continue school-based professional development that supports planning for and teaching to diversity in our classroom communities. With the new YK1 strategic priorities, inclusive schooling is not a separate entity. Our priority will be to start with an inclusive lens that presumes competence of all learners.</p> <p>Additionally, professional development will focus on social-emotional learning, wellness, and self-regulation, cultural competencies and the concept of “A Capable Person.”</p>
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	<p>Our outside consultant will work with PSTs and school/teacher teams to continue to reinforce and promote best practices through a strength-based approach.</p> <p>Professional development for the region is based on strategic priorities. All priorities align with inclusive practices and pedagogies. PSTs support teachers through district initiatives rooted in aspects such as play-based learning, literacy and numeracy to support staff and students to provide context and growth.</p> <p><i>Dates and format subject to COVID-19 restrictions.</i></p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of teachers trained, at some point in the past two years, in writing of SSPs and IEPs according to the IS Directive?	100%	100%	
% of staff trained, in the past two years, in the SBST process?	100%	100%	
Areas of Strength for the region	<p>A variety of responsive opportunities for learning to support inclusive practices</p> <p>Developing internal capacity for safe schools – SIVA, CPI, Crisis Response</p>		
Areas for Development for the region	<p>PSTs will focus on one area of professional learning to support learning cycles with staff and promote inclusive practices that support students.</p>		
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.	<p>Continued virtual consultation with most providers</p>		

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 (\$)
Robyn Coomers	As needed, consultation and training	GNWT service only available in areas of PT/OT/Audiology/TBST	All	1 school year	\$8540.00
Dean Educational & Psychological Consulting	Three scheduled one week blocks and consultation/assessment as needed	Psycho-educational assessments, parent debriefs, school consultations	All	1 school year	\$59,400
Capable Kids Chelsey Weleschuk	Occupational therapy, assessments, school consultations and EA PD	Additional services needed	3	3 weeks	\$8726.41
Children Autism Services of Edmonton	Consultation for schools and families, transition planning, SLP support for complex needs (AAC) and PD	Specialized services not available in the north	4	1 school year	\$12,044.97
Continuum North – Shayla Richards	Psycho-educational assessment	Alternative psychologist	1	Length of 1 assessment	\$2181.98
Wendy McDonald	SLP	Priority student with no other service option	1	Length of assessment and follow up therapy	\$2720.00

** This table refers to contractors procured using Inclusive Schooling funding, and does not include others such as those procured by Jordan's Principle / Child First Initiative Funding.*

F. Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

The following table details the amount of allocated, budgeted and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student/ etc.)	Total Over / Under Allocation (\$)
\$119,539	53,917.48	communication devices, laptops, scanning pans, FM systems, Board Maker Pro, hover cam, iPads	District Wide	

G. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, budgeted and actual funding spent on Healing and Counselling per school, and the explanation for any variance between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Purpose (materials, positions, contracts, etc.)	Actual (\$)	Explanation for Difference (if applicable)
EJHS	\$114,351			Included technology to support virtual speech services and staff supervision support	\$ 66, 820	<p>*non-compliance request submitted on February 18th, 2022 to SSW to use healing and counselling funds to support virtual SLP service (Tiny Eye) due to withdrawal of school based service by GNWT</p> <p>For 2021-22, there was no internal school based counsellor hired by YK1 to support the school. Attempts to hire an Indigenous Support worker (at MHS) were not successful.</p> <p>Additional funds spent on Self Reg. (\$13,500) Safety equipment (\$35,000) and assessments (\$30,000).</p>
MHS		\$60,000	*Contract position to support students in proactive, whole classroom-based practices			
NJM				Two PD contracts for all school staff:		
RLN				Focus on educator wellness, Compassion fatigue – Mental Health First Aid Mental Health in the workplace for Leadership		
ESJF		\$30,000	Contract position to support students in proactive, whole classroom-based practices			
EWMS						
YK1 DO		\$24,351	School-specific initiatives, on request	Two staff placement; 1 teacher, 1 EA were allocated to support		

				students' wellness and mental health at one school after March Break (1 EA, 1 teacher)		
TOTAL	114,351	114,351			\$66,820	

H. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region's approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs, including regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<p>Monthly Program Support Teacher meetings, where directive guidelines and strategies are shared and discussed with the RISC and PSTs, to ensure that SSP/MEP/IEP plans are aligned with the inclusive schooling policy. The PSTs and school teams (administrators, PSTs, teachers, EAs) will work collaboratively with families to ensure thoughtful and intentional supports align with students' SSP and IEP goals.</p> <p>The IEP renewal process professional development will ensure a strength-based approach to goal setting with students and families. YK1 recognizes the need that teacher and support staff professional development plays an integral part in IEP renewal success.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of SSPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and signed by parent(s)/caregiver(s)(if necessary) at each reporting period.	85%	85%	
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	85%	85%	
Number of students not able to participate in the Common Learning Environment in their home community.	0	0	
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100% JK-8 75% 9-12	100% JK-8 75% 9-12	

% of schools using Universal Design for Learning (UDL) that is inclusive of the requirements of SSPs and IEPs.	50%	50%	
Number of students in temporary residency situations or homebound for whom education programs are provided.	0	2	Covid and medical reasons
Number of times per month that the RISC meets with PSTs via video/phone conference?	Approximately 30 contacts per month with individual PSTs	Monthly and as needed	
Number of times per year that the RISC meet with the PSTs in person	Entire team meets monthly	Entire team meets monthly – virtually due to Covid	
Areas of Strength for the region	<p>SBST Meetings implemented in every school</p> <p>Leadership Meetings exist at every school</p> <p>SSPs reviewed throughout the year</p> <p>PLC Collaboration – PSTs & Teachers</p> <p>Class Reviews/Class Profiles completed multiple times per year (Grade 9 at high school level)</p> <p>CBIEP implemented for each IEP – revisions and additional training will continue to 2022-23</p>		
Areas for Development for the region	<p>CBIEP Training for new staff (Admin/PST/Teacher/EA)</p> <p>Data tracking and reporting tools from IEP in classroom settings</p> <p>EA Professional Development (high turnover of EA staff)</p> <p>Embedded (weekly/biweekly) collaborative time for teachers and EAs</p> <p>JK/K Student Support Plan (SSPs/IEPs) planning</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Remote learning outcomes and supports were identified for some students that were not transferable back to the classroom		

	Concerns regarding potential increase in number of support plans due to remote learning periods and student absenteeism as a result of COVID
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I. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.</p>	<p>YK1 is committed to the ongoing work with outside facilitators who are experts in instructional strategies that are flexible, open-ended and meet the diverse needs of students in our classrooms. There is a focus on utilizing planning techniques that support holistic educational experiences.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
<p>% of teachers who receive support through equitable scheduled time with PST to review universal classroom practices.</p>	75%	75%	
<p>% of support assistants who receive support through adequate scheduled time with PST.</p>	75%	75%	
<p>% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.</p>	75%	75%	
<p>% of schools that have a fair process for equitable access to extra-curricular activities?</p>	100%	100%	
<p>Areas of Strength for the region</p>	<p>Increased use of assistive technology as accommodations and for assessment purposes</p> <p>Outdoor classroom spaces created and/or sustained</p> <p>Professional Learning Communities/Teams to focus on instruction, use of instructional strategies and assessment</p> <p>Use of external consultants to support students, staff and families</p>		

	<p>In house PD/Residencies (play based learning, literacy and numeracy to support inclusive practices) at the JK-8 level</p>
<p>Areas for Development for the region</p>	<p>Align plans to support inclusive schooling (<i>Inclusive Schooling Directive, ECE priorities, YK1 Priorities, School Priorities, Class Profiles/Goals, Individual Student Plans</i>)</p> <p>Ongoing professional development for trauma-responsive practices</p> <p>Action planning and problem solving for lack of health services to support students and families, locally</p> <p>EA Professional Learning</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Supporting mental health of students and staff has been and continues to be a priority</p> <p>Disruptions due to remote learning periods delayed start of year community building</p> <p>Lack of a sense of community in the school due to lack of physical access to buildings</p> <p>COVID made in-person consultation difficult</p>

J. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students' needs and to reduce barriers to students' success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region's approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students. It includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.	In 2021-2022, all schools will utilize the existing referral process and format to ensure the continued efficiency and effectiveness of SBST in our schools.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of schools that have an established an operational SBST by the end of the first month of school.	100%	100%	
% of teachers accessing the SBST	100% *all have access	60-70%	Some specialist teachers do not access the SBST, however, they may be invited to attend. SBST at the high school level has been difficult to implement consistently.
% of schools that are using referral forms to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	
% of schools that include CYCCs in SBST meetings.	100%, when required	As required	
% of SBST meetings that focus on developing strategies to support classroom teachers.	Unknown until referrals	45%	

	are submitted		
% of SBST meetings that focus on solving specific problems.	Unknown until referrals are submitted	45%	
% of SBST meetings that address systemic issues in the school.	Unknown until referrals are submitted	10%	*Leadership meetings at each school continue to address systemic issues. These are separate from SBST scheduled times
Areas of Strength for the region	<p>Teams have confidence and experience in facilitating SBST (format and structure)</p> <p>SBST scheduled weekly at most schools</p> <p>Flexible meeting formats (staff in attendance – RISC, Admin, PST, EA, CYCC, Guidance Counsellors, etc)</p> <p>Coverage for meetings for staff</p>		
Areas for Development for the region	<p>Increase number of staff accessing SBST</p> <p>Consistency in following action items and follow up meetings</p>		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Formal meetings did not regularly occur during remote learning periods		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	EJHS	Bi-weekly, 90 minutes	Bi-weekly, 90 minutes	
	MHS	Weekly, 60 minutes	Weekly, 60 minutes	
	NJM	Weekly, 60 minutes	Weekly, 60 minutes	
	RLN	Weekly, 90 minutes	Weekly, 90 minutes	
	ESJF	Weekly, 60 minutes	Weekly, 60 minutes	
	EWMS	Weekly, 60 minutes	Weekly, 60 minutes	

K. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the *NWT Education Act*, IEPs additionally require the explicit consent of the student’s parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.	Schools follow processes outlined in the directive that include criteria and timelines for the development and review of SSPs and IEPs. PSTs and RISC problem-solve individual cases that require modified education planning. In 2021 – 2022, a focus will continue to be on the education and understanding of the Competency-based Individual Education Plan (CBIEP).
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who are developing SSPs for which they are responsible.	100%	100%	
% of teachers who are developing IEPs for which they are responsible	100%, supported by PSTs	100%, supported by PSTs	
% of parents participating in developing SSPs for those students requiring them <i>(more than signing)</i> .	60%	60%	
% of parents participating in developing IEPs for those students requiring them <i>(more than signing)</i> .	100%	100%	
% of schools with plans or strategies in place to increase parent/caregiver participation in SSPs and IEPs.	100%	100%	
% of students participating in developing their own SSPs, when required and appropriate.	20%	20%	
% of students participating in developing their own IEP, when required and appropriate.	75%	75%	
% of schools with plans or strategies in place to increase student participation in SSP and IEP creation	100%	100%	

<p>Areas of Strength for the region</p>	<p>Process outlined for SSP development</p> <p>Training for new staff for Special Programs (TIENET)</p> <p>Completing plans on time</p> <p>Team problem solving and consultation</p>
<p>Areas for Development for the region</p>	<p>Increasing student signatures (especially at high school level)</p> <p>MEP process and clarification of curricular expectations</p> <p>Alignment of planning and practice</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	

L. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST's time should be devoted to **teacher support activities**
- no more than 25% of the PST's time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region's approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.</p>	<p>The RISC will support, as needed, school PSTs and Administrators to collaboratively develop monthly priority lists for their respective schools. The plans will include YK1 and ECE initiatives and directive deadlines, as well as ensuring that time targets are met. A beginning of the school year PD refresher will be held for Admin and PSTs on allocation of PST time targets. All meetings will comply with COVID-19 restrictions.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable, for example, include what other duties PSTs may have been assigned)</i>
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	100%	
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	100%	
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%	100%	
% of PSTs allocated as less than a 1.0 FTE	0	0	
Areas of Strength for the region	Average PST time allocation aligns with IS Directive Collaborative PST Team with multiple areas of individual strength and expertise that support the region		
Areas for Development for the region	High turnover of PST staff for 2022-23 will result in more training for PSTs at YK1 – district level, within schools, between schools, with partners that support IS within region		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Staff absenteeism due to COVID made it difficult to consistently engage in collaboration Entire YK1 PST Team has not fully met in person since Spring of 2020 due to COVID. Virtual meetings held monthly with in-person RISC/PST meetings at school level
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4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 *NWT JK-12 Indigenous Languages and Education (ILE) Policy* highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools.

A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any difference between each.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
1.00	1.00		1.00	

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school’s ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation of why the committee 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)
EJHS	Principal, three classroom teachers	Monthly	
MHS	Principal, one PST, one teacher	Monthly	
NJM	Principal, two teachers and PST	Monthly	
RLN	Principal, two PSTs, three classroom teachers	Monthly	
ESJF	Principal, two PSTs, three classroom teachers	Monthly	
EWMS	Principal, Vice-Principal, three classroom teachers	Monthly	

C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum. The following table details the number of allocated, budgeted and actual ILI (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
EJHS	6.73				
MHS		5.00		5	
NJM					
RLN					
ESJF		2.00		2	
EWMS					
TOTAL	6.73	7.00	Rounded up to FTE PY	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?	<p>YK1 has made the following accommodations to support Indigenous language instruction:</p> <ul style="list-style-type: none"> In-servicing of <i>Our Languages</i> curriculum at each school District-wide PD sessions on Indigenous education and the renewed emphasis on the whole-school approach Weekly meetings with ILIs and RILE 	As planned
Plans to recruit and retain language teachers, if any?	<p>Community and external job postings to recruit new ILIs</p> <p>YK1 will continue to lobby ECE for the reimplementation of language teacher training programs such as the Certificate of Aboriginal Language Revitalization (CALR)</p>	As planned

Challenges and/or barriers faced in the region?	There are a limited number of fluent language speakers, as well as limited number of language speakers with instructional training	This year we were able to recruit two additional language speakers
What impact do you feel the COVID-19 pandemic has had on the ability to fill ILI positions?	The mobility of language instructors from communities may continue to be impacted by COVID-19 restrictions. Under the current circumstances, it is not prudent to invite local language speakers and elders into the schools	

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures and languages of the community in which the school is located. This includes creating a welcoming environment, Indigenizing education, strengthening Indigenous language instruction, which includes hiring Elders and community resource people and providing appropriate teacher training to ensure the principles outlined in the ILE Policy are implemented.

The following table details the total amount of allocated, budgeted and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any difference between each.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) & Source (If applicable)
EJHS	\$173,322	\$28,887		5805.65		
MHS		\$28,887		10205.34		
NJM		\$28,887		8791.56		
RLN		\$28,887		8359.48		
ESJF		\$28,887		13560.05		
EWMS		\$28,887		7787.62		
TOTAL	\$173,322	\$173,322		\$80370.32	Opportunities arose at schools that we took advantage of which makes it difficult to say, each school actually spent the above allocated amount. In light of Covid restrictions lifting we found we were better able to have	

				\$92,062	experiences we were hoping for but couldn't expect.	
				\$172,432.12	*Camps organized at the district level, which all schools had access to. Amount difference from school used and the final total	

The following table details whether schools choose to allocate funding for an Elder and/or Cultural Support Worker that works at the school daily.

School	Elder in Residence Program (Y/N)	Daily Cultural Support Worker (Y/N)	Frequency	How is this position funded	Explanation if you have chosen not create this position
EJHS	N	N			Language speaker unavailable
MHS	Y	Y	Full time	YK1 ILE staffing	
NJM	N	N			Were able to make use of an existing teacher's language skills to support whole school approach to language and culture instruction
RLN	N	N			Were able to incorporate weekly language and cultural experiences to support whole school approach
ESJF	N	N			While not additional staff or funding, two language instructors support language and culture programming
EWMS	N	N			Language speaker unavailable

E. Building the School-Community Relationship

Building the School-Community Relationship depends on schools’ recognition that communities have many assets and much to offer the education system. Each NWT school is expected to create an ILE Committee to set school personalized goals and an ILE Plan focused on the 9 action areas outlined in the ILE Handbook. It is important for Education Body and school staff to involve parents and community in school planning and activities, and to share with them the school goals wherever possible to create a welcoming environment. This includes hiring local Elders who **regularly** engage in school programming on a day to day basis, and hosting culture-based gatherings for the community. Involvement of Elders and cultural resource staff for project specific initiatives can be accounted for by individual school in this section, Indigenous Education (O&M), or the Community Support category.

