Operating Plans for
Northwest Territories Education Bodies
for the 2020-2021 School Year Ending
June 30, 2021

Plans de fonctionnement des
conseils scolaires de division et
des administrations scolaires de district
des Territoires du Nord- Ouest
pour l'année scolaire se terminant
le 30 juin 2021

The Operating Plans for the current 2020-2021 School Year were prepared by each of the ten NWT education bodies in compliance with the *Financial Administration Act's* "Planning and Accountability Framework," which requires NWT education bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the GNWT Mandate and the Minister of Education's direction.

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

Des plans de fonctionnement pour l'année scolaire 2020-2021 ont été préparés par chacun des dix organismes scolaires des TNO conformément au « Cadre de planification et de reddition de compte » de la *Loi sur la gestion des finances publiques*. Ce cadre stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

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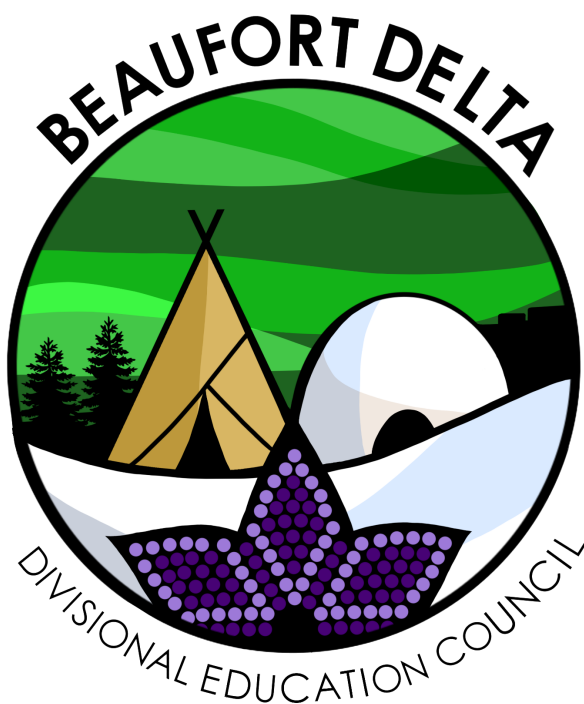
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Education Accountability Framework

Beaufort Delta Divisional Education Council

Operating Plan

For the 2020-21 School Year

Capable Citizens through Indigenized Education

Operating Plan - Executive Summary

The Beaufort Delta 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

Cadre de responsabilisation en éducation

Conseil scolaire de division de Beaufort-Delta

Plan de fonctionnement

Année scolaire 2020-2021

Des citoyens autonomes grâce à l'éducation autochtone

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, including any specific information related to the COVID-19 pandemic:

BDDEC GOALS FOR STUDENT SUCCESS	TARGETS & OBJECTIVES 2020-21
To improve student success in Literacy (Reading & Writing)	**5% increase in students gaining at least one stanine (year's growth) increase in reading on CAT 4 or CAT 5.** **10% increase from September 2020 to May 2021 of all Grades 1-9 students writing at grade level achieving Satisfactory level or higher.** **10% increase of total students writing at grade level by May 2021.** **5% increase of total students reading at grade level from November 2020 to June 2021.** **60% of students in Grades 1-9 indicating at least 8+ months of growth using Fountas & Pinnell from November 2020 to June 2021.** **2% decrease in the 3-year rolling average students' achievement gap on Grade 6 ELA AAT's.** **2% decrease in the 3-year rolling average students' achievement gap on Grade 9 ELA AAT's.** **3% increase in the 3-year rolling average participation rates in BDDEC for the Grade ELA 6 AAT.** **3% increase in the 3-year rolling average participation rates in BDDEC for the Grade ELA 9 AAT** **50% of parents have discussed with the ELA teacher their**