The following table details the region’s approach to ensure that schools make efforts to build the school community relationship, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>In 2021-2022, YK1’s approach to address building the school-community relationship articulated below, continues as planned. Experiences for staff and students will be altered to meet COVID-19 pandemic restrictions.</p> <p>Building the School Community relationship is one of the most important aspects of Indigenizing education at YK1. There are a variety of strategies and activities to fulfill this goal. YK1 starts the school year with a District-wide and school level Feed the Fire Ceremonies. This is directed by the Yellowknives Dene First Nation (YKDFN). Throughout the year, each of the grades participate in a Cultural Experience camp according to the themes of <i>Dene Kede</i>. All of these camps are coordinated through B. Dene Adventures in Dettah. Each school at YK1 is allocated funding to support the hiring of “Elders in Schools” so that they can have the autonomy to invite elders to be involved in such activities as feasts, assemblies, outdoor excursions, and class lessons. YK1 has a close relationship with the YKDFN in Yellowknife, Dettah and Ndilo and is continually striving to collaborate in reconciliation, language revitalization, and the celebration of traditional knowledge.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Elders hired for regular school programming,	100% Elders are hired on a regular basis day by day basis	100%	The goal for all schools is to have Elders as part of regular school programming. We were successful to varying degrees due to COVID.
Areas of Strength for the region	Community connections are an asset to our programming		
Areas for Development for the region	Ensuring Elders are paid fairly so their pension and taxes are not negatively impacted.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Building the School-Community Relationship		
School	Goal	Explanation on status of goal
EJHS	<p>Develop a resource list of community members with traditional skills to facilitate staff making connections with community</p> <p>Connect and introduce these community members to new staff who may not have yet made local connections</p> <p>Obtain more information about key local Indigenous community events (such as a list of events) to increase community involvement</p>	<p>Due to Covid restrictions in place for the most part of the school year, we were not fully successful in meeting our goals.</p> <p>Worked with Dene Kede facilitator and Elders when possible, on traditional outdoor activities</p>
MHS	MHS will continue to have a number of Elders working in the school. They will be involved in our ILE Committee and play an integral role in bringing language and	<ul style="list-style-type: none"> All students attended a traditional games or jigging class once a week built into the schedule with ILE

	<p>culture into all of our classrooms, as well as supporting ILE PD for our staff.</p>	<p>teacher - bringing language into that teaching</p> <ul style="list-style-type: none"> • All of grade eight students had an Elder working with them once a week to make their own pair of moccasins • Language blitz - tokens for students speaking Wìlìideh in their classroom and throughout the school • Camps <ul style="list-style-type: none"> ○ Berry Picking ○ Fish Camp ○ Duck Camp (1 elder) ○ Caribou Hide Camp (3 Elders) ○ Traditional medicine camp • Feed the Fire - Sept. 29 • Feed the fire/Drum Dance June 20th • ILE School based PD Days <ul style="list-style-type: none"> ○ Using our outdoor learning space - wall tent, fire pit safety, sharing circle, outdoor traditional games ○ Dene Kede integration ○ Learning the Wìlìideh alphabet and sounds ○ Wìlìideh visuals for our classrooms
<p>NJM</p>	<p>To establish relationships with community members, specific to NJM, rather than just relying on current YK1 employees</p>	<p>Parent volunteers: cut back stumps and trees on the playground, laid gravel for tent base, built tent base, built tent frame, built door for tent, put tent on frame.</p> <p>Family fun Picnic- June 2022- Special event with families, jigging, fiddling, drumming, signing, Dene stick throw, log push, songs and storytelling.</p>
<p>RLN</p>	<p>Putting a focus on one specific skill and inviting community members to support our understanding e.g. Fish Day</p>	<p>Throughout the school year, RLN was fortunate enough to work with 2 indigenous student mentors on a regular</p>

	Friday Fires/Indigenous mentors	<p>basis, fall 2021 and winter/Spring 2021/2022. These mentors worked one per week on a 3-week cycle with each animal. This allowed them to work with every class for a double block, once per animal. Themes included fish, ducks, rabbits. Included in these sessions were story telling, legends and language. Students were engaged in hands-on experiences and were allowed to actively participate.</p> <p>Hide Camp: a 5-day intensive hide camp with Aurora college ECE student teachers. Each class was given the opportunity to work on the 3 caribou hides.</p> <p>Beaver Camp: 2-day intensive beaver camp. Each class had the opportunity to participate and scrape the beaver, which was then professionally tanned.</p> <p>Local drummers attended a staff PD day, and discussed the importance of feeding the fire and performed a prayer song.</p> <p>Hosted a family BBQ and drum dance. Students and families were invited to attend and celebrate Indigenous People's Day together</p>
ESJF	Committee formed and in the process of meeting to develop goals	Achieved
EWMS	<p>Develop a resource list of community members that are able to work with staff and students</p> <p>Outreach to the Elders in our community through empathetic design projects</p>	<p>This is on going and we add as new contacts become available. Unfortunately, due to Covid, we were unable to pursue this goal.</p>

Community Involvement in Schools		
School	Type of involvement of community members in school events and projects	Type of involvement of community members in on the land experiences

EJHS	<p>The Aboriginal Sports Circle provided ILE activities for staff PD</p> <p>Dene Kede and a knowledge keeper shared their knowledge of the Indigenous language with some classes.</p> <p>A local artist shared and created knowledge about the culture and helped develop a new school logo</p>	A local Indigenous artist provided outdoor activities for all students
MHS	<p>Drummers outside for feed the fire ceremony in Sept</p> <p>Drummers for Feed the fire and drum dance on June 20th -Elder working with our students beading moccasins</p>	<p>Elder for duck camp (outside)</p> <p>3 Elders for caribou/moose hide camp</p> <p>Elders within our school who share their knowledge regularly.</p>
NJM	Preparing the area around the outdoor classroom/wall tent	A local Indigenous artist provided outdoor activities for all students
RLN	<p>ASCNWT for staff PD days as well as student activities through PE classes</p> <p>Indigenous student mentors facilitating Fire Fridays</p> <p>Knowledge keeper to facilitate caribou hide and beaver camps</p> <p>Drummers involving staff and students in ceremony</p> <p>Grade 7-8 students attending a 2 day culture camp to prepare ducks, fish, geese as well as take part in water safety and canoeing</p> <p>Collaboration with Aurora College ECE program to involve their Indigenous students with facilitating the teaching of traditional skills with students</p>	We were limited for on the land experiences this year due to Covid, however, we did have activities that would have been done at camp, if it were allowed

	Staff participation in “Living Well Together” modules followed b sharing circle discussions	
ESJF	Guest speakers, Honour Ceremony	Elders were not able to come into schools. Honour Ceremony, Snowshoe making
EWMS	Elders were not able to be in schools until June when restrictions were removed.	Elders were not able to be in schools until June when restrictions were removed.

F. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

The following tables detail the region’s approach to strengthening training for northern educators, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>YK1 believes it is a priority to train our new to the north educators to ensure retention, while at the same time, continually offering Professional Development for our experienced educators. All new YK1 hires attend the ECE New to the North In-service each August.</p> <p>YK1 offers two cultural orientation days to the entire district to explore topics such as Residential School legacy, reconciliation and Indigenizing education. Two training days are designated to <i>Our Languages</i> curriculum and/or Indigenizing Education Handbook. Planning and goal setting sessions are planned for all YK1 schools’ ILE committees.</p> <p>Guest speakers, who may present to staff virtually, will focus on addressing indigenizing education.</p> <p>Planning and goal setting sessions are planned for school ILE committees throughout the year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
% of schools offering Indigenous language training and support to all staff members.	100%, but maybe offered virtually due COVID-19 restrictions	100%	
% of schools holding local Teacher Cultural Orientation Days.	100%, but maybe offered virtually due COVID-19 restrictions	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participating.	Dr. Niigaan Sinclair will facilitate a virtual presentation to all staff **carried over from 2020-2021	As planned, SJF held Sinclair sessions. 100% of staff and 2 DBO staff attended 100% Blanket Exercise MHS	
% of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%	100%	
Areas of Strength for the region	Imbedded opportunities for PD and to have Dene Kede facilitator supporting implementation for programming		
Areas for Development for the region	We are looking forward to increased opportunities for staff learning		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

ILE Action Plan Goal for Strengthening Training of Northern Educators

School	Goal	Explanation on status of goal
EJHS	<p>Cours d'enquêtes en plein air (CEPA) program: collaboration between CEPA teacher and classroom teachers to improve connection between classroom instruction and key cultural experiences and on-the-land learning</p> <p>Offer teachers time to work with Elders or knowledge keepers, such as having a dedicated on-the-land training day for all staff during a STIP day</p> <p>Include ILE content in all PD sessions (not just those dedicated specifically to ILE)</p>	<p>Achieved</p> <p>Staff collaborated with Dene Kede facilitator to learn about, plan and share cultural experiences.</p> <p>The Aboriginal Sports Circle members came in during our school-based ILE day and did Traditional Games with staff.</p>
MHS	<p>Increase the number of staff on the ILE Committee</p> <p>Have short language sessions at each staff meeting</p>	<p>Achieved</p> <p>We did not have language at every staff meeting, but did have more at school based PD</p>
NJM	<p>To provide educators with authentic cultural experiences to strengthen their knowledge and understanding of Indigenous language and culture</p>	<p>Achieved</p> <p>NJM staff led and participated various hands-on skill building sessions during ILE PD Day. The sessions are:</p> <ul style="list-style-type: none"> Archery (certified instructor) Bannock Making Fire Starting Fish Filleting Fish Chowder Dream Catchers Museum Edukits (Museum Facilitator) YK1 ILE kits prepared by Dene Kede facilitator Snow shoeing

		Staff were also given time to continue working on the “Living Well Together” modules, a program for Northern Professionals
RLN	ILE committee to organize the cultural days	<p>Achieved</p> <p>The ILE committee met and planned a staff ILE day.</p> <p>Traditional drummers and feed the fire to start the day</p> <p>‘Yelder’ - building capacity among staff to skin and prepare rabbits in the wall tent</p> <p>-SCNWT in the gymnasium teaching staff how to participate in traditional games</p> <p>Staff were also given time to continue working on the “Living Well Together” modules, a program for Northern Professionals.</p>
ESJF	Provide PD for language instructors	<p>Truth & Reconciliation with Nigaan Sinclair – during STIP and May 30th with ILC committee with 3 administrators presents</p> <p>RILE met monthly with the ILLs to collaborate on language instruction</p>
EWMS	<p>Continue to offer teachers time to work with Elders or knowledge keepers</p> <p>On the land training day for all staff</p> <p>Grade level collaboration for the development of an activity delivered to students through the lens of <i>Dene Kede</i></p>	<p>Dene Kede facilitator worked with staff on planning and delivery of lessons</p> <p>On the land training took place for 1.5 days for all staff in addition to district wide PD</p>

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Type of activities local Cultural Orientation Days.	EJHS	All staff will attend district organized Indigenous Cultural Experience (ICE) camps	100%	
	MHS	Blanket exercise for all staff All staff will attend culture camp this year Staff and students will participate in Orange Shirt Day All staff will participate in ECE training for the <i>Our Languages</i> handbook All staff will participate in setting our school goals/strategic priorities around ILE	100%	
	NJM	ILE committee will organize a school specific Indigenous Culture Day	100%	
	RLN	All staff will participate in the ECE directed <i>Our Languages</i> in-service	100%	
	ESJF	All staff will attend ECE delivered ILE Handbook in-service	100%	
	EWMS	All staff will attend Camp Akaitcho All staff will attend district Indigenous Culture Experience (ICE) days	Somewhat	We were unable to attend Camp Akaitcho, however, we did hold a day and a half of cultural activities with staff. All staff did attend District PD event

G. Fostering Student Wellbeing

Fostering Student Wellbeing requires educators to support the development of each student as an NWT **capable person** in a holistic manner. Elders in the NWT have explained that each child is born with inherent gifts. In order to nurture those gifts as a **capable person**, students must be well in body, mind, heart and spirit.

NWT schools need to cultivate healthy environments that nurture student gifts through the development of physical, intellectual, emotional and spiritual self. In collaboration, schools and communities can guide students to strengthen their wellbeing and foster development of their identity, through opportunities to connect to the land, the language and the teachings of their Elders

<p>Regional approach to fostering student wellbeing, including any specific information related to the COVID-19 pandemic. (required as of 2022)</p>	<p>YK1 is dedicated to the holistic approach to educating each child. Not only is the mind being engaged through the school day, but also the body, heart and spirit are engaged. This approach occurs through exercises such as on the land learning, collaborative learning, community relationships and the use of ceremony in the school</p> <p><i>*Fostering Wellbeing does not appear as a section in the Indigenous Languages and Education Handbook. For us to report of this section, it should be covered in the handbook</i></p>
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ILE Action Plan Goal for Fostering Student Wellbeing		
School	Goal	Explanation on status of goal
EJHS	<p>CEPA program: provide occasional alternative learning environment for all students throughout the year</p> <p>Increase presence of Indigenous community members at the school (by incorporating some of the goals from the Building Community Relationships goal)</p>	<p>The outdoor classroom provided an alternative space for students as needed and when it was possible, we had our Dene Kede facilitator working with students</p>
MHS	<p>Grade 7/8 student Exploratories every Friday have options to get out on the land, create Indigenous crafts, and cook traditional foods</p> <ul style="list-style-type: none"> • School Feast (Covid-friendly, served to students) • Traditional Games 	<p>Traditional arts are part of our exploratory classes</p>

	<ul style="list-style-type: none"> • Jigging • Hand Games • Outdoor learning spaces • Wall tent • Feed the fire 	<p>School feast went well but we were not able to invite families due to Covid</p> <p>Traditional games and jigging happened weekly for all students</p> <p>We had 2 feed the fire ceremonies for the whole school and 2 with just staff</p> <p>Wall tent and outdoor space were utilized well for traditional learning</p> <p>Due to Covid we did not have our regular hand games and traditional games teams</p>
NJM	To provide more opportunities for students to connect with the land	<p>NJM staff led and students participated various hands-on skill building sessions throughout the year. The sessions included:</p> <p>Archery (certified instructor)</p> <p>Bannock Making</p> <p>Fire Starting</p> <p>Fish Filleting</p> <p>Fish Chowder</p> <p>Dream Catchers</p> <p>Museum Edukits (Museum Facilitator)</p> <p>Snow shoeing</p>
RLN	Fire Fridays, celebrating Indigenous culture at all grade levels	<p>Staff and students participated in 4 x 3 week cycles of Fire Friday with our Indigenous Student mentors</p> <p>Some students were given opportunities to work in small groups or 1:1 with student mentors in the wall tent</p> <p>Small groups attended the Arctic Indigenous Wellness camp, monthly, to connect and engage with elders in a traditional setting</p>

ESJF	Our Languages Class Staff position created to promote well-being of Indigenous students	Achieved A staff member coordinates supports for Indigenous students
EWMS	Increase presence of Indigenous community members in the school Using place-consciousness to develop skills for being on the land and in nature	An outdoor classroom was created to situate students to our area. Due to Covid, we were unable to invite in members of the community

School	What types of supports for student wellbeing does your school have in places that are rooted in Indigenous worldviews and culture?	How did the Indigenous community play a role in these supports?
EJHS	Organized weekly fire ceremonies Indigenous community members into the school	The outdoor tent provided a space for students to connect with traditional activities/practices and sometimes, our Dene Kede facilitator or other Indigenous staff
MHS	Mentorship with Elders in our school to make connections for students who need it We make sure that all of our students are fed and have regular access to food. We help our students to ensure they have clothing, access to our washing machine if needed, warm winter clothing etc. These supports of making sure basic needs are met enable our students to be more ready to learn	Mentorship went well! We had time for students who were struggling to connect - beading together, cooking, chopping wood for the fire. The greater community donated funds for our foods program, winter gear for students; gift cards for students in need during Covid shut downs etc.
NJM	Daily and/or weekly sharing circles Relationship building is a main emphasis in all of our classrooms. We know the importance of students having a positive, trusting relationship with their teacher and other adults in the building and, as such, it is emphasized throughout school year and is facilitated by our Program Support Teachers when necessary. This includes providing coverage for teachers so they can work on	Not all classes took part in this. An area that needs improvement.

	fostering positive relationships in small groups or one-on-one	
RLN	Indigenous mentors Resident Elder	Students were able to work with the mentor in the tent as needed Arctic Indigenous Wellness camp Students played a large part in set up/taking down Fire Fridays. Assisting with moving, stacking and chopping wood, starting fires etc. This built strength and resiliency among students and helped them see themselves as capable people.
ESJF	Indigenous Honour Ceremony Every student in the high school, by the time they graduate, will have taken part in at least one Blanket Activity All students, by Grade 12, will have taken part in a smudging ceremony and tobacco ceremony	Indigenous Honour Ceremony was a success Achieved Tobacco ceremony is regularly taught and practiced
EWMS	Work with the Healing Centre Sharing circles	Due to Covid we were unable to attend the Healing Centre. Sharing circles have been a consistent practice in all classes.

H. Indigenizing Teaching and Learning Practices

Indigenizing Teaching and Learning Practices involves bringing Indigenous teaching and learning concepts into all aspects of education, including Indigenous worldviews and ways of knowing, doing, being, and believing. Adopting teaching and learning practices that are holistic, relational, spiral, and experiential are the initial shifts towards involves bringing Indigenous teaching and learning concepts into all aspects of education.

The following table details the region’s approach to Indigenize Teaching & Learning Practices, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic.</p>	<p>Indigenizing Teaching and Learning Practices involves bringing Indigenous concepts to all aspects of education. It is necessary first and foremost to recognize the long-standing impact that Eurocentric beliefs and values have had on traditional learning practices in Northern Schools. To Indigenize education, schools must actively plan and teach using the NWT foundational curricula: <i>Dene Kede</i>. Adopting these learning and teaching practices that are holistic, relational, spiral and experiential goes hand in hand with the recognition of the importance of culture in learning and key cultural experiences. To develop the appropriate approaches and experience, YK1 teachers will participate in the cultural orientations and culture camps, work closely with Elders and Indigenous families, and work to develop a close relationship with the community. It takes time for some teachers to develop this perspective.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference (if applicable)
<p>% of schools engaging in professional development related to developing Indigenizing teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>More staff are connecting competency based teaching and learning to Indigenous practices of teaching and learning</p>		
<p>Areas for Development for the region</p>	<p>Continued work on developing educator understanding of competencies beyond the experiential</p>		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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ILE Action Plan Goal for Indigenizing Teaching and Learning Practices		
School	Goal	Explanation on status of goal
EJHS	CEPA: support teachers with on-the-land learning Indigenize Camp de Neige experience Prioritize obtaining more Indigenous resources in French Continue to emphasize importance of Dene Laws in school community	Achieved A modified Camp de Neige was held Achieved Achieved
MHS	<i>Dene Kede</i> should be incorporated into teaching whenever possible. It should not be taught in isolation or as it's own class	Achieved
NJM	To have all teachers intentionally begin Indigenizing their teaching practice	Achieved
RLN	Being cognizant of including Indigenous literature in everyday teaching practices Ensuring the staff knows where and how to access the resources	Achieved In progress
ESJF	Re-examining each curriculum with a eye towards where we can address Indigenizing it	In progress
EWMS	Provide PD at all grade levels to Indigenize practices	Providing an outdoor space for teaching and learning has been beneficial in supporting Indigenous teaching and learning.

		All students took part in outdoor education, of which, Indigenous perspective is the focal point. Dene Laws are an important aspect of this program.
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School Specific Performance Indicators	School	Wise Practice
Example of the most effective Indigenizing teaching and learning practices implemented in each school.	EJHS	Staff use the wall tent to teach outdoors, not only when the topic is explicitly Indigenous, for half days each time. Integration of Dene Kede into as many subjects as possible, as regular practice in planning.
	MHS	Collaboration! Listening to our Elders and taking the time to hear their stories. Working with them in small groups during PD that they provided based on their strengths. Having Elders in our classrooms alongside classroom teachers. Our time together on the land was the most beneficial in building those relationships. Our ILE class this year was very hands on and our students are thriving!
	NJM	Staff use the wall tent to teach outdoors, not only when the topic is explicitly Indigenous, for half days each time. Integration of Dene Kede into as many subjects as possible, as regular practice in planning.
	RLN	Reciprocity! Mentorship and collaboration working together. Range Lake North paired up with a local high school to produce a program that was very effective in developing strong mentors and strong students. Our youth mentor was released from grade 12 classes once per week, to share his teachings as a knowledge keeper with the students at RLN. Our youth mentor had multiple resources and language speakers from which he was able to draw knowledge and inspiration, and RLN provided a low stress, open environment for him to work with our staff and students to share these teachings in a traditional environment. This was truly a reciprocal relationship as the mentor youth benefited

		from the work experience we were able to provide him, and our students benefited from the opportunity to work with a “Yelder” (young Indigenous mentor), which many of our students, particularly our middle school students, really enjoyed having as a role model.
	ESJF	Hands on workshop – hands on traditional snowshoe making project, beading projects
	EWMS	Staff use the wall tent to teach outdoors, not only when the topic is explicitly Indigenous, for half days each time. Integration of Dene Kede into as many subjects as possible, as regular practice in planning.