	child's strengths and stretches in reading and writing.
To improve student success in Numeracy	**5% increase in students gaining at least one stanine (year's growth) increase in numeracy on CAT 4 or CAT 5.**
	10% increase in students meeting expectations on the CMA's.
	5% decrease in students' achievement gap on Grade 6 Math AAT's.
	5% decrease in students' achievement gap on Grade 9 Math AAT's.
	50% of parents have discussed with the Math teacher their child's strengths and stretches in Math.
To improve student success in Indigenous Language(s) & Culture	**80% of students speaking 12 of the traditional greetings of their home community**
	25% of students speaking at the Emergent level.
	80% of students participating in at least key 4 key cultural on the land or within the classroom.
	100% of schools focused on Indigenizing content for curricula and programming
	100% of BDDEC schools following a cultural calendar.
	50% of parents discussing their child's language levels
To increase understanding and practice of Social Responsibility of students.	**5 % increase of total students attending 90% or above**
	5% improvement in overall district attendance
	50 % of parents attending virtual or in person 3 way conferences, Parent/Teacher interview(s) and workshops.

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) :

BUTS POUR LA RÉUSSITE SCOLAIRE	CIBLES ET OBJECTIFS POUR 2020-2021
Favoriser la réussite des élèves en littératie (lecture et écriture)	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). Augmentation de 10 % du nombre total d'élèves de la 1re à la 9e année qui obtiennent une note satisfaisante (ou plus) en écriture – selon leur niveau scolaire – entre septembre 2020 et mai 2021. Augmentation de 10 % du nombre total d'élèves qui obtiennent des résultats en écriture correspondant à leur niveau scolaire d'ici mai 2021. 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. 60 % des élèves de la 1re à la 9e année auront progressé d'au

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

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.**

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**

Annual Report - Executive Summary

The Beaufort Delta 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, including any specific information related to the COVID-19 pandemic:

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 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. Face-to-face meetings are subject to change this year because of COVID 19 restrictions. Zoom, Google Meets or teleconference may be used for DEC meetings when needed.

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.

Ulukhaktok DEA:

- Joanne Ogina – Chair (2019-2021)
- April Olifie - Vice Chair (2020-2022)
- Helen Kitekudlak - Member (2019-2021)
- Mary Kudlak – Member (2018-2020)
- Mary Jane Nigyok – Member (2019-2021)
- Lillian Kanayok - Member (2020-2022)
- Adele Alonak - Member (2020-2022)

Aklavik DEA:

- Lorna Storr – Member (2020-2022)
- Rita Arey – Vice-Chair (2018-2020) (Acting Chair as of Jan 2020)
- James Blake – Member (2018-2020)

- Brandon McLeod – Member (2018-2020)
- Lori Ann Elanik – Member (2018-2020)
- Debbie Greenland - Member (2020-2022)

Fort McPherson DEA:

- Mary Rose Tetlichi – Chair (2018-2020) (As of Feb 2020)
- Rebecca Blake – Vice Chair (2018-2020)
- Denise Firth – Member (2018- Dec 2019)
- Martina Tetlichi – Member (2018- Dec 2020)
- Joyce Blake – Member (2018-2020)

Tuktoyaktuk DEA:

- Darlene Gruben – Chair (2019-2021)
- Katrina Cockney – Vice-Chair (December 2020)
- Glenna Emaghok – Secretary/ Treasurer (2019-2021)
- Sandra Elias – Member (December 2019)
- Jacquelin Mangelana – Member (December 2020)
- Molly Nogasak – Member (December 2020)
- Ivy Mangelana – Member (December 2020)

Tsiigehtchic DEA: (Election pending June 2020)

- Archie Inglangasuk Jr. – Chair (2018-2020)
- Stephanie Cardinal Clark – Vice Chair (2018-2020)
- Shelly Vanloon (2018-2020)
- Charlene Blake (2018-2020)
- Darby Blake (2018-2020)

Paulatuk DEA:

- Gilbert Thrasher Sr. Chair (2018-2020)
- Jason Reidford (2018-2020)
- Christopher Ruben (2018-2020)
- Kelly Ruben (2018-2020)
- Albert Ruben Sr. (2018-2020)
- Aaron Ruben (2018-2020)

Inuvik DEA:

- Jennifer Parrott - Chair (Sept 2018-2021)(Chair as of Jan 2020)
- Lenora McLeod (Sept 2018-2021)
- Jodie Maring (Sept 2018-2021)(resigned Sept 2020)
- Janelle Cockney (2019-2021)
- Janelle Wainman (Sept 2018-2021)
- A.J. Minakis (Sept 2018-2021)(resigned Sept 2020)
- Jennifer Costa (Appointed Sept 2020-2021)

Sachs Harbour:

- Andrea Keogak – Chair (2019-2021)
- Shelby Lucas – Vice-Chair (2019-2021)
- Adella Carpenter – Member (2019-2021)
- Doreen Carpenter – Member (2019-2021)

Beaufort Delta Divisional Education Council

Darlene Gruben – BDDEC Chair & Tuktoyaktuk Chair

Jennifer Parrott – Vice Chair & Inuvik Chair

Gilbert Thrasher – Member at Large & Paulatuk Chair

Lucy Kuptana – Inuvialuit Regional Corporation Executive Member

Robert Charlie – Gwich'in Tribal Council Executive Member

Joanne Ogina – Chair Ulukhaktok

Rita Arey – Acting Chair Aklavik

Mary Rose Tetlichi – Chair Fort McPherson

Archie Inglangasuk Jr. – Chair Tsiigehtchic

Andrea Keogak – Chair Sachs Harbour

B. Functional Organizational Chart

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

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                              DEC Chair
                            Darlene Gruben
                             Tuktoyaktuk

                             DEC Vice Chair
                            Jennifer Parrott
                                Inuvik

    Invuialuit Regional      DEC Member at        Gwich'in Tribal
       Corporation              Large                Council
      Lucy Kuptana         Gilbert Thrasher        Robert Charlie
                              Paulatuk

  Inuvik      Sachs Harbour   Tsiigehtchic      Paulatuk        Aklavik      Ulukhaktok    Fort McPherson
Jennifer      Andrea Keogak   Archie         Gilbert Thrasher  Rita Arey   Joanne Ogina   Mary Rose Tetlichi
Parrott                       Inglangasuk

                                            Superintendent
                                             Frank Galway

         Comptroller       Assistant        Assistant        LAN Administrator   Public Affairs
         Gary McBride     Superintendent   Superintendent    Michael Reardon     Coordinator
                          Devin Roberts    Richard McKinnon                      Lisa Steen
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C. Governance Training

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

Planned Topic	Delivered by *(Superintendent, ECE, External Consultant, etc.)*	Audience Intended *(DEC/DEA)*	Planned Location & Date	Was the training held as planned? *(Yes/No)*	If No, why not?
Google Meet by Senior Admin	DEC/DEA/Principals	Governance and Code of Conduct	ISR Schools October 27th – 29th Delta Schools October 21st - 23rd		
In Person or over Google Meet By ECE Resource	DEC	Administration	February 9th – 12th DEC Annual Meeting		
Google Meet by Senior Admin	DEC/DEA/Principals	Finance and/or topic of choice from Fall session.	January to March (by invite)		

D. Education Body Meetings

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

Planned Date	Planned Location	Was the meeting held as planned? *(Yes/No)*	If No, why not?
DEC will meet every two weeks during the COVID 19 pandemic. September 11, 2020	BDDEC Boardroom (Google Meet or Teleconference)		

November 13, 2020	BDDEC Boardroom (Google Meet or Teleconference)		
February 10-12th, 2021	BDDEC Boardroom (Google Meet or Teleconference)		
June 17, 2021	BDDEC Boardroom (Google Meet or Teleconference)		

E. School Profiles

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

Total Number of Schools in District	9	Total Anticipated Student Head Count	1509

School Name	Community	Grades Offered	Programming Highlights
Moose Kerr School (MKS)	Aklavik	JK-12	- Single and split grades - Northern Distance Learning - Whole school approach to Language & ILE Committee - New cultural camp to be constructed in 2020-21 - Full time Instructional Coach position focusing on Grade 1 to 9 literacy in place for 2 years - 3 Levelled Literacy Interventionist positions in 2020-21 - Reflex Math
Chief Julius School (CJS)	Fort McPherson	JK-12	- 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 - New Levelled Literacy Interventionist position added 2020-21
Helen Kalvak Elihakvik (HKE)	Ulukhaktok	JK-12	- Indigenized Education & Cultural Calendar followed for unit planning