I. Indigenizing Content for Curricula & Programming

Indigenizing education refers to adapting what is taught to where it is taught, emphasizing that education needs to consider the history, culture and place of the original peoples when delivering curricular content in the NWT. Indigenizing the content used in curricula and programming can ensure that education is more relevant and authentic for learners.

The following table details the region’s plan to Indigenize content for curricula and programming and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>NWT specific curricula documents, including Dene Kede, have been developed to provide educators with the direction required to develop long range, unit and daily lessons plans in culturally appropriate and relevant ways. Lessons are delivered through the use of holistic, spiral, relational and experiential activities. Learning activities throughout the grade levels and subject areas are developed using Indigenous topics and experiences to meet the NWT curriculum objectives.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
% of schools focused on the active implementation of Dene Kede and/or Inuuqatigiit	100%	100%	
Areas of Strength for the region	<p>Covid may have actually forced teachers to work with these concepts/ideas more on their own, thus developing a greater appreciation for traditional knowledge and traditional knowledge keepers</p>		
Areas for Development for the region	<p>Continue to expose educators to ways to authentically deliver Dene Kede in order to build their comfort with traditional ways of teaching and learning</p>		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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ILE Action Plan Goal for Indigenizing Content for Curricula and Programming		
School	Goal	Explanation on status of goal
EJHS	CEPA: support teachers with on-the-land learning (core subjects are taught outside the traditional classroom) Prioritize <i>Dene Kede</i> instruction: have teachers become more comfortable including this in their teaching (as opposed to relying on visits by resource people to deliver the curriculum)	Achieved
MHS	Bring Indigenous content/perspective/ language into classes wherever possible. Make sure it is relevant to students in the north	Achieved
NJM	To increase the amount of Indigenous content in all grade levels	Achieved
RLN	Secret Path Week Orange Shirt day	Achieved
ESJF	Each department to meet and analyze the particular curricula they teach to assess where they have Indigenized the curricula and where they could further implement Indigenizing content	Achieved
EWMS	Support teachers with on the land content that meets curricular objectives Integrate Indigenous perspective into each unit/subject and strive for cross-curricular connections in multiple ways	Achieved

School Specific Performance Indicators	School	Wise Practice
Highlight one example of the active implementation of Dene Kede and/or Inuuqatigiit in your school.	EJHS	CEPA (placed based learning) and outdoor learning centre, hands on traditional activities
	MHS	Taking the Language Program outside of the classroom for hands on traditional activities
	NJM	Taking an existing teacher, who is a language speaker and having them dedicated as .25 of their assignment for language instruction

	RLN	Fire Fridays – working with community resource people – Youth mentors
	ESJF	Honour Ceremony for Indigenous graduating students and families Indigenous Relations – one for each staff member with discussion topics
	EWMS	The staff PD – content and structure of delivery were designed with Indigenous practices in mind

J. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT.

The following table details the region’s approach to offer key cultural experiences and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>Offering Key Cultural experiences is the backbone to Indigenous education. Students learn best by doing. Key cultural experiences are authentic and relevant activities and learning experiences that reflect, validate, and promote the worldviews, cultures and languages of the Indigenous peoples of the NWT. The significance of each activity is strengthened by including story telling and traditional teachings, being on the land, and active use of Indigenous language that include history, reasoning and connections based on Indigenous pedagogy.</p>
--	---

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
<p>% of schools with Key Cultural Experiences for students on the land or within the school.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Schools have made a concerted effort to continue to provide out door/on the land experiences in spite of not being able to regularly bring in Indigenous resource people</p>		
<p>Areas for Development for the region</p>	<p>We want to move beyond camps as a single event, and develop more resources to assist educators with authentic learning experiences. These experiences should go beyond the camp topic and be relational and spiral in nature.</p>		

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
--	--

ILE Action Plan Goal for Key Cultural Experience		
School	Goal	Explanation on status of goal
EJHS	CEPA program: inquiry-based on-the-land experiences Provide additional support or information for teachers who wish to offer key cultural experiences throughout the year Have Camp de Neige include at least one Elder or knowledge keeper	Achieved
MHS	Traditional Games throughout the school year	Achieved
NJM	To increase the number and variety of cultural experiences our students get to experience	Achieved
RLN	Planning and organizing the experiences that happen during Fire Friday	Achieved
ESJF	Grade 9 Fish Camp	Unable to proceed with Fish Camp, however, all grade 8 students did attend canoe and water safety training
EWMS	Develop a more Indigenous perspective with Outdoor Education Offer teachers the opportunity to join in outdoor experiences with their students	Achieved

School Specific Performance Indicators	School	Wise Practice
Highlight one wise practice of a key cultural experience. Note where the experience took place, which grade levels were involved, how Elders and /or community members were involved and how the Indigenous language of the	EJHS	Outdoor classroom (tent) all grades, integration of language through themes with Dene Kede facilitator
	MHS	Moose & caribou hide camp – all grades, at the school – integration of language with Elders
	NJM	Culminating year end celebration of Indigenous literature through performing arts – all students, at the school as part of a family event
	RLN	One staff member was designated as an informal coordinator and was instrumental in having many

community was incorporated.		hands-on traditional activities for all students throughout the year
	ESJF	All staff and student participated in a week long celebration of Indigenous culture and literature and culminated with a Feeding of the Fire ceremony, tobacco protocol
	EWMS	Staff participated in many traditional activities, on the land, to prepare them to work with students in rebuilding a sense of community in the school

K. Strengthening Core and Immersion Indigenous Language Instruction

In most NWT schools, Indigenous language programming is offered as a core language program with instructional time averaging 90 hours a year. A few schools in the NWT have implemented Indigenous language immersion programs, and others have recently begun the immersion implementation process.

The *Our Languages* curriculum (OLC) is the approved curriculum for core Indigenous language programming in the NWT. The OLC is a competency based curriculum that provides Indigenous language instructors with the curricular outcomes, instructional strategies and assessment tools to foster language growth in Indigenous language programs. Funding is provided to support Indigenous language instruction through the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, including training and development for Indigenous language instructors.

The following table details the region’s approach to support the delivery of the *Our Languages* curriculum and materials development, and includes regional performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.</p>	<p>A vibrant Indigenous Language program not only benefits students but also serves as a gateway to a brighter future for an entire community. This highlights the critical need for effective and successful school programming where community members are intent on reclaiming the ancestral languages. Not only does instructional time play a critical role in a program’s success, so too does the number of years a student is enrolled in a second language class. For many young students, the school is often their first introduction to Indigenous language instruction.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
# of new ILIs in the region	As many as the funding formula will allow, which a this time is zero	2	These staffed existing identified positions – one vacancy finally filled and one replacement due to illness
Areas of Strength for the region	The high school language program continues to be well attended		

Areas for Development for the region	Developing language programs in schools that do not currently have language programs
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Strengthening Core and Immersion Indigenous Language Programming		
School	Goal	Explanation on status of goal
EJHS	n/a JHS does not have core or immersion ILE programs	Although we were unable to have a dedicated language instructor, the goal for next year is to have one at École İt'ò
MHS	Our students receive ILE Core language instruction three times per week in class, but we try to incorporate language throughout the school outside of the language classes	Achieved and looking forward to another successful year
NJM	To ensure each class is being introduced to Indigenous languages on a regular basis	Achieved by reallocating a current staff member for part of their assignment
RLN	Getting people saying a few words that will, eventually, ignite a passion for some students to invest in the language	Through our Friday Fire activities, students were encouraged to use the language
ESJF	Continue to offer the Dene Language course in 2021-2022	Achieved and looking forward to another successful year
EWMS	We currently do not have an Indigenous Language Program	Introduced words of the week, use of common words and phrases to encourage language use. Visibility of language in print around the school and when possible, language specific to the activity was used

L. Engaging Community in Indigenous Language Programs

Engaging Community in Indigenous Language Programming is emphasized in the *Dene Kede* and *Inuuqatigiit* curricula and reminds educators that community involvement can take many forms. Schools should look for opportunities to engage with the community to promote, use and celebrate Indigenous languages. Students can be offered many activities where language speakers from the community may come into the school or the students may go out into the community. Some examples are participating in a culture camp with language use, attending a local government meeting, working with a health care nurse attending to Elders, or talking in the language while visiting at a store.

<p>Regional approach to engaging community in Indigenous Language Programs, including any specific information related to the COVID-19 pandemic. (required 2022)</p>	<p>Just as it takes a whole village to raise a child, so too does it take an entire community to revitalize a language. <i>Dene Kede</i> reminds teachers that community involvement can take many forms. Resource people from the community can come into the school or students can go out into the community. Students can be offered many different kinds of cultural experiences such as camping, attending a local government meeting, working with a healthcare nurse attending to Elders, or talking in the Dene language while working at a store for a short period.</p>
---	--

ILE Action Plan Goal for Engaging Community in Indigenous Language Programs		
School	Goal	Explanation on status of goal
EJHS	Invite Elders to CEPA program events	Due to Covid we were unable to have Elders attend
MHS	Students will participate in one culture camp each year JK-Grade 2 Students participate in Jigging Grade 3-8 students participate in Traditional Games each week	Culture camps were held at the school, with available resources. Other goals were met as anticipated
NJM	To provide a week long culture camp at the school where community members promote, use and celebrate Indigenous language and culture with all of our students	Activities took place on much smaller scale due to Covid restrictions
RLN	Invite Elders from the community to speak in their traditional language	Knowledge keepers were invited to show traditional skills and share language
ESJF	Grade 9 Winter Fish Camp Dene Hand Games	Were unable to hold the Fish camp as planned. Canoe trips planned later did occur. Unable to participate in Dene Hand games this year.

EWMS	Invite Elders to Camp Akaitcho and cultural experience days to share language	Due to Covid, this was not possible
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M. Employing a Whole School Approach to Language Use

Employing a Whole-School Approach to Language Use takes steps to bridge a gap created by colonization. Whole-School use of the language of the community sets educators along the pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture.

The following tables detail the region’s approach to ensure that schools employ a Whole School Approach to Language Use, and includes regional and school level performance indicators and targets set for the upcoming school year, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic.</p>	<p>Whole school approach to language use takes steps to bridge the gap created by colonization. Language is one gift that was deeply threatened during the residential school era of Canadian history, which aimed to destroy Indigenous languages and culture.</p> <p>All school staff have a role in helping to maintain and revitalize their Indigenous languages of the community, regardless of their own ability to speak it, by infusing Indigenous languages throughout the whole school, increasing students’ overall exposure. Elders play a critical role as language keepers, but in some cases, these champions are youth themselves, intent on learning and speaking a language that was taken from their parents and grand parents and willing to use innovative strategies to ensure that these languages are not lost forever.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	Increased interest amongst staff in expanding their own language abilities.		

Areas for Development for the region	Schools continue to work on increased visible use of Indigenous language via labels and signage throughout the building.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

ILE Action Plan Goal for Whole School Approach to Language Use		
School	Goal	Explanation on status of goal
EJHS	Incorporation of the <i>Wilíideh/Thcho</i> language throughout the school	Achieved
MHS	To bring language and culture to the whole school, not just in ILC classes	Achieved
NJM	To provide students with Indigenous language experiences on a daily basis	Achieved
RLN	Label the school using traditional language to support students' understanding	In progress
	One sentence or word of the week. Staff can learn a specific saying or phrase in traditional language and teach it to their class	Achieved
	Each class can select one of the Dene Laws to support	Achieved
	Dene Law - School Art Project	Achieved
ESJF	Display and use of the <i>Wilíideh</i> language in the school	Achieved
EWMS	Increase the visibility and use of language throughout the school	Achieved, all Dene languages are posted throughout the school in <i>Wilíideh</i> , French and English

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
Initiatives in place to	EJHS	Incorporate <i>Wilíideh/Thcho</i> language	Achieved	

promote a Whole School Approach to Language Use.		<p>into morning announcements (O Canada, word/expression of the week)</p> <p>Have a school-wide Indigenous-language expression of the week (as is currently done in French)</p>		
	MHS	<p>Monthly theme phrases/word taught to staff and students</p> <p>Virtual Bingo games played each month after learning common phrases</p> <p>Common phrases shared in the newsletter each month</p> <p>Videos and PowerPoints created of our Elders speaking the words or phrases and showing the words written out so teachers and students can practice between language classes</p> <p>Monthly phrases practiced on the announcements each morning</p> <p>O Canada played in <i>Wilhideh</i> every morning. If not for COVID-19, we will be singing it every day</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>	
	NJM	<p>Language integration into Indigenous Cultural Experience Camps</p> <p>Language integration into morning announcements and assemblies</p>	<p>Achieved</p>	

		The introduction of Indigenous words to classroom word walls	Achieved Achieved	
	RLN	<p>Create a list of common words to be labeled. Have the words translated and a language coach support the students with their understanding.</p> <p>Decide what common phrases we use every day. Have students document others using the phrases.</p> <p>Reach out to local artist - Plan painting days with classes</p>	<p>Common words and phrases taught and practiced during outdoor activities</p> <p>Achieved – local artist in residence</p>	
	ESJF	<p>Signage in <i>Wilhideh</i> around the school</p> <p>O'Canada in Indigenous languages</p> <p>Morning Announcements greeting in Indigenous languages</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p>	
	EWMS	Incorporate language into announcements, displays, words of the week, etc.	Achieved Dene laws displayed on walls around the school	

N. Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short-term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the amount of allocated, budgeted and actual funding spent on Community Support, and the explanation for any variance between each.

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project (s) supported	Explanation for Difference (if applicable)
Yellowknife	\$61,302	\$61,302		\$68,882.13		When hiring resource experts, it is difficult to predict how many people will be available, when requesting 3, we may or may not get 3.

O. Resource Development for OLC and ILE

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and the *Indigenous Language and Education (ILE) Handbook*.

This funding is to be used only for:

- a) Developing resources for the implementation of OLC and ILE Handbook in schools;
- b) Training and workshops for Indigenous Language Instruction (ILI) staff to further their professional development in OLC and ILE implementation; and
- c) Technology needs that support OLC and ILE implementation.

Note: Ensure a copy of any resources produced are submitted to ECE-ILES.

Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
\$47,969	\$47,969		\$53,178.76	

	Type and amount of Indigenous language resources being developed or purchased to support OLC.	Type and amount of Indigenous language resources being developed or purchased to support ILE.
Resources in the region	Games, language cards, stories, translated wording for what is in a photograph, children's books that can be read in Dene language.	Purchased and supplied to all schools: games, language cards, stories, translated language for what is in a photograph, children's books that can be read in Dene language, 360 degree video of an outdoor learning space, beavers, ducks, fish, hides, beading and craft supplies, firewood
OLC/ILE Professional Development in the region	ILI's attending and type of professional development opportunity	School staff attending professional development to support OLC and/or ILE implementation.
	RILE met with the ILI's weekly to review programming goals and needs with regard to professional learning	PD opportunities were limited, however our RILE provided PD to all schools on the Handbook and integrating Indigenous practices and literature

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment
Standardized Financial Statements for Education Authorities

Yellowknife Education District No.1
Budgeted Statement of Revenues and Expenses
Budget Year 2021/2022

	2021-2022 Budget	2020-2021 Budget	2020-2021 Projected Actual as of June 2021
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
Regular Contribution	30,528,938	29,687,184	30,225,777
French Language Contribution	487,000	457,000	519,860
SSI Contribution	123,000	123,000	123,000
Capital Contribution			
Total GNWT	31,138,938	30,267,184	30,868,637
Federal Government (Jordan's Principle)	3,408,000		3,300,000
Property Tax Requisitioned	6,845,000	6,793,000	6,793,000
Other School Authorities:			
South Slave (French)	15,000	15,000	15,000
Dettah/Ndilo Superintendent Fees	57,500	57,500	57,500
Dettah Enrolment Transfer	165,000	135,000	155,032
Education Body Generated Funds	237,500	207,500	227,532
Total Generated Funds	459,562	560,000	500,000
TOTAL REVENUES	42,089,000	37,827,684	41,689,169
EXPENSES			
Administration (see Schedule 2)	1,536,000	1,605,000	1,605,000
School Programs (see Schedule 2)	24,793,000	24,570,184	24,381,669
Inclusive Schooling (see Schedules 2&3)	6,720,000	6,630,000	6,480,000
Indigenous Languages and Education(see Schedules 2 & 4)	1,263,000	1,255,000	1,155,000
Operations & Maintenance (see Schedule 2)	4,103,000	3,851,000	4,851,000
Accomodations (Nordic Arms) (see Schedule 2)	266,000	216,500	216,500
Jordan's Principle (see Schedules 8)	3,408,000		3,000,000
Subtotal Expenses Before Amortization	42,089,000	38,127,684	41,689,169
	0		
SURPLUS (DEFICIT) Before Amortization	(0)	(300,000)	(0)
Amortization (see Schedule 2)	944,729	915,000	944,729
TOTAL EXPENSES**	43,033,729	39,042,684	42,633,898
Annual Operating Surplus (Deficit)	(944,729)	(1,215,000)	(944,729)
Accumulated Surplus (Opening)	1,043,775	1,988,504	1,988,504
Accumulated Surplus (Closing)	99,046	773,504	1,043,775

*Accumulated Operating Surplus exclusive of investment in TCAs, and LED Reserve. CSFTNO excludes liability to GNWT.

Reconciliation of Total Closing Accumulated Surplus:


Closing Operating Surplus from above	(944,729)	(1,215,000)	(944,729)
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	9,256,255	10,200,984	10,200,984
Closing LED Reserve (YK1 Restricted)	300,000	0	300,000
Closing Liability to GNWT (CSFTNO)	0	0	0
Total Closing Accumulated Surplus	8,611,526	8,985,984	9,556,255

Approvals

Operating Plan


Education Body Chair

27th Sept. 2022
Date


Superintendent

09/27/22
Date

Annual Report


Education Body Chair

27th Sept. 2022
Date


Superintendent

09/27/22
Date



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September 27, 2022

PRIVATE AND CONFIDENTIAL

Richard Borkowski
Director, Finance and Capital Planning
Department of Education, Culture and Employment
Government of the Northwest Territories
P.O. Box 1320
Yellowknife, NT X1A 2L9

Dear Mr. Borkowski:

**Re: Yellowknife District No. 1 Education Authority
Financial Statements and Related Items for the Year Ended June 30, 2022**

Please find enclosed one copy of the financial statements and management letter of the Yellowknife District No. 1 Education Authority for the year end June 30, 2022.

We trust this enclosure to be satisfactory. Should you have any question regarding the same, please do not hesitate to contact this office.

Yours very truly,

Crowe MacKay LLP
Chartered Professional Accountants

Fred Deschenes

Frederick Deschenes Accounting P.C.
Engagement Incorporated Partner

Yellowknife District No.1 Education Authority

(Yellowknife Education District No. 1)

Consolidated Financial Statements

June 30, 2022





Yellowknife District No. 1 Education Authority

(the "Authority")

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June 30, 2022

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YELLOWKNIFE EDUCATION DISTRICT NO. 1
OF THE NORTHWEST TERRITORIES
ADMINISTRATION SCOLAIRE DE DISTRICT NO 1 DE YELLOWKNIFE
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yk1.nt.ca yk1@yk1.nt.ca

Management-Discussion-and-Analysis August-31,-2022

Introduction

Yellowknife-Education-District-No.-1-(YK1)-Administration:

Jameel-Aziz,-Superintendent-of-Education/CEO
Shirley-Zouboules,-Assistant-Superintendent
Landon-Kowalzik,-Interim-Assistant-Superintendent
Tram-Do,-Director-of-Corporate-Services

Current-Board-of-Trustees:

Terry-Brookes,-Chairperson
Doreen-Cleary,-Vice-Chairperson

Trustees:

Al-McDonald
Carla-Kinakin
David-Wasyliw
Tina-Drew
Trevor-Sinclair

Active-Standing-Committees-include:

- Audit-Committee
- Committee-of-the-Whole
- Finance-Committee
- Policy-Committee
- Public-Relations-Committee



YK1-Strategic-Directions

Taking-direction-from-its-mission-statement,-the-Yellowknife-Education-District-No.-1 Board-of-Trustees-have-set-the-following-Strategic-Directions-for-2022:

Wellness:-Cultivate-a-culture-of-holistic-wellness

- Recognize-the-importance-of-relationships-in-learning
- Foster-and-promote-personal-wellness
- Create-healthy,-safe-and-caring-learning-environments

Learning:-Ensure-inclusive,-equitable-and-authentic-learning-experiences

- Engage-learners-through-meaningful-and-innovative-teaching-and-learning practices
- Strive-for-excellence
- Celebrate-diversity-of-all-learners

Indigenous-Language-and-Education:--Honour-and-celebrate-Indigenous -----Language-and-Culture

- Create-a-welcoming-environment-for-all-learners
- Integrate-an-Indigenous-approach-to-education
- Strengthen-Indigenous-Language-instruction

Community:-Foster-critical-understanding-of-local, --national-and-global-issues

- Inspire-and-pursue-critical-thinking-through-innovative-and-sustainable practices
- Embrace-diversity-and-encourage-empathy-to-promote-global-citizenship
- Model-and-encourage-ethical-leadership-and-engage-in-opportunities-for service-learning



YK1-Successes-for-2021/2022!

• **Reduce-Green-House-Gas-(GHG)-Emissions**

- Installed-Pellet-Boilers-at-Range-Lake-North-School-&-Mildred-Hall-School
- Project-Cost-\$1.5M,-75%-from-Federal-Gov.-GHG-Grant-and-25%-from-YK 1
- Project-completed-March-2022
- Reduce-heating-oil-usage-by-210,000-liters-per-year
- Reduce-GHG-emission-by-565-tonnes-per-year
- Estimated-Heating-cost-savings-of-over-\$100,000-per-year



Thank-you-to-Elvis-Beaudoin-and-his-Maintenance-team,-our-partners-at-the-Department-of-Infrastructure,-Mischa-Malakoe,-Mark-Peer,-GHG-Grant-Division,-and-the-North-Slave-Office-Regional-Office-—INF,-Ceazar-Galasinac,-J&R-Mechanical



- **Savings-in-Electricity-Costs-and-Reduction-in-Waste-&-GHG**

- New-LED-Lights-for-William-MacDonald-School
- New-LED-Lights-for-Sir-John-Franklin-High-School
- LED-lights-have-a-longer-life-than-other-light-bulbs-20-times-longer life,-which-will-reduce-the-costs-of-light-bulb-replacements-and waste
- LED-lights-use-less-Kilowatts-than-regular-light-bulbs

Thank-you-to-Elvis-Beaudoin-and-his-Maintenance-team,-our-partners-Department-of Infrastructure,-energy-division

- **New-negotiated-collective-agreement-with-NWTTA-for-a-4-year-term September-2021-to-September-2025-highlights:**

- Wellness:-new-Counseling-Services-added-to-professional-services-up-to \$1000-per-year-to-support-staff-wellness.
- Retention:-new-Termination-Payout-after-10-years-of-service-up-to maximum-of-\$30,000-to-help-with-teacher-recognition-and-retention.
- Wellness-for-families:-new-parental-Leave-top-up-pay-of-93%-for-17-weeks.

Thank-you-to-NWTTA-&-YK1-Collective-Bargaining-teams

- **Insurance-move-to-GNWT-Insurance:**

- Benefit-is-cost-savings-of-over-\$1-million-in-insurance-premiums
- MOU-with-GNWT-Departments-for-Maintenance-oversight-and-risk management
- YK1-has-access-to-GNWT-risk-management-expertise

Thank-you-to-the-Department-of-Education,-Culture-&-Employment,-the-Department of-Infrastructure-and-the-Department-of-Finance

- **Sale-of-Nordic-Arms-Apartment-Building:**

- Sale-proceeds-\$2,000,000
- Removes-responsibility-for-Hazmat-abatement
- Funds-available-for-Capital-Project-in-our-schools
- Removes-conflict-situations-of-an-employer-and-landlord
- Focus-of-staff-should-be-on-Education-mandate-not-landlord

Thank-you-to-realtors-Rod-Stirling-and-Jim-Weller-from-Coldwell-Banker-for-their-work-on the-sale-of-Nordic-Arms



Operating-Environment

YK1 operates six schools in the city of Yellowknife, and provides superintendency services to K'alemi Dene School in Ndilo and Kaw-Tay-Whee School in Dettah. The following lists key programs at YK1 schools:

N.J. Macpherson School (JK-5)

- N.J. Macpherson School (NJM) is a JK-5 school with a strong numeracy and literacy focus, offering English programming for Grades JK-5 students, Montessori programming for JK-5 students, and Core French for 1-5 students.
- Special programs include physical education, visual arts, music, drama, a strong recycling program, extracurricular sports, clubs, and after-school programs.
- Indigenous language and culture is integrated into classroom sessions. Indigenous Culture Camps are held throughout the year.
- The school has an active Parent Advisory Council.

École-It'ò-(JK-5)

- École-It'ò (EI) is YK1's newest school, scheduled to open to students on August 29, 2022. The school offers a 100%, fully-immersive French learning environment for JK-Grade 5 students.
- 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 are held throughout the year. -Cours-d'enquêtes-en plein-air (CEPA); - (Forest/nature school practice)
- An annual four-day French Language and Culture Camp, 'Camp-de-neige', is held at the Yellowknife Ski Club.

Mildred Hall School (JK-8)

- Mildred Hall School (MHS) is an English school which also offers Core French and Wiliiideh language courses.
- The school offers courses as well as traditional games classes for Grades 2-8 students, and jigging for JK-Grade 2 students.
- The Birchbark Discovery Centre is a community project, and land-based education program for children in Grades 1-6.
- Extracurricular activities include team sports, fine arts, guitar, fiddling, choir, and band instruments. Alternative sports include fat biking, cross-country skiing,



snowshoeing, and rollerblading. Alternative options include jiggling and traditional games.

- Forest School: With many trained staff, students have the opportunity to take their learning outdoors, using the natural environment to further their learning and incorporating the Willideh language into land-based learning experiences.
- A breakfast, snack, and hot lunch program is available. The school has a large garden where students grow vegetables used in the foods program.
- Positive Behavioural Interventions and Support (PBIS) is a proactive approach the school uses to support behavior.

École-William-McDonald-Middle-School-(6-8)

- École-William-McDonald-Middle-School (EWMS) offers programming for Grades 6-8 students in English, Intensive-French, Post-Intensive-French, Core-French, and French-Immersion.
- Exploratory programs include industrial arts, culinary arts, fine arts, technology studies, and outdoor education.
- WMS's Sports Academy includes hockey, soccer, and athletics. The school's fitness room has also been renovated recently.

Range-Lake-North-School-(JK-8)

- Range-Lake-North-School (RLN) offers English programming for Grade-JK-Grade 8 students, Intensive-French for Grade-6 students, Post-Intensive-French for Grade-7 and 8 students, Core-French for Grade-1-6 students, excluding Grade 5 students who participate in Pre-Intensive-French camps.
- Student-Options-Program: Grade-6-8 students can choose from a variety of six-week-long sessions, including technology, sports, outdoor pursuits, music, martial arts, and yoga.
- Indigenous language and culture is integrated into classroom sessions. Indigenous Culture Camps are held throughout the year.
- Special programs include music, band, choir, and drama. Advanced technology and robotics programs are offered in a Makerspace environment.
- Extracurricular sports programs encompass many activities, including snowboarding, hiking, skiing, and biking.
- Sustainable living projects include an active chicken coop, outdoor gardens, aquaponics, and an observatory beehive.
- The school is supported by an active and involved Parent Advisory Committee that organizes a large annual fundraising event, "Family-Fun-Night", with proceeds supporting student activities.



École-Sir-John-Franklin-High-School-(9-12)

- École-Sir-John-Franklin-High-School-(ESJF)-offers-programming-from-Grades-9-to-12-in-English,-Core-French,-Post-Intensive-French,-and-French-Immersion.
- The-school-offers-a-dynamic-fine-arts-program-which-includes-music,-band, choir,-drama,-drama-tech,-and-visual-arts.
- An-extensive-trades-curriculum-and-work-experience-program-includes industrial-arts,-automotive-class,-culinary-arts,-robotics,-and-esthetics.
- SJF-offers-Indigenous-culture-programming-and-camps,-including-Wilfideh language-instruction.
- Sports-Academy:-ESJF's-successful-sports-academy-focuses-on-volleyball, basketball,-and-high-performance-training.-Extra-curricular-sports-and-clubs-are also-offered.
- Supports-and-resources-are-available-to-students-struggling-in-school,-socially, or-at-home.
- National-and-international-travel-opportunities-are-available-to-students, including-volunteering,-scuba-club,-and-cultural-experiences.
- Night-classes-(Monday-to-Thursday-from-6:00-to-9:00-p.m.)-are-available-on-site.
- Alternate-programming-(the-Route-51-Learning-Institute)-is-available-during-the day-(10:00-a.m.-to-4:00-p.m.)-off-site.-Courses-are-offered-in-a-modular-based format.

Route-51-Learning

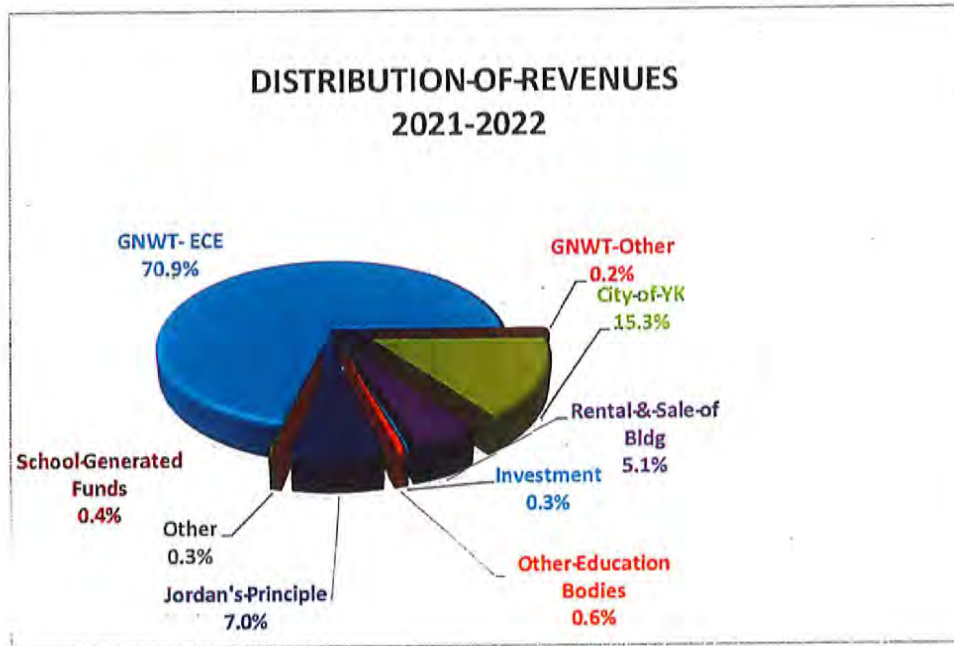
Route-51-Learning-Institute-is-an-alternate-high-school-program,-which-offers:

- a-flexible-schedule-designed-to-accommodate-students
- credits-for-work-experience
- smaller-student-to-teacher-ratio,-and-students-can-focus-on-one-course-at-a time



Financial-Condition

Revenues-Chart



Revenues

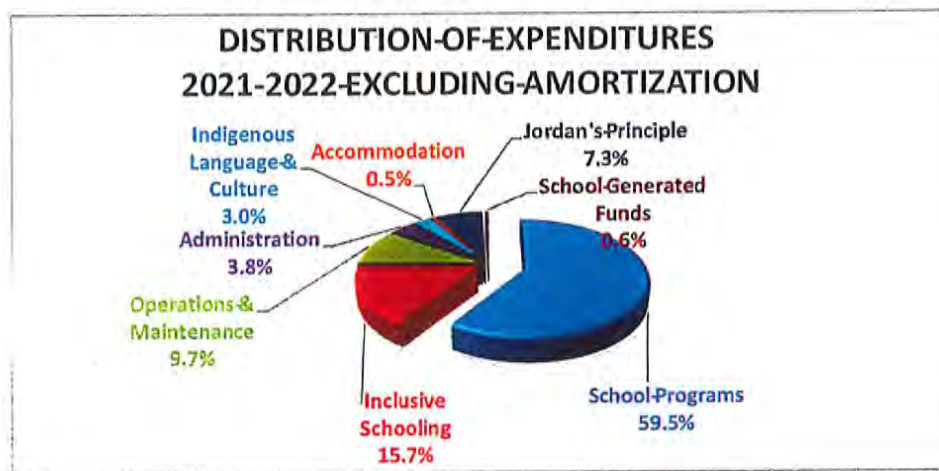
GNWT-ECE	31,879,913
GNWT-Other	110,425
City-of-YK-(Property-Taxation)	6,866,094
Rental	241,010
Sale-of-Building	2,051,030
Investment	115,661
Other-Education-Bodies	265,282
Jordan's-Principle	3,150,941
School-Generated-Funds	162,258
Other	146,683
Total-Revenues	44,989,297

Other-revenue-items-include-a-Federal-capital-contribution-for-a-Greenhouse-Gas (GHG)-Grant-of-\$1,063,233.



Funding-from-the-Department-of-Education,-Culture-and-Employment-(ECE)-makes up-70.9%-of-YK1's-revenues.-Property-taxation-revenue-is-15.3%,-Jordan's-Principle-is 7.0%.-Rental-Revenue-includes-rental-income-and-sale-proceeds-of-Nordic-Arms Apartment-Building.-GHG-Grant-is-federal-funding-for-the-installation-of-pellet-boilers at-Range-Lake-North-School-and-Mildred-Hall-School.-The-remainder-is-generated from-investment-income,-school-generated-funds-(trust),-other-education-bodies (superintendent-services,-enrolment-transfer),-other-revenue,-which-includes-various contributions-for-Schools,-and-District-Office-parking-lot-rentals.

Expenses



Expenses-(excluding-amortization)

School-Programs	25,726,392
Inclusive-Schooling	-6,769,176
Operations-&-Maintenance	-4,188,100
Administration	-1,655,824
Indigenous-Language-&-Culture	-1,285,860
Accommodation-(Nordic-Arms)	—219,430
Jordan's-Principle	-3,150,941
School-Generated-Funds	—238,398
Total-Expenses	<u><u>43,234,121</u></u>

Staff-accommodation-(Nordic-Arms)-is-net-of-an-environmental-liabilities-expense recovery-of-\$756,250.



Yellowknife District No. 1 Education Authority

(the "Authority")

Expenditure-allocations-are-based-on-the-Department-of-Education,-Culture-and Employment's-funding-formula.-78.1%-of-expenditures-consist-of-school-programs (59.5%),-Inclusive-Schooling-(15.7%),-and-Indigenous-Language-and-Culture-(3.0%) which-directly-relate-to-schools.-Jordan's-Principle-expenditures-are-also-directly related-to-schools,-and-account-for-(7.3%)-of-the-total-expenditure-allocation,-and-is federally-funded.

Unrestricted-Surpluses

The-accumulated-operating-surplus-is-the-overall-operations-of-the-District,-the decentralized-surplus-is-school-based-expenditures,-and-capital-surplus-is-for-major capital-expenditures,-Pellet-Boiler-reserve-is-25%-of-the-project-costs-as-per-the conditions-of-the-Green-House-Gas-Reduction-Grant-for-the-installation-of-new-pellet boilers-for-Range-Lake-North-School-and-Mildred-Hall-School.

Surplus	2021/2022	2020/2021	Change
Operating	3,276,102	547,344	+2,728,758
Capital	904,165	904,165	0
Pellet-Boiler	9,964	364,375	-354,411
Decentralized (Schools)	371,582	376,801	-5,219
Total-Accumulated-Surplus	4,561,812	2,192,685	+2,369,128
Unfunded-by-ECE:-			
Leave-and-Termination-Benefits	2,517,379	1,878,079	+639,300
	7,079,191	4,077,472	+3,008,428

- The-operating-surplus-increased-by-\$2,728,758,-mainly-due-to-the-sale-of-the-Nordic Arms-apartment-building
- The-decentralized-surplus-decreased-by-\$5,219
- The-Pellet-Boiler-Reserve-decreased-by-\$354,411,-due-to-the-completion-of-the installation-of-two-new-pellet-boilers.

The-overall-unrestricted-surplus-is-10.8%-(4,561,812/\$42,251,255)-of-the-total-2022/2023 budgeted-expenditures-excluding-amortization.

However,-the-Pellet-Boiler-reserve,-and-the-decentralized-surplus-are-internally restricted.-For-the-Authority's-purposes,-the-overall-unrestricted-surplus-excludes-those two-surpluses-at-June-30,-2022-is-9.89%-(4,180,266/\$42,251,255)-of-the-overall budgeted-expenditures.-However,-The-Board-of-Trustees-approved-a-deficit-budget



for-2022/2023-school-year-of-\$841,803,-which-reduces-the-unrestricted-surplus-to-7.9% (\$3,338,463/42,251,255).

The-accumulated-unrestricted-surplus-has-enabled-YK1-to-maintain-quality programming-for-students.

Restricted-Reserves

LED-Lights

The-Department-of-Education,-Culture-and-Employment-has-agreed-to-allow-YK1-to maintain-unspent-utility-funding-to-be-used-for-conversion-of-current-lighting-to-LED lighting-in-the-schools-and-minor-capital-expenditures.-LED-lights-can-save-30%or more-on-energy-costs.-ECE-has-agreed-to-allow-YK1-to-keep-all-utility-savings-which-is to-be-reinvested-into-LED-lighting-upgrades.-These-savings-were-the-result-of-prior-year utility-savings.-For-the-2021/2022-school-year-fuel-costs-increased-more-than-50%-due to-the-rise-in-heating-fuel-prices.-Utility-costs-exceed-funding-by-\$15,461.-The-LED lights-project-for-William-McDonald-School-is-completed-and-was-installed-by-Ryfan Electric.-DT-Electric-is-replacing-the-LED-lights-in-Sir-John-Franklin-High-School,-we anticipate-the-project-to-be-completed-this-summer.-The-expenditures-for-LED-lights this-year-will-is-\$120,512.