			- Full time Instructional Coach focusing on grades 1 to 9 Literacy - New Math Instructional Coach position added for 2020-21
East Three Elementary School (E3ES)	Inuvik	JK-6	- Four Leveled Literacy Interventionists in place for fall 2020 - French Immersion offered Grades 1-6 - WITS program - Self regulations / Zones of Regulation - On the Land Coordinator position - Grade level Program Support Teachers
East Three Secondary School (E3SS)	Inuvik	7-12	- New Math Instructional Coach position added - Full time Instructional Coach Grades 7-9 - Two Program Support Teachers - French Immersion offered Grades 7-9
Angik School (AS)	Paulatuk	JK-12	- On the land program (Day trips 2020-21) - Culture committee - Full time Instructional Coach focusing on grades 1 to 9 Literacy
Inualthuyak School (IS)	Sachs Harbour	JK-9	- 20% Instructional coach focusing on grades 1 to 9 Literacy - Community partnership with Recreation and access to gym in evening - On the Land program (Day trips 2020-21)
Chief Paul Niditchie (CPNS)	Tsiigehtchic	JK-9	- Multi-graded school - Whole School approach to Indigenous Language - Full time teaching principal - Grade 10-12 students access high school through the home boarding program in either Inuvik or Fort

			McPherson. (Primarily Inuvik)
Mangilaluk School (MS)	Tuktoyaktuk	JK-12	- 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 with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), 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.

Program Projections:

Regular Program   *990*   *65.6%*

Number of SSP Students   *508*   *33.65%*

Number of IEP Students   *11*   *0.72%*

Projected Ethnic Demographics 2020-21	Dene	Inuit	Metis	Southern	Non	Total
Total	320	1008	24	8	149	1509

Homeschooling numbers 2020-21 18 students this is an increase from 2019-20 of 6 students.

There is currently an enrollment of 91 junior kindergarten students.

G. Teacher Profiles

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

41 teachers new to their position in the district in 2020-21.

18 new teachers were recruited.

23 transfers from within the district and the NWT in 2020-21.

28 teachers from the region 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. BDDEC is almost fully staffed for 2020-21. However, staffing schools has become more challenging. BDDEC attended four career fairs and visited six universities in an effort to recruit teachers. In 2019-20 BDDEC actively recruited 18 new teachers to the district for the 2020-21 academic 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.

Regional priorities and goals, including any specific information related to the COVID-19 pandemic.	**To improve student success in Literacy (Reading & Writing)**	5% increase in students gaining at least one stanine (year's growth) increase in reading on CAT 4 or CAT 5. 10% increase from September 2020 to May 2021 of all Grades 1-9 students writing at grade level achieving Satisfactory level or higher. 10% increase of total students writing at grade level by May 2021. 5% increase of total students reading at grade level from November 2020 to June 2021. 60% of students in Grades 1-9 indicating at least 8+ months of growth using Fountas & Pinnell from November 2020 to June 2021. 2% decrease in the 3-year rolling average students' achievement gap on Grade 6 ELA AAT's. 2% decrease in the 3-year rolling average students' achievement gap on Grade 9 ELA AAT's. 3% increase in the 3-year rolling average participation rates in BDDEC for the Grade ELA 6 AAT. 3% increase in the 3-year rolling average participation rates in BDDEC for the Grade ELA 9 AAT
	To improve student success in Numeracy	10% increase in students meeting or exceeding expectations on the CMA's. 5% decrease in students' achievement gap on Grade 6 Math AAT's.