YK1-is-planning-to-continue-with-LED-lights-conversion-for-Mildred-Hall-School-and Range-Lake-North-School.

LED-Restricted	2021/2022	2020/2021	Change
Beginning-Balance	284,556	353,579	-69,023
Utility-Savings		+288,576	-288,576
Utility-Shortfall/-LED-Projects	-135,973	-357,599	+221,626
Total-LED-Reserve	148,583	284,556	-135,973

School-Generated-Funds

The-School-Generated-Funds-are-the-total-trust-funds-raised-by-students-and-staff-at the-school-held-in-trust-for-student-and-staff-directed-expenditures.-These-funds-are restricted-and-are-only-accessible-at-the-schools.

SGF-Restricted	2021/2022	2020/2021	Change
Beginning-Balance	737,811	731,104	+6,707
Net-Income-(loss)	-76,140	6,-707	-69,433

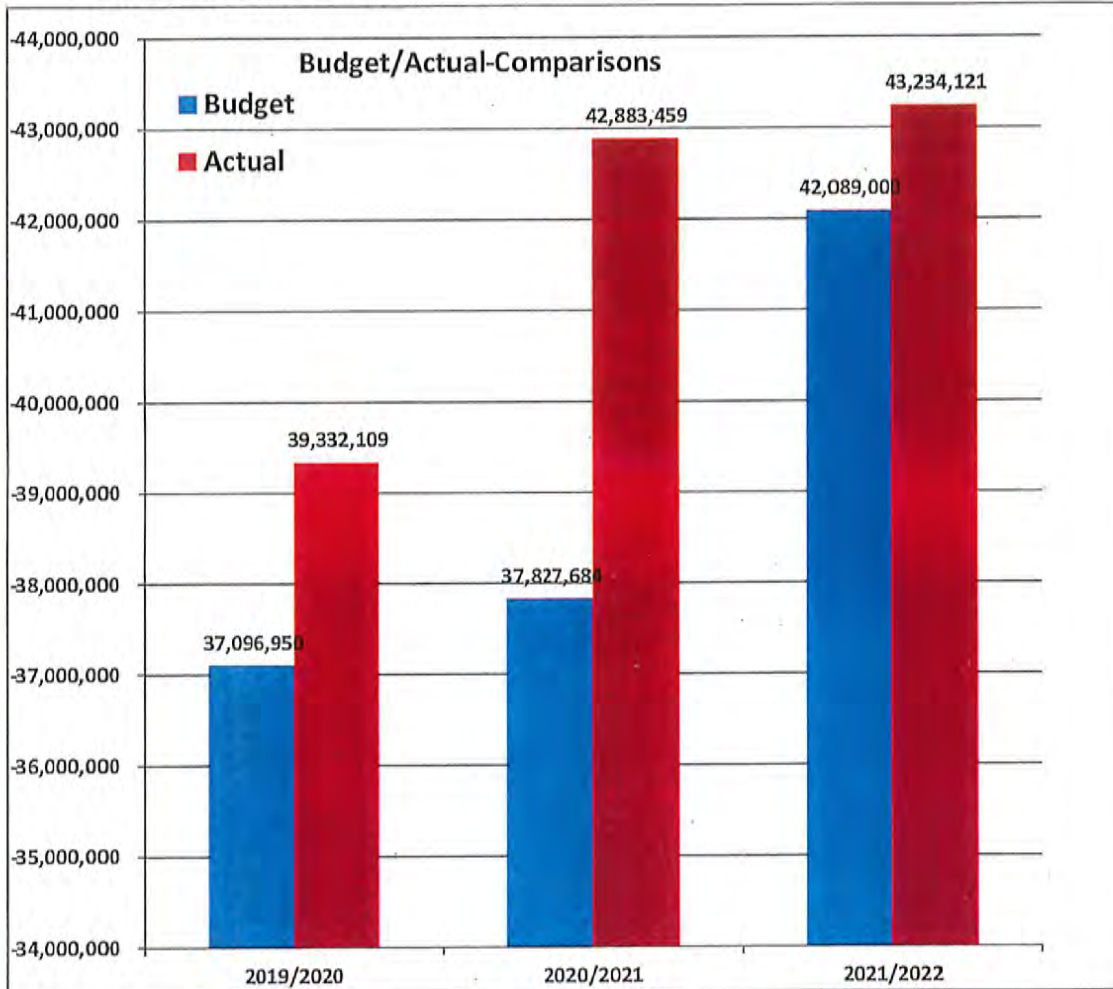


Yellowknife District No. 1 Education Authority

(the "Authority")

Balance,-end-of-year	661,671	737,811	-76,140
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Budget/Actual-Comparisons



YK1-revenues-are-higher-than-budgeted-by-\$2,900,297-due-to:

- ECE-regular-contribution-revenues-lower-by-\$53,897-due-to-the-following: funding-for-the-UNW-retroactive-funding-based-for-NWTA-staff-wages-411,000, the-removal-of-insurance-funding-from-November-to-June-\$401,674,-and decrease-in-funding-for-termination-benefits-of-\$37,812.



Yellowknife District No. 1 Education Authority

(the "Authority")

- ECE-other-contribution-revenues-are-higher-by-\$749,675-due-to-COVID-19 funding-used-from-ECE-\$678,340,-and-additional-French-Funding-project increase-of-\$45,197.
- GNWT-other-contribution-revenue-is-from-the-Department-of-Municipal-and Community-Affairs-(MACA)-for-Active-After-School-\$76,500,-the-Department-of Health-and-Social-Services-for-Drop-the-Pop-Campaign-\$8,925-in-schools,-and the-Department-of-Environment-and-Natural-Resources-for-Taking-a-Kid Trapping-and-other-programs-\$25,000.
- Portfolio-Investment-income-lower-from-previous-years'-income-due-to-interest rate-decreases.
- Jordan's-Principle-Revenue-from-the-Federal-Government-is-a-total-of \$3,150,941.-Unspent-funds-\$1,261,520-due-to-lack-of-staff-will-be-returned-to-the Federal-Government.
- Nordic-Arms-rental-revenue-of-\$241,010-is-for-the-period-from-July-1,-2021-to March-31,-2022.-The-Building-was-sold-as-of-March-31,-2022-for-total-proceeds of-\$2,051,030.
- GHG-Grant-Revenue-is-\$1,063,233,-which-represents-75%-of-the-cost-of-the installation-of-pellet-boilers-at-Range-Lake-North-School-and-Mildred-Hall School.-The-YK1-board-of-trustees-approved-the-expenditure-for-the-remaining 25%-of-the-project-cost.
- School-Generated-Funds-is-total-trust-account-revenue-generated-by-the schools-for-the-school-year-\$1,62,258.
- Other-income-\$146,683-consists-of-the-following:

○ Breakfast-club-of-Canada	—36,200
○ Food-First-Foundation	—26,250
○ Menstrual-Products-Funding	—24,596
○ Elite-Commercial-Flooring	—2,500
○ Canadian-Tire	—5,000
○ District-Office-Parking-stall-rental	—25,760
○ Make-Way-Tides	—12,000
○ Book-Sales-(ILC)	—3,885
○ Miscellaneous	<u>—10,492</u>
Total	<u>\$146,683</u>

YK1 expenses-variance-highlights-are:

- School-Programs-has-a-negative-variance-of-\$933,392-due-to-unbudgeted salary-increase-of-1.5%,-and-an-increase-in-termination-benefits-accrual-based on-the-new-NWTA-Collective-agreement.-This-is-due-to-the-fact-that-GNWT-did not-settle-the-contract-with-NWTA-until-after-the-budget-was-approved.-The new-Collective-agreement-was-not-signed-until-February-2022.
- Inclusive-Schooling-costs-higher-than-budget-due-to-Salary-increase-of-1.5% and-increase-in-termination-accruals.
- Indigenous-Language-and-Culture-expenses-higher-than-budget-due-to-Salary increase-of-1.5%-and-increase-in-termination-accruals.



- Administration-costs-higher-than-budget-by-\$119,824-due-to-the-addition-of-an Assistant-Superintendent-Position-to-help-cover-sick-leave.
- Operations-and-Maintenance-costs-are-higher-due-to:
 - Insurance-costs-higher-than-funding-by-\$322,000-(insurance-funding-and cost-from-July-to-October-31)
 - Additional-O&M-costs

Enrolment-and-Pupil-Teacher-Ratio-(PTR)

Yellowknife-Education-District-No.1 -September-30,-2021	Enrolment		Teachers/ Admin-/PST	Early Childhood Instructors	Pupil/Teacher-ratio	
	K-12 Sep-21	JK Sep-21	K-12	JK	K-12	JK
School:						
Mildred-Hall-School	255.00	26.00	18.50	2.00	13.78	13.00
Jit'q School	259.00	48.50	19.00	4.00	13.63	12.13
William-McDonald-School	253.50	-	18.50	-	13.70	
NJ-Macpherson-School	309.00	42.00	23.50	4.00	13.15	10.50
Range-Lake-North-School	238.00	24.00	19.25	2.00	12.36	12.00
Sir-John-Franklin-High-School	635.00	-	37.75	-	16.82	
Total-District	1,949.5	140.5	136.50	12.00	14.28	11.71

Overall-enrolment-for-September-2021-was-2090-full-time-equivalent-students-(FTE) September-2020-was-2122.75,-a-decrease-of-32.75-full-time-equivalent-(FTE)-students from-September-2020.



Summary-of-2021/2022

New-School:

In-2021-2022,-YK1-is-taking-ownership-of-École-It'ò as-of-the-middle-of-August.-It-is-a brand-new-school-for-junior-kindergarten-to-grade-5.-Yellowknife-has-not-had-a-new school-for-more-than-20-years.

Thank-you-to-the-students-and-staff-at-William-McDonald-School-that-accommodated the-École-It'ò students-for-the-past-two-years-while-École-It'ò School-was-built.

New-Pellet-Boilers:

In-partnership-with-the-Department-of-Infrastructure,-North-Slave-Office-of-the-GNWT, two-new-pellet-boilers-were-installed,-one-at-Range-Lake-North-School-and-one-at Mildred-Hall-School.-The-Pellet-boilers-will-help-with-the-rise-in-price-of-heating-oil-costs. The-installation-was-complete-just-in-time-for-winter-of-2022/2023.

New-LED-Lights:

Thank-you-to-DT-Electric-for-the-installation-of-LED-Lights-at-Sir-John-Franklin-High School.-Thank-you-to-Ryfan-Electric-for-the-installation-of-LED-lights-at-William McDonald-School.-Thank-you-to-Department-of-Infrastructure-for-the-lighting-expertise and-Elvis-Beaudoin-our-Manager-of-Facilities-and-Maintenance.

COVID-19:

Schools-were-faced-with-opening-with-COVID-19-health-and-safety-restrictions. Altogether,-schools-were-closed-to-in-person-instruction-for-41-days-during-the-2021-2022-school-year.-Thankfully,-schools-remained-open-for-the-rest-of-the-year-after January-24,-2022.-Funding-was-received-to-help-with-the-purchase-of-materials-and supplies-for-COVID-19-and-Custodians.

Insurance-&-Maintenance:

The-Department-of-Education,-Culture-and-Employment,-the-Department-of-Finance, and-the-Department-of-Infrastructure-worked-with-both-YK1-and-YCS-to-agree-on-a memorandum-of-understanding-for-the-oversight-of-our-buildings-to-ensure-there-are sufficient-risk-mitigation-practices-in-order-for-the-GNWT-to-allow-both-school-boards-to be-included-in-the-GNWT-Insurance-program.-The-insurance-transfer-occurred-as-of November-1,-2021.-YK1-is-now-part-of-the-GNWT-insurance-and-the-funding-for insurance-is-transferred-to-GNWT-risk-management-department.



Sale-of-Nordic-Arms:

The-GNWT-insurance-program-did-not-allow-the-Apartment-Building-Nordic-Arms-to-be included-as-part-of-their-insurance-program-due-to-the-fact-that-ownership-of-an apartment-building-was-not-consistent-with-the-mandate-of-an-education-authority. YK1-tried-to-purchase-insurance-from-a-private-provider-but-could-not-due-to-the-age of-the-building-and-the-hazardous-materials-in-the-building.-The-GNWT-gave-us-the deadline-for-ceasing-insurance-coverage-of-March-31,-2022.-YK1-board-of-trustees voted-to-sell-the-Nordic-Arms.-It-was-sold-to-NWT-Housing-Corporate-as-of-April-1,-2022.

School-achievements-and-successes-over-the-past-year:

- All-YK1-schools-continued-to-offer-food-programs,-which-included-breakfast, lunch-and-snacks-for-students.
- When-schools-shut-down-due-to-COVID-19,-YK1-principals-provided-grocery-gift cards-to-families-of-students-who-normally-participate-in-breakfast-and-lunch programs-provided-by-schools.

Outlook-for-2022-2023

- YK1-will-welcome-a-new-Superintendent/CEO,-Jameel-Aziz-on-August-15,-2022 following-the-departure-of-Dr.-Cindi-Vaselenak.
- A-new-Board-of-Trustees-will-be-elected-following-the-Trustee-election-on October-17,-2022.-Challenges-with-this-election-is-legislation-does-not-allow Education-Districts-to-use-mail-in-ballots-for-election-voting,-whereas-the-City-of Yellowknife-will-be-using-mail-in-ballots-and-in-person-voting.-YK1-will-be running-a-regular-election-with-in-person-voting.-We-will-work-with-the Department-of-Education-and-Department-of-MACA-to-align-the-election legislation-with-the-City-of-Yellowknife's-Municipal-election.-We-would-like-to use-mail-ballot-for-the-next-election-in-2026.
- Grade-allocations-at-YK1-schools-will-return-to-their-previous-models-(before construction-of-the-new-school-began),-meaning-École-1110-will-be-a-JK-5 school, École-William-McDonald-Middle-School-will-be-a-6-8-school,-and École Sir-John-Franklin-High-School-will-be-a-9-12-school.
- A-new-Basketball-court-is-being-installed-for-students-at-William-McDonald School.
- YK1-schools-remained-open-from-January-24,-2022-until-the-end-of-the-2021-2022-school-year,-June-27,-2022,-as-the-territory-dealt-with-the-latest-wave-of COVID-19.-YK1-will-continue-to-work-with-its-educational-partners-and-make decisions-based-on-the-best-advice-available-in-the-event-of-another-wave. Unspent-COVID-funds-from-previous-years-is-deferred-to-this-school-year-for COVID-related-expenditures.
- USW-Contract-Negotiations-to-start-fall-2022.-USW-contract-ended-June-30, 2022.



Yellowknife District No. 1 Education Authority

(the "Authority")

Management Responsibility for Financial Reporting

To the Minister of Education, Culture and Employment
Government of the Northwest Territories

The Management Discussion & Analysis, Financial Statements, Schedules and Notes herein submitted are the responsibility of management. They provide full disclosure and accurately reflect the financial and non-financial condition of the authority in all material respects and in accordance with Canadian Public Sector Accounting Standards ("CPSAS") as well as the Financial Administration Manual ("FAM") and the Financial Administration Manual for Education Authorities ("FAMEA") of the Government of the Northwest Territories.

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of Yellowknife District No. 1 Education Authority have been conducted within the statutory powers of the Authority. The operations and administration of the Education Body as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the Education Act, Financial Administration Act, CPSAS FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the Authority's Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

Management hereby asserts that auditors have been provided with all relevant records and documentation as well as unrestricted access to the same. Management is not aware of any undisclosed irregularities involving management or employees with either current or potential impact on financial results, fraud or suspected fraud, disbursements made for purposes not consistent with an appropriation, irregular commitments including those in the form of guarantees, violations or possible violations of laws or regulations, claims or litigation, known or suspected environmental site contaminations or of any other undisclosed environmental or hazards within its jurisdiction.

The auditors annually provide an independent, objective audit for the purpose of expressing an opinion on the financial statements in accordance with Canadian generally accepted auditing standards. The auditors also consider whether the transactions that have come to their notice in the course of this audit are, in material respects, in accordance with specified legislation and directives from the Department of Education, Culture and Employment of the Government of the Northwest Territories.

Jameel Aziz
Superintendent of Education / CEO
Yellowknife District No. 1 Education Authority

Tram Do
Director of Corporate Services
Yellowknife District No. 1 Education Authority

Independent Auditors' Report

**To the Minister of Education, Culture and Employment
Government of the Northwest Territories**

Report on the Audit of the Consolidated Financial Statements

Opinion

We have audited the accompanying consolidated financial statements of the Yellowknife District No. 1 Education Authority (the "Authority"), which comprise of the consolidated statement of financial position as at June 30, 2022, consolidated statements of operations, changes in net financial assets, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of Yellowknife District No. 1 Education Authority as at June 30, 2022, and its financial performance and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Authority in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter - Restated Comparative Information

We draw attention to Note 37 to the consolidated financial statements, which explains that certain comparative information presented for the year ended June 30, 2021 has been restated. Our opinion is not modified in respect of this matter.

Other Information

Management is responsible for the other information. The other information comprises the Management Discussion and Analysis, but does not include the consolidated financial statements and our auditors' report thereon.

Our opinion on the consolidated financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independent Auditors' Report (Continued)

Responsibilities of Management and Those Charged with Governance for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Authority's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Authority or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Authority's financial reporting process.

Auditors' Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Authority's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

Independent Auditors' Report (Continued)

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Authority's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Authority to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Report on Compliance with Specified Authorities

In conjunction with the audit of the consolidated financial statements, we have audited transactions of the Authority coming to our notice for compliance with specified authorities. The specified authority against which compliance was audited is the Government of the Northwest Territories - Department of Education, Culture and Employment.

In our opinion, the transactions of the Authority that came to our notice during the audit of the consolidated financial statements have complied, in all material respects, with the specified authorities referred to above.

Management is responsible for the Authority's compliance with the specified authorities named above, and for such internal control as management determines is necessary to enable the entity to comply with the specified authorities.

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the consolidated financial statements are in compliance with the specified authorities referred to above.

Crowe MacKay LLP

Yellowknife, Northwest Territories
September 27, 2022

Chartered Professional Accountants



Yellowknife District No. 1 Education Authority

(the "Authority")

Consolidated Statement of Financial Position

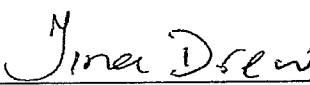
Statement 1

As at June 30,	2022	2021 (Restated)
	\$	\$
FINANCIAL ASSETS		
Cash (Note 4)	10,007,034	10,052,626
Restricted cash (Note 6)	653,707	737,811
Portfolio Investments (Note 7)	4,140,000	-
Accounts Receivable (Note 8)	803,012	529,253
Due from Government of Canada (Note 13)	126,431	130,680
Deposit in Trust (Note 32)	39,856	1,457,500
	15,770,040	12,907,870
LIABILITIES		
Accounts Payable and Accrued Liabilities (Note 10)	737,426	340,009
Payroll Liabilities (Note 10)	4,415,341	4,693,950
Vacation Payable (Note 10)	258,206	247,169
Deferred Revenue (Note 11)	1,026,837	2,268,421
Contribution Repayable (Note 12)	1,269,139	-
Post-employment benefits and compensated absences (Note 17)	2,517,379	1,878,079
Environmental Liabilities (Note 33)	179,651	935,901
	10,403,979	10,363,529
NET FINANCIAL ASSETS	5,366,061	2,544,341
NON-FINANCIAL ASSETS		
Tangible Capital Assets (Note 18)	13,255,964	10,243,484
Prepaid Expenses (Note 19)	6,006	670,711
	13,261,970	10,914,195
ACCUMULATED SURPLUS (Note 34)	18,628,031	13,458,536
Represented by:		
Operating Fund	3,276,102	547,344
Investment in Tangible Capital Assets	13,255,964	10,243,484
Decentralized Surplus	371,582	376,801
Pellet Boiler Reserve	9,964	364,375
Capital Fund Reserve	904,165	904,165
LED Reserve	148,583	284,556
School Generated Funds	661,671	737,811
	18,628,031	13,458,536

Contractual Obligations (Note 21), Contingencies (Note 22)

Approved on behalf of the board:

Trustee 

Trustee 



Yellowknife District No. 1 Education Authority

(the "Authority")

Consolidated Statement of Operations

Statement 2

For the year ended June 30,	2022	2022	2021
	Budget \$	Actual \$	(Restated) Actual \$
REVENUES			
Government of the Northwest Territories			
Regular contributions	30,528,938	30,475,041	30,271,058
Other contributions	123,000	872,675	1,263,232
French language revenues	487,000	532,197	544,600
Total ECE (Note 29)	31,138,938	31,879,913	32,078,890
GNWT other contributions (Note 30)	-	110,425	128,781
Government of Canada - Jordan's Principle	3,408,000	3,150,941	2,748,721
Other education bodies	237,500	265,282	227,633
Property tax requisitioned	6,845,000	6,866,094	6,831,265
Education authority generated funds			
Rental income	380,000	241,010	386,761
Sale of building	-	2,051,030	-
Portfolio investment income	60,000	115,661	89,346
School generated funds - revenues (Note 36)	-	162,258	258,474
Other	19,562	146,683	133,588
	459,562	2,716,642	868,169
Total revenues	42,089,000	44,989,297	42,883,459
EXPENSES			
School programs	24,793,000	25,726,392	25,245,239
Inclusive schooling	6,720,000	6,769,176	6,544,866
Staff accommodations	266,000	219,430	236,651
Operations and maintenance	4,103,000	4,188,100	5,035,956
Administration	1,536,000	1,655,824	1,455,224
Indigenous language/cultural programs	1,263,000	1,285,860	1,212,545
Jordan's Principle	3,408,000	3,150,941	2,748,721
Amortization	-	1,428,771	944,729
School generated funds - expenses (Note 36)	-	238,398	251,767
Total operating expenses	42,089,000	44,662,892	43,675,698
Operating surplus (deficit) before other items	-	326,405	(792,239)
OTHER ITEMS			
GNWT ECE infrastructure contributions	-	3,023,607	-
Grant in-kind - GNWT assets provided at no cost (Note 20)	-	200,074	177,419
Rent expense - GNWT assets provided at no cost (Note 20)	-	(200,074)	(177,419)
Federal capital contributions - Greenhouse Gas (GHG) Grant	-	1,063,233	31,875
Recovery of environmental liabilities	-	756,250	-
Operating surplus (deficit)	-	5,169,495	(760,364)



Yellowknife District No. 1 Education Authority

(the "Authority")

Consolidated Statement of Operations (Continued)

Statement 2

For the year ended June 30,	2022	2022	2021
	Budget	Actual	(Restated) Actual
	\$	\$	\$
Opening accumulated surplus, as previously stated	12,727,432	12,727,432	13,487,796
Correction of accounting error (Note 37)	-	731,104	731,104
Opening accumulated surplus, as restated	-	13,458,536	14,218,900
Closing accumulated surplus	12,727,432	18,628,031	13,458,536



Yellowknife District No. 1 Education Authority

(the "Authority")

Consolidated Statement of Changes in Net Financial Assets

Statement 3

For the ended June 30,	2022	2022	2021
	Budget \$	Actual \$	(restated) Actual \$
Operating surplus (deficit)	-	5,169,495	(760,364)
Acquisition of tangible capital assets	-	(4,441,251)	(42,500)
Amortization of tangible capital assets	-	1,428,771	944,729
	-	2,157,015	141,865
Purchase of prepaid expenses	-	(6,006)	(670,711)
Use of prepaid expenses	-	670,711	351,704
	-	664,705	(319,007)
Increase (decrease) in net financial assets	-	2,821,720	(177,142)
Net financial asset at beginning of year	-	2,544,341	2,721,483
Net financial asset at end of year	-	5,366,061	2,544,341

(the "Authority")

Consolidated Statement of Cash Flows
Statement 4

For the year ended June 30,	2022 \$	2021 \$
OPERATING TRANSACTIONS	5,169,495	(760,364)
Operating surplus (deficit)		
Items not affecting cash:	1,428,771	944,729
Amortization	84,104	(6,707)
Decrease (increase) in restricted cash	(3,023,607)	-
GNWT ECE infrastructure contributions (Note 23)		
Changes in non-cash assets and liabilities		
Decrease (increase) in due from Government of Canada	4,249	(37,868)
Decrease (increase) in accounts receivable	(273,759)	48,461
Increase (decrease) in accounts payable	397,417	(256,299)
Increase (decrease) in payroll liabilities	(278,609)	119,858
Decrease in environmental liabilities	(756,250)	-
Increase (decrease) in leave and termination benefits	639,300	266,152
Increase (decrease) in vacation payable	11,037	(37,542)
Increase (decrease) in deferred revenue	(1,241,584)	1,556,978
Increase in contribution payable	1,269,139	-
Increase (decrease) in prepaid expenses	664,705	(319,006)
CASH PROVIDED BY OPERATING TRANSACTIONS	4,094,408	1,518,392
INVESTING TRANSACTION		
Disposition of portfolio investments	-	2,126,244
Acquisition of portfolio investments	(4,140,000)	-
CASH PROVIDED BY INVESTING TRANSACTION	(4,140,000)	2,126,244
CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	(1,417,644)	(42,500)
Receipt (payment) of deposit in trust for pellet boilers	1,417,644	(1,457,500)
CASH USED FOR CAPITAL TRANSACTIONS	-	(1,500,000)
INCREASE (DECREASE) IN CASH	(45,592)	2,144,636
CASH AT BEGINNING OF YEAR	10,052,626	7,907,990
CASH AT END OF YEAR	10,007,034	10,052,626



Yellowknife District No. 1 Education Authority

(the "Authority")

Statement 6

Details of Inclusive Schooling Expenses

For the year ended June 30,	General Inclusive Schooling \$	Staff Development (SSI) \$	Assistive Technology \$	Magnet Facilities \$	Total 2022 \$
SALARIES					154,512
Regional coordinator	154,512	-	-	-	
Program support teachers/counsellors	2,191,873	22,259	-	523,778	2,737,910
Support assistants	2,210,518	-	-	-	2,210,518
	4,556,903	22,259	-	523,778	5,102,940
EMPLOYEE BENEFITS	1,126,239	-	-	92,796	1,219,035
SERVICES PURCHASED					
Professional and technical	97,808	-	-	-	97,808
Student transportation	5,833	-	-	-	5,833
Advertising and printing	4,883	-	-	-	4,883
Maintenance and repairs	72,759	-	-	-	72,759
Other contracted services	76,138	83,734	-	-	159,872
	257,421	83,734	-	-	341,155
MATERIALS					
Materials and supplies	8,237	17,009	53,917	26,883	106,046
Total operating expenses	5,948,800	123,002	53,917	643,457	6,769,176



Yellowknife District No. 1 Education Authority

(the "Authority")

Details of Indigenous Language and Culture-Based Education Expenses

Statement 7

For the year ended June 30,	Indigenous Education \$	Our Languages Curriculum		Total 2022 \$
		Resource Development \$	Community Support \$	
SALARIES				
Regional ILE coordinators	131,906	-	-	131,906
Indigenous language instruction	239,246	175,213	-	414,459
ILE substitutes	3,465	-	-	3,465
Cultural resource staff	205,854	(730)	71,721	276,845
Elders in schools	-	23,099	19,523	42,622
	580,471	197,582	91,244	869,297
EMPLOYEE BENEFITS	144,188	30,353	14,654	189,195
SERVICES PURCHASED				
Professional/technical services	27,932	-	-	27,932
Travel	2,032	-	-	2,032
Student transportation (busing)	-	-	2,651	2,651
Other contracted services	-	-	92,062	92,062
	29,964		94,713	124,677
MATERIALS				
Materials	55,377	8,646	38,668	102,691
TOTAL	810,000	236,581	239,279	1,285,860



Yellowknife District No. 1 Education Authority

(the "Authority")

Report on Activities of Specific Programs

Statement 8

French Language Program

BILATERAL AGREEMENT FUNDING

For the year ended June 30, 2022

	Contribution from the Department \$	Commitment from the Authority \$	Expenses \$	Over (under) funding \$
Teacher assistants (Staff)	35,000	35,000	93,674	(23,674)
French immersion pedagogy specialist	70,000	55,000	88,480	36,520
Intensive & PIF French coach (staff)	35,000	12,000	48,081	(1,081)
Intensive & PIF French (staff)	70,000	430,000	520,734	(20,734)
Intensive PIF (elective courses)	3,000	1,000	-	4,000
Special Projects				
French camps	27,000	3,000	25,707	4,293
Assessment, intensive & PIF	30,000	5,000	41,590	(6,590)
French resources	35,000	5,000	61,065	(21,065)
Cultural activities	7,000	2,000	6,880	2,120
Professional development	30,000	6,000	26,490	9,510
Consultant	80,000	140,000	150,982	69,018
Language coach (salary) reading recovery	35,500	-	22,689	12,811
Neurolinguistic resource development	8,000	-	8,664	(664)
Updating resources	4,500	-	5,192	(692)
Supporting SSDEC, DBEC and SDEC (partnership)	4,500	-	9,139	(4,639)
Peer observation/shadowing partnership	4,500	-	5,192	(692)
Special project - FSL video clip	29,910	19,940	50,713	(863)
Total	508,910	713,940	1,165,272	57,578



Yellowknife District No. 1 Education Authority

(the "Authority")

Report on Activities of Specific Programs

Statement 9

Student Success Initiative Projects

For the year ended June 30,

	2022 Budget \$	2022 Actual \$
Revenues		
Government of the Northwest Territories	123,000	123,000
Carry Forward from 2020-2021	77,011	77,011
Total revenues	200,011	200,011
Expenses		
Salaries/Wages		
Substitute teacher wages	22,258	22,258
Other Expenses		
Materials and supplies	109,421	83,734
Total operating expenses	131,679	105,992
Surplus	68,332	94,019



Yellowknife District No. 1 Education Authority

(the "Authority")

Report on Activities of Specific Programs

Statement 10

Jordan's Principle

	June 30, 2022 Budget \$	June 30, 2022 Actual \$	June 30, 2021 Actual \$	July 1, 2021 - March 31, 2022 Actual \$	April 1, 2022 - June 30, 2022 Actual \$
Revenue					
Government of Canada	4,358,324	4,358,324	2,866,943	3,025,798	1,332,526
- First Nations and Inuit Health Branch	790,618	790,618	614,452	790,618	-
Carry forward from previous year	(732,673)	(732,673)	-	(732,673)	-
Carry forward from previous year - returned	(3,808)	(3,808)	-	-	(3,808)
Contributions not received	4,412,461	4,412,461	3,481,395	3,083,743	1,328,718
Total Revenue					
Expenses					
Administration	395,590	286,449	249,884	187,952	98,497
Personnel	3,884,961	2,772,203	2,396,890	1,829,350	942,853
Materials and supplies	117,318	81,288	72,548	43,572	37,716
Evaluation	18,400	11,000	29,400	6,600	4,400
Total Operating Expenses	4,416,269	3,150,940	2,748,722	2,067,474	1,083,466
Net Surplus/(Deficit)	(3,808)	1,261,521	732,673	1,016,269	245,252
Deferred Revenue	(3,808)	1,261,521	732,673	1,016,269	245,252



Yellowknife District No. 1 Education Authority

(the "Authority")

Statement of Utilities Expenses - Unaudited

Statement 11

For the Year Ended June 30, 2022

School Year	2021-2022	2020-2021	2019-2020	2018-2019	Total Expense	Avg Expense
	Expense	Expense	Expense	Expense		
Fuel Oil	\$ 514,203	\$ 388,209	\$ 579,220	\$ 635,999	\$ 2,117,630	\$ 705,877
Electricity	\$ 920,698	\$ 893,595	\$ 956,408	\$ 1,019,158	\$ 3,789,859	\$ 1,263,286
Pellets	\$ 286,349	\$ 178,727	\$ 163,310	\$ 192,471	\$ 820,857	\$ 273,619
Water	\$ 152,712	\$ 161,059	\$ 165,838	\$ 160,656	\$ 640,264	\$ 213,421
Garbage	\$ 52,683	\$ 45,163	\$ 54,542	\$ 47,606	\$ 199,994	\$ 66,665
Total Operating Expense	\$ 1,926,644	\$ 1,666,752	\$ 1,919,318	\$ 2,055,889	\$ 7,568,603	\$ 2,522,868



Yellowknife District No. 1 Education Authority

(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2022

1. Nature of the Organization

The Yellowknife District No. 1 Education Authority (the "Authority"), was established by the *Education Act* of the Government of the Northwest Territories ("GNWT"). Its purpose is to administer and maintain the standards of education programs defined under the *Education Act* in the City of Yellowknife.

The Authority is an independent legal and accounting entity with an elected Board of Trustees as stipulated in Section 82 of the *Education Act*. The Board of Trustees ("the Board") has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

Section 81 of the *Education Act* outlines the powers of a Board of Education which for the Authority includes all aspects of operation and management relating to Public Education within the boundaries of the City of Yellowknife. The Board is the lowest (and sole) level of government exercising oversight responsibility. The financial statements of the Authority are not included in the financial statements of the City of Yellowknife as the Authority trustees are a separate governing body that is not under the control of the City of Yellowknife. The City of Yellowknife, however, does collect and remit property taxes requisitioned by the Authority.

2. Significant Accounting Policies

a) Basis of Accounting

The financial statements of the Authority have been prepared in accordance with Canadian Public Sector Accounting Standards ("PSAS") as recommended by the Public Sector Accounting Board ("PSAB") of the Chartered Professional Accountants of Canada.

The financial statements have, in management's opinion, been properly prepared with reasonable limits of materiality. The basis of accounting refers to the timing of when revenue and expense items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized for all funds. Under the basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.



Yellowknife District No. 1 Education Authority

(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2022

2. Significant Accounting Policies (Continued)

b) Reporting Entity

These consolidated financial statements reflect the assets, liabilities, revenues, and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Authority and which are controlled by the Authority.

School generated funds, which include the assets, liabilities, revenues, and expenses of various schools and which are controlled by the Authority are reflected in the consolidated financial statements.

Interdepartmental and inter-organizational transactions and balances between these organizations are eliminated.

c) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques.



June 30, 2022

2. Significant Accounting Policies (Continued)

d) Financial Instruments

Financial assets originated or acquired or financial liabilities issued or assumed in an arms's length transaction are initially measured at their fair value. In the case of a financial asset or financial liability not subsequently measured at its fair value, the initial fair value is adjusted for financing fees and transaction costs that are directly attributable to its origination, acquisition, issuance or assumption. Such fees and costs in respect of financial assets and liabilities subsequently measured at fair value are expensed.

Financial assets measured at amortized cost include cash, portfolio investments, accounts receivable, due from Government of Canada, and deposit in trust.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities, payroll liabilities, vacation payable, contribution repayable, and environmental liabilities.

At the end of each reporting period, management assesses whether there are any indications that financial assets measured at cost or amortized cost may be impaired. If there is an indication of impairment, management determines whether a significant adverse change has occurred in the expected timing or the amount of future cash flows from the asset, in which case the asset's carrying amount is reduced to the highest expected value that is recoverable by either holding the asset, selling the asset or by exercising the right to any collateral. The carrying amount of the asset is reduced directly or through the use of an allowance account and the amount of the reduction is recognized as an impairment loss in operations. Previously recognized impairment losses may be reversed to the extent of any improvement. The amount of the reversal, to a maximum of the related accumulated impairment charges recorded in respect of the particular asset is recognized in operations.

e) Non-financial Assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the normal course of operations. The change in non-financial assets during the year, together with the operating surplus (deficit), provides the change in net financial assets for the year.



Yellowknife District No. 1 Education Authority

(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2022

2. Significant Accounting Policies (Continued)

f) Tangible Capital Assets

Tangible capital assets with a cost lower than a threshold value of \$50,000 will be expensed in the year of acquisition or amortized at a rate of 100%. Assets with an acquisition value more than \$50,000 are capitalized and amortized using the straight-line method.

Asset Category	Amortization Period:
Land and improvements	Indefinite
School and Other Buildings	40 years
Equipment and furnishings	4 - 10 years

All capital facilities planning and construction undertaken by the Authority, excluding the Administration Building, are funded by the Government of the Northwest Territories and subject to their capital planning and approval process. Capital contributions received but not spent at year end, are recorded as deferred revenue.

The GNWT may contribute some tangible capital assets to the Authority. The contributed tangible capital assets are recorded at fair value at the date of contribution in the Consolidated Statement of Financial Position, with a corresponding amount as a contribution revenue in the Consolidated Statement of Operations.

The GNWT retains ownership of some tangible capital assets used by the Authority. These assets are used by the Authority and held on behalf of, or in trust for, the GNWT are not recognized by the Authority in the Consolidated Statement of Financial Position.

The Consolidated Statement of Operations reflects the amount that would otherwise be considered amortization expense for the fiscal year as rent expense with an offsetting corresponding amount as a grant in-kind revenue for the assets provided at no cost.



Yellowknife District No. 1 Education Authority

(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2022

2. Significant Accounting Policies (Continued)

g) Revenue Recognition

Government Transfers:

Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met, except to the extent that transfer stipulations give rise to an obligation that meets the definition of a liability. Transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Transfer revenue is recognized in the Consolidated Statement of Operations as the stipulation liabilities are settled.

Operating transfers are recognized as revenue in the period in which the events giving rise to the transaction occur, providing the transfers are authorized, any eligibility criteria have been met, and reasonable estimates of the amounts can be determined.