			5% decrease in students' achievement gap on Grade 9 Math AAT's. 50% of parents have discussed with the Math teacher their child's strengths and stretches in Numeracy.
	To improve student success in Indigenous Language(s) & Culture		80% of students speaking 12 of the traditional greetings of their home community 25% of students speaking at the Emergent level. 80% of students participating in at least key 4 key cultural on the land or within the classroom. 100% of schools focused on Indigenizing content for curricula and programming 100% of BDDEC schools following a cultural calendar. 50% of parents discussing their child's language levels.
	To increase understanding and practice of Social Responsibility of students.		5 % increase of total students attending 90% or above 5% improvement in overall district attendance 50 % of parents attending 3 way conferences, Parent/Teacher interview(s) and workshops virtually or in-person.

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

B. School Improvement Planning

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

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

Regional approach to **School Improvement Planning** and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.	School Improvement Plans are set with the BDDEC regional Strategic Plan for 2020-21. Data from 2019-20 school based SIP's will be shared out November and December of 2020. Principal meetings will be held three times a year via distance to review the progress of SIP's.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			

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

C. Annual School Reviews

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

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

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.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region including any specific information related to the COVID-19 pandemic.			

D. *Staff Evaluations*

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

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

Regional approach to the completion of **Staff Evaluations** including any specific information related to the COVID-19 pandemic.	All new staff as well as 5, 10,15 etc... will be formally evaluated by their supervisor.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	42		
Number of principals and assistant principals formally evaluated in the school year.	3		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	3		
Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

E. *Regional Training and In-Service*

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers' Instructional Practices (STIP). (This <u>does not</u> 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.	Regional training and in-servicing will be held via Google Meets and Zoom this academic year. BDDEC Coordinators/Consultants and Assistant Superintendents will be responsible to provide training to Program Support Teachers, Instructional Coaches, Principals and at times school staffs. School based Program Support Teachers and Instructional Coaches will provide job embedded training and in-servicing to school staffs. Priorities for training and in-servicing will be Literacy, Numeracy, Inclusive Schooling, Social Responsibility and Indigenous Languages/Culture as per the 2020-2021 BDDEC Strategic Plan.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on shared priorities	100%		
Number of administration days dedicated to training and in-service.	3		
% of collaborative STIP time dedicated to regional priorities	100%		
Number of schools which implemented STIP as per the Ministerial Directive	9		
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.	Focus on health and safety related to COVID 19 took priority for the August in-service in 2020.

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 *(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	2.00	2.50	Literacy Consultant assigned to East 3 Elementary School. 1.5 Literacy Consultants based out of the BDDEC central office.		

* 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, including any specific information related to the COVID-19 pandemic.	• Help develop and implement BDDEC's Annual Accountability Framework and Strategic Plan noting coherence between department, district, and local school priorities in literacy • Work with school representatives to determine priorities, and facilitate the development and implementation of strategic plans and programs that meet the diverse educational needs of students in literacy

	• Work with schools to implement school-based literacy plans that meet student need while directly aligning with district and departmental targeted priorities • 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
Regional Literacy Action Plan in place for the school year. *(Yes or No)*	Yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region including any specific information related to the COVID-19 pandemic.			

G. Healthy Food for Learning

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

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

Relevance of **the Healthy Foods for Learning program** to regional priorities and strategies for program implementation, including any specific information related to the COVID-19 pandemic:	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. 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. 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.

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

School Name	Type of food program(s) offered in each school *(Breakfast, Lunch, Snack, etc.)*	Days per week program is offered in each school *(Monday – Friday)*	Average number of children / youth served daily	Criteria for participation *(Low income, fee, Everyone welcome, etc.)*	Was the program delivered as planned? *(Yes/No)*	If No, why not?
MKS	Brown Paper Bag Snacks	Monday - Friday	151 students	Open to Everyone		
CJS	Brown Paper Bag Snacks	Monday - Friday	148 students	Open to Everyone		
HKS	Brown Paper Bag Snacks	Monday - Friday	110 students	Open to Everyone		
E3ES	Brown Paper Bag Breakfast & Snacks	Monday - Friday	393 students	Open to Everyone		
E3SS	Brown Paper Bag Snacks	Monday - Friday	334 students	Open to Everyone		
AS	Brown Paper Bag Snacks	Monday - Friday	71 students	Open to Everyone		
IS	Brown Paper Bag Snacks	Monday - Friday	12 students	Open to Everyone		
CPNS	Brown Paper Bag Breakfast & Lunch	Monday - Friday	39 students	Open to Everyone		
MS	Brown Paper Bag Snacks & Lunch	Monday - Friday	218 students	Open to Everyone		
TOTAL			1476 students			