Capital transfers or transfers of tangible capital assets are initially recognized as deferred revenue and subsequently recognized as revenue when the related tangible capital asset are recognized as acquired or built.

GNWT - Regular Contributions:

The regular contributions from the Government of the Northwest Territories ("GNWT") is determined by a funding formula, based on student enrolment and price and volume fluctuation, and is received in monthly installments. The Authority retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the Government of the Northwest Territories.



Yellowknife District No. 1 Education Authority

(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2022

2. Significant Accounting Policies (Continued)

Local Tax Revenue:

The *Education Act of the Northwest Territories*, by virtue of Section 136(2), empowers a Board of Education to determine the amount, after taking into consideration territorial grants and other revenues, that is to be requisitioned from the municipality within the territory under the jurisdiction of the Board. This requisitioned amount is one portion of the property tax paid annually by property owners. The City of Yellowknife is advised subsequent to the adoption of the budget of the amount of the requisition of the Authority and is responsible for the collection of taxes.

Other Contributions:

The Authority follows the deferral method of accounting for contributions from funding arrangements. Unrestricted contributions are recognized as revenues when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are deferred and recognized as revenues in the year in which the related expenses are incurred.

Revenue from rentals is earned as the facilities are used. Other revenues are recorded as the service is provided and receipt is reasonably assured.

Deferred Revenue:

Deferred revenue consists of funds received in advance of providing the services or acquiring the goods. These amounts are taken into revenues when the eligible expenses are incurred.

Investment Income:

Investment income is recognized when received or receivable, if the amount can be reasonably estimated.



Yellowknife District No. 1 Education Authority

(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2022

2. Significant Accounting Policies (Continued)

School Generated Funds

School generated funds are generated at the school level from fundraising, which may include the proceeds of fundraising, contributions or fees paid to a specific planned benefit. These revenues are recorded when received.

h) Budget Data

The *Education Act* of the Northwest Territories requires that Boards of Education prepare an annual budget, as outlined in Section 128 and 129.

The final priorities and funding allocations are determined by the Board of Trustees at a special meeting called for the purposes of reviewing budget proposals, recommending changes, additions or deletions and adopting the proposed budget.

The budget is legally adopted by a motion of the Board which also establishes a tax levy to support the approved budget in accordance with Section 135(3) of the *Education Act*.

Board approved budgets are submitted to the Minister of Education, Culture and Employment for final approval as directed by Sections 117(2)k, l and m of the *Education Act*.

This annual budget includes estimates of revenues and expenses for the Operating fund surplus (deficit) along with estimates of source and application for the Investment in tangible capital assets fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Board.

The budget may be amended within a given fiscal year in accordance with Board policy, regulations and approved budget procedures. The budget data presented in the financial statements reflects the the original Minister approved budget for the school year. Schools carry forward surplus or deficit amounts from their school budgets.



June 30, 2022

2. Significant Accounting Policies (Continued)

i) Measurement Uncertainty

The preparation of these consolidated financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements, and the amounts of revenues and expenses during the period. Actual results could differ from these estimates.

j) Inventories Including Materials and Supplies

Supplies inventory held for consumption or use are recorded at the lower of historical cost and replacement cost.

k) Payroll Liabilities

Payroll costs for teachers are accrued for July and August.

l) Post-employment Benefits, Compensated Absences and Termination Benefits

Under the terms and conditions of employment, education board employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment. Eligibility is based on a variety of factors including place of hire, date employment commenced, and reason for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. The expected cost of providing these benefits is recognized as employees render service. Termination benefits are also recorded when employees are identified for lay-off. Compensated absences include, sick, special, parental and maternity leave. Accumulating non-vesting sick and special leave are recognized in the period the employee provides service, whereas parental and maternity leave are event driven and are recognized when the leave commences. An actuarial valuation of the cost of these benefits (except maternal and parental leave) has been prepared using data provided by management and assumptions based on management's best estimates.

m) Expenses

Expenses are recorded on an accrual basis. The cost of all goods consumed and services received during the year is expensed. Transfers include grants and contributions and are recorded as expenses when the transfer is authorized and eligibility criteria have been met by the recipient.



Yellowknife District No. 1 Education Authority

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Notes to Consolidated Financial Statements

June 30, 2022

2. Significant Accounting Policies (Continued)

n) Foreign Currency Translation

Foreign currency transactions are to be translated in Canadian dollars. Revenues and expenses denominated in a foreign currency are reported at a rate in the date of the transaction. Monetary items that have yet to be settled at the exchange rate are translated at the exchange rate in effect on the date of the consolidated financial statements. Exchange gain or loss resulting from foreign exchange rate would be accounted for in the consolidated financial statements.

o) Fund Accounting

The Authority uses fund accounting to separate transactions between its Operating fund surplus, Investment in tangible capital assets, decentralized surplus, capital fund reserve, the LED reserve, the Pellet Boiler reserve, and school generated funds.

Operating Fund Surplus

The Operating fund surplus is the general operating fund of the Authority in which all transactions concerned with current operations are recorded. Substantially all territorial, local (primarily property tax), and other operating revenue is accounted for in the Operating fund surplus. In accordance with accounting principles that are considered appropriate for organizations of this type, tangible capital assets acquired and debenture debt repayment that are financed with operating funds are treated as expenses in the Operating fund surplus and then transferred to the Investment in tangible capital asset fund. The Operating fund also accounts for expenses and contributions to or from other funds (transfers) which provide for day-to-day operations. In summary, the Operating fund surplus is used to account for all financial activities except those accounted for in the Investment in tangible capital assets fund and decentralized surplus.

Investment in Tangible Capital Assets

Investment in tangible capital assets is used to account for financial transactions related to the acquisition of tangible capital assets in excess of \$50,000.

Properties are carried at cost at the date of acquisition and amortization is recorded in the accounts. The cost of additions and repayment of debentures or other long-term debt is charged to Investment in tangible capital assets. This results in a corresponding increase in the equity in tangible capital assets.



Yellowknife District No. 1 Education Authority

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Notes to Consolidated Financial Statements

June 30, 2022

2. Significant Accounting Policies (Continued)

Capital Fund Reserve

The Capital Fund Reserve is funding set aside by the Authority for any repairs or maintenance to the district assets.

LED Reserve

The LED Lights Reserve represents the unspent portion of the ECE's utility funding since the 2014/2015 school year as a result of lower fuel costs. The reserve funds will be used for the Authority to convert current lights to LED lights which are expected to result in a decrease of at least 30% in electricity costs.

Decentralized Surplus

The decentralized accumulated surplus represents specific amounts eligible for carry-over to subsequent years for each school.

Pellet Boiler Reserve

The Pellet Boiler Reserve is the 25% (\$375,000 original, balance of \$9,964 remaining) of the estimated cost of the installation of pellet boilers for Mildred Hall School and Range Lake North School.

School Generated Funds

School generated funds are generated at the school level from fundraising, and used in a number of different ways to enhance the development of educational activities and to support school initiatives. The school generated funds are internally restricted as to purpose. Examples might include student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

A summary of school generated funds administered by the Authority is disclosed in Note 36.

p) Inter-entity transactions

Inter-entity transactions are transactions between commonly controlled entities and GNWT departments.

Inter-entity transactions are recorded at the exchange amount when they are undertaken on similar terms and conditions to those adopted if the entities were dealing at arm's length.



June 30, 2022

2. Significant Accounting Policies (Continued)

q) Related parties

The Authority initially measures related party balances in accordance with the substance of the transactions that gave rise to them. The Authority subsequently measures related party balances in accordance with the Authority's policies for financial instruments, as set out in note (d). The Authority is related in terms of common control to all Government of the Northwest Territories departments, board and agencies.

The Authority enters into transactions with these entities in the normal course of business and are measured at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

3. Future Accounting Changes and Adoption of New Accounting Standards

For fiscal periods beginning on or after July 1, 2023, Education Bodies will be required to adopt PS 3160 Public Private Partnerships. This Section establishes standards on accounting for public private partnerships between public and private sector entities where the public sector entity procures infrastructure using a private sector partner. The private sector partner's obligations include requirements to:

- (a) design, build, acquire or better new or existing infrastructure;
- (b) finance the transaction past the point where the infrastructure is ready for use; and
- (c) operate and/or maintain the infrastructure.

This standard is applicable only to those Education Bodies that are able to acquire, and required to report, tangible capital assets in its financial statements.

For fiscal periods beginning on or after July 1, 2022, Education Bodies will be required to adopt PS 3400 Revenue. This standard provides guidance on how to account for and report on revenues. Specifically, it differentiates between revenues arising from transactions that include performance obligations and transactions that do not have performance obligations. The impact of these standards on the consolidated financial statements is currently being assessed.



Yellowknife District No. 1 Education Authority

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Notes to Consolidated Financial Statements

June 30, 2022

4. Cash

	2022	2021
	\$	\$
Cash	10,660,741	10,790,437

The cash is held in a bank account with RBC and is invested with the GNWT's investment pool.

5. Special Purpose Funds

The Authority does not have special purpose funds.



Yellowknife District No. 1 Education Authority

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Notes to Consolidated Financial Statements

June 30, 2022

6. Restricted Cash

The Authority has restricted cash generated by schools in the amount of \$653,707 (2021 - \$737,811).

7. Portfolio Investments

	2022	2021
	\$	\$
<hr/>		
RBC Dominion Securities Investment 1		
Balance at June 30	1,001,600	-
Dollar Value of Interest earned	1,600	-
Cost of Investment	1,000,000	-
Market Value	1,001,600	-

Date Purchased: 14 June 2022
Term of Investment: 1 year
Maturity Date: 14 June 2023
Annual Interest Rate: 3.650%

	2022	2021
	\$	\$
<hr/>		
RBC Dominion Securities Investment 2		
Balance at June 30	1,142,074	-
Dollar Value of Interest earned	2,074	-
Cost of Investment	1,140,000	-
Market Value	1,142,074	-

Date Purchased: 14 June 2022
Term of Investment: 2 years
Maturity Date: 14 June 2024
Annual Interest Rate: 4.150%



Yellowknife District No. 1 Education Authority

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Notes to Consolidated Financial Statements

June 30, 2022

7. Portfolio Investments (Continued)

	2022 \$	2021 \$
RBC Dominion Securities Investment 3		
Balance at June 30	1,001,863	-
Dollar Value of Interest earned	1,863	-
Cost of Investment	1,000,000	-
Market Value	1,001,863	-

Date Purchased: 14 June 2022
 Term of Investment: 3 years
 Maturity Date: 16 June 2025
 Annual Interest Rate: 4.250%

	2022 \$	2021 \$
RBC Dominion Securities Investment 4		
Balance at June 30	1,001,907	-
Dollar Value of Interest earned	1,907	-
Cost of Investment	1,000,000	-
Market Value	1,001,907	-

Date Purchased: 14 June 2022
 Term of Investment: 4 years
 Maturity Date: 15 June 2026
 Annual Interest Rate: 4.350%

These are guaranteed investment certificates ("GIC") with RBC Investment Securities with fixed income interest rates and fixed term dates. The investments are low risk to the Authority. The total investments with prior year comparative figures are presented below:

	2022 \$	2021 \$
RBC Domonion Securities Investment 1	1,001,600	-
RBC Domonion Securities Investment 2	1,142,074	-
RBC Domonion Securities Investment 3	1,001,863	-
RBC Domonion Securities Investment 4	1,001,907	-
Total portfolio investments	4,147,444	-



Yellowknife District No. 1 Education Authority

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Notes to Consolidated Financial Statements

June 30, 2022

8. Accounts Receivable

	2022	2021
	\$	\$
Accrued interest receivable	22,444	6,842
Due from other related parties (Note 23)	773,512	515,641
Due from Government of the Northwest Territories (Note 23)	1,500	2,948
Other	5,556	3,822
Total	803,012	529,253

Allowance for doubtful accounts at June 30, 2022 is \$88,625 (2021 - \$nil).

9. Inventories

There is no inventory recorded as at June 30, 2022.

10. Accounts Payable and Accrued Liabilities

	2022	2021 (restated)
	\$	\$
Accrued interest	-	46
Damage deposits	-	27,470
School Generated Trust Accounts - carry over balances (Note 36)	(7,965)	6,707
Trade payables	651,371	305,786
SSI Accrual	94,020	-
	737,426	340,009

	2022	2021
	\$	\$
Payroll Liabilities		
To teachers (July & August wages & deferred NEBS pension)	4,415,341	4,693,950
Vacation payable (annual leave)	258,206	247,169
	4,673,547	4,941,119



Yellowknife District No. 1 Education Authority

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Notes to Consolidated Financial Statements

June 30, 2022

11. Deferred Revenue

Deferred revenue consists of contributions or revenues received from contributors for expenses not yet incurred.

	2022 \$	2021 \$
Nordic Arms Prepaid Rent	-	6,390
Jordan's Principal - Government of Canada	-	732,672
GNWT ECE - Covid & French Videos	870,535	1,529,359
Menstrual Product Federal Funding	156,302	-
	1,026,837	2,268,421

12. Contribution Repayable

Contribution repayable consists of contribution or revenue received from funders that will be repaid within the next year.

	2022 \$	2021 \$
Jordan's Principal - Government of Canada	1,261,520	-
Active After School - GNWT MACA	7,619	-
	1,269,139	-



Yellowknife District No. 1 Education Authority

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Notes to Consolidated Financial Statements

June 30, 2022

13. Due from Government of Canada

	2022 \$	2021 \$
GST Receivable	126,431	130,680

14. Capital Lease Obligations

The Authority does not have any capital lease obligations.

15. Pension

The Authority makes contributions to the Northern Employee Benefits ("NEBS") Pension Plan ("the Plan"), which is a multi-employer plan, on behalf of some members of its staff. The plan is a defined benefit plan which specifies the amount of the retirement benefit to be received by the employees based on the length of service and rates of pay.

The amount contributed to the NEBS pension was \$4,965,043. The contributions are calculated at a rate of 8% of earning and allowances employee and employer contribution for a total of 16%. The maximum pensionable earnings is \$193,715 as at January 2022, and \$183,838 as at January 2021. The maximum monthly contributions is \$3,420 as at January 2022, and \$3,246 as at January 2021.

NEBS is an employer owned program and as such the Authority will be liable for its portion of any shortfall. The Plan serves 3,655 Employee Members and 118 Employer Members (total active, disabled and on leave: 2,046).

As of January 1, 2022, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be \$65,900,000 - funded ratio 124% (2021 - \$45,100,000 and 118%) on a going concern valuation basis.

As of April 2004, the OSFI has exempted NEBS from compliance with the *Pension Benefits Standards Act*. On April 2015, the Legislative Assembly passed The *Northern Employee Benefits Act* (Bill 12) which was enacted October 1, 2015.

16. Long-Term Debt

The Authority does not have long-term debt.



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Notes to Consolidated Financial Statements

June 30, 2022

17. Post-employment Benefits and Compensated Absences

In addition to the pension benefits, the Authority provides severance (resignation and retirement), removal and compensated absence (sick, special, maternity and parental leave) benefits to its employees. The benefit plans are not pre-funded and thus have no assets, resulting in a plan deficit equal to the accrued benefit obligation.

Severance benefits are paid to the Authority's employees based on the type of termination (e.g. resignation versus retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being employee category and length of service. The benefits under these two categories were valued using the projected unit credit methodology.

Compensated absence benefits for all staff are accrued as employees render service and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to employee or dependent illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under compensated absence benefits were actuarially valued using the expected utilization methodology. The Authority has included an additional severance of \$1,322,108 (2021 - \$441,757) as a plan amendment.

Valuation results

The actuarial valuation was completed as at February 11, 2022. The effective date of the next actuarial valuation is March 31, 2025. The liabilities are actuarially determined as the present value of the accrued benefits at February 11, 2022 and the results extrapolated to June 30, 2022. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the Authority.



Yellowknife District No. 1 Education Authority

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Notes to Consolidated Financial Statements

June 30, 2022

17. Other Employee Future Benefits and Compensated Absences (Continued)

Changes in Obligation	Severance and Removal \$	Compensated Absences \$	2022 \$	2021 \$
Accrued benefit obligation beginning of year	782,070	396,456	1,178,526	1,248,268
Current period benefit cost	79,797	35,294	115,091	118,644
Interest accrued	26,565	13,411	39,976	34,622
Benefits payments	(280,640)	(50,691)	(331,331)	(275,484)
Actuarial (gain)/loss	240,742	(39,626)	201,116	52,472
Plan amendments	1,322,108	1,511	1,323,619	441,757
Accrued benefit obligation end of year	2,170,642	356,355	2,526,997	1,620,279
Unamortized net actuarial loss/(gain)	(211,057)	201,439	(9,618)	257,800
Total employee future benefits and compensated absences	1,959,585	557,794	2,517,379	1,878,079

Benefits expense	Severance and Removal \$	Compensated Absences \$	2022 \$	2021 \$
Current period benefit cost	79,797	35,294	115,091	118,644
Interest accrued	26,565	13,411	39,976	34,626
Amortization of net actuarial (gain)/loss	(93,242)	46,177	(47,065)	(53,387)
Plan amendments	272,122	1,511	273,633	-
Total benefits expense	285,242	96,393	381,635	99,883



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Notes to Consolidated Financial Statements

June 30, 2022

17. Other Employee Future Benefits and Compensated Absences (Continued)

The discount rate used in the 2022 fiscal year to determine the accrued benefit obligation was an average of 4.1% (2021 - 3.3%). The expected payments during the next five fiscal years are:

	Severance and Removal	Compensated Absences	Total
	\$	\$	\$
2023	291,443	30,462	321,905
2024	201,066	32,783	233,849
2025	132,579	35,447	168,026
2026	132,624	37,515	170,139
2027	136,773	41,877	178,650
2028-2032	671,428	235,134	906,562
Total	1,565,913	413,218	1,979,131



Yellowknife District No. 1 Education Authority

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Notes to Consolidated Financial Statements

June 30, 2022

8. Tangible Capital Assets

	Cost	Additions	Transfers	Disposals	Amortization	Accumulated Amortization beginning of year	Accumulated Amortization	Net Book Value	Net Book Value
	\$	\$	\$	\$	\$	\$	\$	\$	\$
								2022	2021
Land and improvements	1,299,476	-	-	-	-	-	-	1,299,476	1,299,476
School buildings									
Ecole Sir John Franklin	2,253,436	-	-	-	(56,246)	(1,304,529)	(1,360,775)	892,661	948,907
William McDonald	7,078,328	2,567,720	-	-	(507,543)	(6,901,370)	(7,408,913)	2,237,135	176,958
Mildred Hall	11,110,255	708,822	-	-	(317,035)	(7,138,220)	(7,455,255)	4,363,822	3,972,035
Range Lake North	8,237,109	708,822	-	-	(241,900)	(5,751,101)	(5,993,001)	2,952,930	2,486,008
N. J. Macpherson	5,329,162	-	-	-	(136,459)	(4,498,667)	(4,635,126)	694,036	830,495
	34,008,290	3,985,364	-	-	(1,259,183)	(25,593,887)	(26,853,070)	11,140,584	8,414,403
Other buildings									
Administration office	1,070,827	-	-	-	(26,771)	(749,579)	(776,350)	294,477	321,248
Nordic Arms residence	595,205	-	-	(595,205)	-	(595,205)	-	-	-
	36,973,798	3,985,364	-	(595,205)	(1,285,954)	(26,938,671)	(27,629,420)	12,734,537	10,035,127
Total land and buildings									
	36,973,798	3,985,364	-	(595,205)	(1,285,954)	(26,938,671)	(27,629,420)	12,734,537	10,035,127
Equipment and furnishings									
Schools	4,685,576	-	-	(1,322,698)	(49,932)	(4,538,528)	(3,265,762)	97,116	147,048
Playgrounds	149,972	455,887	-	-	(80,451)	(149,972)	(230,423)	375,436	-
Residences	64,045	-	-	(64,045)	-	(64,045)	-	-	-
Administration office	322,132	-	-	-	-	(322,132)	(322,132)	-	-
Vehicles	319,413	-	-	-	(12,434)	(258,104)	(270,538)	48,875	61,309
	5,541,138	455,887	-	(1,386,743)	(142,817)	(5,332,781)	(4,088,855)	521,427	208,357
	42,514,936	4,441,251	-	(1,981,948)	(1,428,771)	(32,271,452)	(31,718,275)	13,255,964	10,243,484



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Notes to Consolidated Financial Statements

June 30, 2022

19. Prepaid Expenses

	2022 \$	2021 \$
Insurance	-	665,403
Materials and Supplies	6,006	5,308
	6,006	670,711

20. GNWT Assets Provided at no Cost

The following assets were provided to the Authority by the GNWT at no cost.

	Cost \$	Accumulated Amortization \$	2022 Net Book Value \$	2021 Net Book Value \$
Ecole Sir John Franklin	25,965,232	25,965,232	-	-
Ecole Sir John Franklin Portable Classrooms	419,724	359,407	60,317	70,807
Ecole Sir John Franklin NACC	2,214,552	1,844,753	369,799	431,432
Ecole Sir John Franklin Sewer Line	108,852	23,585	85,267	89,621
N.J. Macpherson Portable Classrooms	1,413,831	521,169	892,662	928,015
Ecole Sir John Franklin Wheelchair Lift	100,708	24,338	76,370	86,441
Ecole Sir John Franklin Boiler Replacement	51,145	4,546	46,599	50,008
Ecole J. H. Sissons Portable Classrooms	2,242,917	137,067	2,105,850	2,180,614
	32,516,961	28,880,097	3,636,864	3,836,938
Deferred capital contributions				
Ecole Sir John Franklin	(1,442,500)	(1,442,500)	-	-
	31,074,461	27,437,597	3,636,864	3,836,938

Rent expense of \$200,074 (2021 - \$177,419) was offset by a grant in-kind.



Yellowknife District No. 1 Education Authority

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Notes to Consolidated Financial Statements

June 30, 2022

21. Contractual Obligations

The Authority has a contract with First Student for student transportation. The Authority is invoiced monthly and the amounts vary depending on a number of factors including: the number of students, routes, and bus passes sold. The contract is renewed until June 2026.

The Authority leases space for Route 51. The contract is renewed until June 2024.

The Authority has a collective bargaining agreement with the NWT Teachers Association ("NWTTA") for teachers, specialists and education assistants which expires on August 31, 2026.

The Authority has a collective bargaining agreement with the United Steelworkers for support staff, which expires on June 30, 2022. The Authority plans to bargain a new collective agreement by December 2022.

	Expiry Date	2023 \$	2024 \$	2025 \$	2026 \$	Total \$
Operational Contracts:						
First Student Bussing	30 Jun 2026	500,000	500,000	500,000	500,000	2,000,000
Commercial & Residential Leases:						
Route 51	30 Jun 2024	39,060	39,060	-	-	78,120
Total		539,060	539,060	500,000	500,000	2,078,120

22. Contingencies

The Authority does not have any contingencies.



Yellowknife District No. 1 Education Authority

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Notes to Consolidated Financial Statements

June 30, 2022

23. Related Parties

The Authority is related in terms of common control to all GNWT departments, boards, and agencies. During the year, the Authority entered into transactions with the following related parties:

- Yellowknife Public Denominational Education Authority
- Ndilo District Education Authority
- Dettah District Education Authority
- South Slave Divisional Education Council
- Deh Cho Divisional Education Council
- Government of the Northwest Territories:
 - Department of Finance
 - Department of Health and Social Services
 - Department of Education, Culture and Employment
 - Department of Municipal and Community Affairs
 - Department of Environment and Natural Resources
 - Department of Infrastructure
 - Department of Industry, Tourism and Investment
 - Northwest Territories Housing Corporation

	2022	2021
	\$	\$
Due from Related Parties (Accounts Receivable):		
Other Education Bodies:		
Yellowknife Public Denominational Education Authority	-	600
Ndilo District Education Authority	503,822	510,214
Dettah District Education Authority	269,690	4,827
Subtotal - other related parties	773,512	515,641
Government of the Northwest Territories:		
Department of Infrastructure	1,500	-
Department of Education, Culture and Employment	-	2,948
Subtotal - Government of the Northwest Territories	1,500	2,948
Total Due from Related Parties	775,012	518,589

These balances due from related parties are unsecured, non-interest bearing with no specific terms of repayment.



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Notes to Consolidated Financial Statements

June 30, 2022

23. Related Parties (Continued)

	2022 \$	2021 \$
Revenues from Related Parties:		
Government of the Northwest Territories:		
Department of Education, Culture and Employment - Regular contributions	30,475,041	30,271,058
Department of Education, Culture and Employment - Other contributions	872,675	1,263,232
Department of Industry, Tourism and Investment	15,000	-
Department of Education, Culture and Employment - French languages	532,197	576,475
Department of Finance - Interest	108,217	39,499
Department of Health and Social Services - GNWT other contributions	8,925	8,505
Department of Municipal and Community Affairs - GNWT other contributions	76,500	91,800
Department of Environment and Natural Resources - GNWT other contributions	10,000	8,000
Northwest Territories Housing Corporation - Sale of building	2,051,030	-
Other Education Bodies:		
Ndilo District Education Authority - Other education bodies	30,000	30,000
Dettah District Education Authority - Other education bodies	220,282	130,020
South Slave Divisional Education Council - Other education bodies	15,000	30,000
Total Revenues from Related Parties	34,414,867	32,448,589
	2022 \$	2021 \$
Infrastructure contributions from GNWT - Department of Education, Culture and Employment	3,023,607	-



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Notes to Consolidated Financial Statements

June 30, 2022

23. Related Parties (Continued)

	2022	2021
	\$	\$
Expenses Paid to Related Parties:		
Government of the Northwest Territories:		
Department of Infrastructure - Maintenance and repairs	8,048	4,752
Department of Education, Culture & Employment - Professional and technical	100	4,108
Other Education Bodies:		
Deh Cho Divisional Education Council - Materials & supplies	600	600
Total Expenses paid to Related Parties	8,748	9,460

These transactions are in the normal course of operations and have been valued in these financial statements at the exchange amount which is the amount of consideration established and agreed to by the related parties.



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24. Budget Data

The *Education Act* of the Northwest Territories requires that Education Bodies prepare an annual budget, as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Education Body which includes the establishment of a tax levy to support the approved budget in accordance with Section 135, Assessment and Taxation, of the *Education Act*.

The annual budget includes estimates of revenues and expenses for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Authority.

The budget figures presented are those approved by the Trustees of the Authority on June 8, 2021 and submitted to the Minister of Education, Culture and Employment. The Budget for fiscal year 2021/2022 was submitted to the minister on June 30, 2021. The budget surplus is \$nil..

25. Economic Dependence

The Authority is economically dependent on the Government of the Northwest Territories to provide funding for continued operations. If the funding arrangements were to change, management is of the opinion that the Authority's operations would be significantly affected.



June 30, 2022

26. Financial Instruments

Financial instruments consist of recorded amounts of cash, portfolio investments, due from GNWT, due from Government of Canada, other accounts receivable and deposit in trust which will result in future cash receipts, as well as accounts payable and accrued liabilities, and wages and employee deductions payable which will result in future cash outlays.

The Authority is exposed to the following risks in respect of certain of the financial instruments held:

a) Credit risk

Credit risk arises from the potential that a counter party will fail to perform its obligations. The Authority is exposed to credit risk from funding agencies and recipients of services. The Authority has a concentrated risk of credit from two other school districts, whose funding also comes from the Department of Education, Culture, and Employment. At June 30, 2022, receivables from these two districts is \$773,512 (2021 - \$515,041), which is 98% of total accounts receivable (2021 - 98%). Both districts have been current in paying the monthly invoices for their payroll costs.

There is a concentration risk in cash. The daily balance in the operating bank account is invested with the GNWT Investment Pool. The Authority is funded by Government of Northwest Territories - Department of Education, Culture, and Employment and other stable organizations, which reduces its exposure to credit risk.

b) Interest rate risk

Interest rate risk is the risk that the fair value of financial instruments will fluctuate because of changes in market interest rate. The Authority is exposed to interest rate risk on its fixed and floating interest rate on cash. The Authority complies with the GNWT financial administration policies and guidelines which reduces its exposure to interest rate risk.



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29. ECE Contributions

	Budget 2022 \$	Actual 2022 \$	Actual 2021 \$
Original contribution	30,383,938	30,382,878	30,044,057
Student Success Initiatives ("SSI") project	123,000	123,000	123,000
NWTTA collective bargaining adjustment	-	283,053	538,593
Termination benefits	100,000	62,188	97,019
French language	-	-	457,000
Mentorship release time	45,000	20,650	25,740
CYCC adjustment	-	-	(527,873)
UNW collective bargaining adjustment	-	127,946	-
Insurance adjustment	-	(401,674)	-
Updated Contribution	30,651,938	30,598,041	30,757,536
Indigenous language (from fiscal 2021)	-	-	93,522
COVID-19 ECE portion	-	678,340	819,732
COVID-19 technology	-	-	57,500
Accommodations WMS drop off	-	-	250,000
French cultural resources	-	-	23,700
French language coach	-	-	38,800
French video clips	-	10,394	6,000
French language funding	487,000	479,000	-
French partnership funding SSDEC	-	35,000	-
French language communications	-	7,803	15,100
French intensive/post-intensive French	-	-	4,000
Support assistant training	-	3,335	-
Complex needs funding	-	30,000	-
Self regulation	-	13,000	13,000
Birchbark teaching program	-	25,000	-
Total Contributions	31,138,938	31,879,913	32,078,890



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30. GNWT Other Contributions

	Budget 2022 \$	Actual 2022 \$	Actual 2021 \$
Department of Municipal and Community Affairs ("MACA"):			
Active After School	-	76,500	76,500
Department of Industry, Tourism and Investment ("ITI"):	-	15,000	-
Department of Health and Social Services ("HSS"):			
Drop the Pop	-	8,925	25,228
Department of Environment & Natural Resources ("ENR"):			
Take a Kid Trapping	-	10,000	8,000
Energy Efficient Audit	-	-	19,053
Total	-	110,425	128,781



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31. Contingent Assets

The Authority does not have contingent assets.

32. Contractual Rights

The Authority has entered into a number of contracts that will become assets and revenues in the future when the terms of the contracts are met:

The Authority is approved for the Greenhouse Gas (GHG) emissions reduction grant of \$1,125,000, which is 75% of the cost to install pellet boilers at Range Lake North School and Mildred Hall School. The GHG grant is jointly funded by the Government of Canada and the GNWT in support of the Pan-Canadian Framework on Clean Growth and Climate Change, and is an action identified in the 2018-2021 Energy Action Plan. The Authority has created a separate reserve of \$350,000 back in fiscal year 2019/2020, representing 25% of the cost of the Project. The Project started in fiscal year 2020/2021 and total costs paid as of June 30, 2022 is \$1,460,144. Estimated remaining costs to be paid in fiscal year 2022/2023 is \$39,856. The Department of Infrastructure is managing the Pellet Boiler Project as per the Memorandum of Understanding with the Authority. One of the requirements is for the Authority to send to the Department of Infrastructure the full estimated cost of the project of \$1,457,500 as a "deposit in trust". The balance at June 30, 2022 of deposit in trust is \$39,856. The pellet boilers are installed and operational. The balance remaining is to pay for the holdback and any deficiencies. All expenditures are to be completed by March 2023.

The Authority is approved for the Jordan's Principle funding up to March 31, 2024. Jordan's Principle funding is for First Nations children in Canada to receive the services and supports they need. Funding can help with a wide range of health, social, and educational needs. The majority of the funding is used to hire educational assistants.

Contracting Parties	Description of Contract	Expiry Date	2023 \$	2024 \$	Total \$
Government of Canada	Jordan's Principle	March 2024	3,030,685	1,969,704	5,000,389



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33. Environmental Liabilities

The Authority contracted Associated Environmental to complete a Hazardous Building Materials Assessment on all of the Buildings owned and managed by the Authority in 2018. The final reports are completed and a Hazardous Materials management plan is put in place. Liabilities discovered as a result of the assessment were communicated to the GNWT Department of Education, Culture, and Employment. The abatement for Sir John Franklin High School was completed by the GNWT in March 2018, and the abatement for the maintenance building was completed in March 2019. A liability totaling \$179,651 has been recorded for the asbestos abatement of the Mildred Hall School and William McDonald School (2021 - \$935,901). Management will continue to monitor these buildings under the Hazardous Materials management plan.

Location:	50 Taylor Road, William McDonald School
Type of Site:	School
Description and Studies Completed:	Hazardous Building Materials Assessment
Type of Contamination:	Asbestos, lead, mercury
Site Stage:	Monitoring
Status and Next Steps:	Monitoring
Operating Site:	Yes
Part Non-Operating	No
Total Liability at June 30, 2022	\$108,856

Location:	5408-50th Avenue, Mildred Hall School
Type of Site:	School
Description and Studies Completed:	Hazardous Building Materials Assessment
Type of Contamination:	Asbestos, lead, mercury
Site Stage:	Monitoring, Abatement
Status and Next Steps:	Abatement
Operating Site:	Yes
Part Non-Operating	No
Total Liability at June 30, 2022	\$70,795



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Notes to Consolidated Financial Statements

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34. Accumulated Surplus

A consolidated statements of funds and surplus and reserves have been prepared as follows:

Details of Funds

For the year ended June 30,	2022	2021
	\$	\$
OPERATING FUND		
Balance, beginning of year	547,344	385,842
Operating surplus (deficit) (Statement 2)	5,169,495	(760,364)
Acquisition of tangible capital assets	(1,417,644)	(42,500)
Transfer to Investment in Tangible Capital Assets - GNWT grant in-kind	(3,023,607)	-
Transfer from Investment in Tangible Capital Assets	1,428,771	944,729
Transfer from (to) Decentralized Surplus	5,219	(28,304)
Transfer from (to) Pellet Boiler Reserve	354,411	(14,375)
Transfer from (to) School Generated Funds	76,140	(6,707)
Transfer from LED Reserve - LED project	120,512	-
Transfer from LED Reserve - utility shortfall	15,461	69,023
Balance, end of year	3,276,102	547,344
INVESTMENT IN TANGIBLE CAPITAL ASSETS		
Balance, beginning of year	10,243,484	11,145,713
GNWT grant in-kind	3,023,607	-
Acquisition of tangible capital assets	1,417,644	42,500
Amortization	(1,428,771)	(944,729)
Balance, end of year	13,255,964	10,243,484



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Notes to Consolidated Financial Statements

June 30, 2022

34. Accumulated Surplus (Continued)

Details of Surplus and Reserves

For the year ended June 30,	2022	2021
	\$	\$
DECENTRALIZED SURPLUS		
Balance, beginning of year	376,801	348,497
Transfer from (to) Operating Fund	(5,219)	28,304
Balance, end of year	371,582	376,801
PELLET BOILER RESERVE		
Balance, beginning of year	364,375	350,000
Transfer from (to) operating fund	(354,411)	14,375
Balance, end of year	9,964	364,375
CAPITAL FUND RESERVE		
Balance, beginning of year	904,165	904,165
Balance, end of year	904,165	904,165
LED RESERVE		
Balance, beginning of year	284,556	353,579
Transfer (to) from Operating Fund for Utility Costs	(135,973)	(69,023)
Balance, end of year	148,583	284,556
SCHOOL GENERATED FUNDS		
Balance, beginning of year	737,811	731,104
Transfer from (to) Operating Fund for surplus (deficit)	(76,140)	6,707
Balance, end of year	661,671	737,811



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35. Risk Management

On March 11, 2020, the World Health Organization categorized COVID-19 as a pandemic. The potential economic effects within the Authority's environment and in the global markets due to the possible disruption in supply chains, and measures being introduced at various levels of government to curtail the spread of the virus (such as travel restrictions, closures of non-essential municipal and private operations, imposition of quarantines and social distancing) have had a material impact on the Authority's operations.

To mitigate the risk of virus spreading in the community, the schools were required to close for a period of time during the year. This has led to temporary suspension in the delivery of some services outlined per the funding agreements, which resulted in a large portion of funding being deferred to the subsequent fiscal period. To address the challenges posted by the pandemic, the Authority has received \$2.3 million additional funding from the Department of Education, Culture and Employment in 2020/2021. The purpose of the funding was to provide COVID-19 related cost offsets for the reopening of schools. The unused portion will continue to be used in the subsequent fiscal periods to fund COVID-19 related expenses. COVID-19 expenditures for 2020/2021 was \$819,732 and for 2021/2022 was \$678,340. The unused portion to be used in 2022/2023 is \$807,059.

36. School Generated Funds (Trusts under Administration)

School generated funds are funds that are raised and collected in the school or in the community in the name of the school by school councils, student groups or parent advisory council. The funds are administered by the school principal, and are raised or collected from sources other than the school board's operating and capital budgets.

The following balances represent the school generated funds that are held in trust by the Authority. They are recorded in the audited consolidated financial statements:

	2022	2021
	\$	\$
Balances, beginning of year	737,811	731,104
Fundraising revenues	162,258	258,474
Total funds available	900,069	989,578
Total related expenses	(238,398)	(251,767)
Balances, end of year	661,671	737,811
Net change	(76,140)	6,707



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37. Correction of accounting error

The consolidated statement of operations of the Authority has been restated to include the transfer of school generated fund opening balance of \$731,104 as of June 30, 2021. The effect of the change is to increase school generated funds balance and decrease the school generated funds liability. There is no net impact to the consolidated statement of operations as a result of this restatement.

Consolidated Statement of Operations for the year ended June 30, 2022:

	Previously Reported \$	As Restated \$	Change \$
Increase school generated funds	-	731,104	731,104
Decrease school generated trust accounts - carry over balances	737,811	6,707	(731,104)