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 goals for the 2020-21 BDDEC SSI Project are as follows: The goals for the 2020-21 BDDEC SSI Project are as follows: 1) Indigenize Teacher Planning. Increase access to MOODLE with BDDEC teacher designed lessons and unit plans. 2) Data will be used to track and inform instruction. Teachers will be trained to access and use Dossier to inform instruction. 3) In Professional Learning Communities all teachers will develop SMART goals. Schools will run 2 eight-week sequence of learning cycles.

SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of teaching staff from across the region that participate in SSI PD activities.	100%		
% of support staff from across the region that participate in SSI PD activities.	80%		
Areas of Strength			

Areas for Development	
Additional Comments	

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? *(Yes/No)*	If No, why not?
Indigenizing Education- Extension	August 2020 - May 2022		

I. *Safe School Plans*

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

The current cycle is:

2020-2021	2021-2022	2022-2023
BDDEC SSDEC	CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. 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.	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. All schools will be teaching safe protocols for COVID 19, which will be embedded in their health curriculum.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of schools with JK-3 students offering WITS.	100%		
% of schools with grade 4-6 students offering LEADS.	80%		
% of schools with grade 7-9 students offering the Fourth R.	80%		
% of schools with grade 10-11 students offering HRPP.	80%		
Areas of Strength for the region			
Areas for Development for the region			

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

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

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)*
MKS	Gwich'in & Inuvialuktun	Core	JK-10	100%	225 mins / week		
CJS	Gwich'in	Core	JK-9	100%	150 mins/week		
HKE	Inuinnaqtun	Core	JK-9	100%	225 mins / week		
E3ES	Gwich'in & Inuvialuktun	Core	JK-6	100%	120 mins/week		
E3ES	French	Immersion	K-6	11.6%	1500 mins/week		
E3SS	Gwich'in & Inuvialuktun	Core	7-9	90.5%	180 mins / week		
E3SS	Gwich'in & Inuvialuktun	Core	10	17.5%	270 mins/week		
E3SS	French	Immersion	7-9	9.5%	720 mins/week		
AS	Inuvialuktun	Core	JK-9	100%	225 mins / week		
AS	Inuvialuktun	Core	10-12	100%	300 mins / week		
IS	Inuvialuktun	Core	JK-9	100%	150 mins / week (Grades JK-3) 250 mins / week (Grades 4-9)		
CPNS	Gwich'in	Core	JK-9	100%	250 mins / week		

MS	Inuvialuktun	Core	JK-9	100%	150 mins / week		

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

L. Northern Distance Learning

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

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

School Name	Allocated ($)	Education Body Contribution ($)	Total Budgeted ($)	Actual ($)	Explanation for Difference *(if applicable)*
MKS	$33,500	$13,600	$47,100		
CJS	$33,500	$5,650	$39,150		
HKE	$36,500	$900	$37,400		
AS	$36,500	$5,810	$42,310		
MS	$35,500	$14,120	$49,620		
TOTAL	$175,500	$40,080	$215,580		

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

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.	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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of eligible high schools offering NDL classes.	100%		
% of NDL course credits acquired within the school year.	100%		
% of NDL students passing diploma exams (*for NDL courses*) written within the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance *(if applicable)*
Number of students taking NDL courses, per school.	MKS	3		
	CJS	3		

	HKE	2		
	AS	2		
	MS	5		
Number of NDL endpoints actively in use, per school.	MKS	2		
	CJS	1		
	HKS	2		
	AS	1		
	MS	1		

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			

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)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
MKS	1.24	1.50			
CJS	1.24	1.25			
HKE	1.01	1.00			
E3ES	3.25	3.00			
E3SS	2.30	2.00			
AS	1.00	1.00			
IS	0.50	0.75			
CPNS	1.00	1.00			
MS	1.97	2.00			
TOTAL	13.51	13.50			

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.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
MKS	2.30	2.40			
CJS	2.29	2.40			
HKE	1.87	1.60			
E3ES	5.55	5.60			
E3SS	5.54	5.60			
AS	1.05	0.80			
IS	0.16	0.80			
CPNS	0.56	0.80			
MS	3.66	3.20			
TOTAL	22.97	23.20			

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)*
$ 172,237	$278,327.13	$106,090.13 roll over from 2019-20		

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

Type of Training	Audience Intended *(PSTs / Educators / Support Assistants / Principals)*	Planned Topic	Planned Date & Location	Was the training held as planned? *(Yes/No)*	If No, why not?
District PST In-service(Fall)	PSTs	Tienet, Inclusive Schooling Directive & COVID	Google Meets Nov 17-19		
District PST In-service (Spring)	PSTs	School reviews/profiles	Google Meets May 11-13		
SIVA & Self Care	SA's & PST	SIVA & Self Care	Virtual Feb 10-12		
Dr. Ross Green	SBST's	The Explosive Child	Virtual Feb 10-12		
Stacey Thurman	PST's	Understand FASD	Virtual Feb 10-12		
Monique Gray Smith	PST's & Teachers	Resiliency	Google Meets March 16th		
Monthly PST	PST's	Self Ref, FASD,	Google		

Webinars		TIENET, SSP's / IEP's	Meets Every 2nd Thursday of the month		

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.	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. PD courses on-line courses are available to all school staff including homeroom teachers, Program Support Teachers, and Support Assistants. When needed, experts are contracted to provide additional training in various topics.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference *(if applicable)*
% of **educators** that have been trained on developing and implementing IEPs this year.	100%		
% of educators that have been trained on developing and implementing SSPs this year.	100%		
% of educators that have been trained on the use of flexible strategies this year.	100%		
% of educators that have been trained on the School-based Support Team process this year.	100%		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%		
% of Support Assistants who have been trained on Inclusive Schooling this year.	70%		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%		
% of educators that have been trained on Assistive Technology this year.	75%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.			

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

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total ($)

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	Total Over / Under Allocation ($)
$153,828			

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)*	Actual ($)	Explanation for Difference *(if applicable)*
MKS	$25,299	$28,299	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.		
CJS	$25,219	$35,219	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.		
HKS	$25,112	$35,112	1.0 Trauma Informed Education Consultants hired to address behavioural, social, emotional and healing issues.		
E3ES	$63,809	$83,809	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.		
E3SS	$20,513	$30,513	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.		
AS	$15,476	$25,476	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.		
IS	$16,781	$26,781	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.		
CPNS	$34,222	$54,222	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.		
MS	$25,299	$35,299	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.		
TOTAL	$226,431	$354,730			

G. Alignment of Student Supports

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

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

Regional approach to ensure that **student supports are aligned to the goals stated in SSPs and IEPs**, including any specific information related to the COVID-19 pandemic.	The BDDEC RISC as well one BDDEC Assistant Superintendent will support PD for PST's on SSP's and IEP's. TIEC & SA Consultants will also provide support for SSP's / IEP's. Continue with implementation of working documents such as SSPs/IEPs and review to ensure they are not just a long list of good teaching practices but are reflective of specific needs.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	10%		
Number of students not able to participate in the Common Learning Environment in their home community.	0		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%		
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	7		
Number of times per month that the RISC meets with PSTs via video/phone conference?	Once		

Number of times per year that the RISC meet with the PSTs in person	3 times per year		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

H. Flexible Instructional Strategies

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

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

Regional approach to ensure that principals create conditions to support teachers in the use of **flexible instructional strategies**, including any specific information related to the COVID-19 pandemic.	Supporting teachers to create environments that allow for students with varying needs to work in a more flexible learning environment. Training for teachers in the area of differentiated instruction and modification of program delivery will be provided for all school staffs via Google Meets & Zoom. BDDEC has created plexi-glass protectors for staff and students to allow for SA's and instructors to work with students in close proximity.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers who receive support through equitable scheduled time with PST.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	60%		
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100%		
% of classroom teachers who will meet with the PST at least once a month.	100%		
% of support assistants who will meet with PST at least once a month.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%		

% of schools that have a fair process for equitable access to extracurricular activities.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

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 SBST's by classroom teachers. Weekly 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.

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%		
% of teachers accessing the SBST	100%		
% of schools that are using referral forms to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		

% of SBST meetings that focus on developing strategies to support classroom teachers	100%	
% of SBST meetings that focus on solving specific problems	100%	
% of SBST meetings that address systemic issues in the school	25%	
Areas of Strength for the region		
Areas for Development for the region		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance *(if applicable)*
Please list the frequency and duration of planned SBST meetings by school. *(month/minutes)*	MKS	Twice a week for two hours		
	CJS	30 minutes per student based on #of referrals/month		
	HKE	Weekly / 60 mins		
	E3ES	240 mins/month		
	E3SS	4 times a month, approx. 80 minutes/meeting		
	AS	Weekly / 60 mins		
	IS	Daily		
	CPNS	Monthly for (60 minutes) for referrals and intakes		
	MS	One hour bi weekly		

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.

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..	The BDDEC RISC, TIEC & SA Consultants and BDDEC Assistant Superintendent will support PD for PST's on SSP's and IEP's. SSPs/IEPs will be reviewed to ensure they are not just a long list of good teaching practices but are reflective of specific needs. PST's and Principals will review SSP's a minimum of four times per year.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers completing SSPs for student requiring them in consultation with parents.	100%		
% of teachers completing IEPs for student requiring them in consultation with parents.	100%		
% of parents participating in developing SSPs for those students requiring them.	100%		
% of parents participating in developing IEPs for those students requiring them.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. PST Activities

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

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

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.	All PST's in 2020-2021 in BDDEC will spend no less than 60 % of their time engaged in activities directly supporting classroom teachers. The PST priorities are set at the beginning of the school year based on student need and reinforced by the administration.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for variance** *(if applicable)*
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%		
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 (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
1.00	1.50	0.5 Indigenizing Coordinator / Consultant 1.0 RILE Consultant		

B. *Indigenous Language Instructors*

Indigenous Language Instructors 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 Indigenous Language Instructors (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	1.56	2.0	BDDEC increased allocation to 2 IL instructors		
CJS	1.55	1.0			
HKE	1.33	1.0			
E3ES	3.36	3.80	0.8 Language Assistant allocated for East 3 Elem.		
E3SS	2.00	2.00			
AS	1.00	1.00			
IS	0.50	0.75			
CPNS	0.75	1.0			
MS	2.42	2.0			
TOTAL	14.47	14.55			

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 Indigenous language Instructor positions.	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	We've had to add teachers in the high school. IL Instructors are rotating to classrooms to lower student transitions.
What plans do you have to recruit and train language teachers in the future?	Support Assistants receive training from RILE who have expressed interest in becoming IL instructors. i.e. new IL Instructor in Sachs.
What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?	We hired new IL Instructor in Sachs Harbour despite COVID 19.

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 ($)	Explanation for difference *(if applicable)*	3rd Party Funding ($) & Source *(If applicable)*
MKS	$40,200	$78,052				
CJS	$40,200	$67,067.71				
HKE	$43,800	$81,403.75				
E3ES	$59,290	$78,279.46				
E3SS	$36,500	$85,650.29				
AS	$36,500	$70,425.21				
IS	$34,500	$68,645.59				
CPNS	$42,600	$73,575.64				
MS	$40,200	$45,535.53				
TOTAL	$359,000	$648,635.18				

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.

Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.	ILE Committee at each school works with and is supported the Regional Indigenizing Education Team (RILE, Indigenizing Coordinator & Assistant Superintendent).

Local ILE committees will help facilate the development of cultural calendars and follow up meetings about the progress of cultural calendars. RILE & Indigenizing Consultant will also support cultural calendars.

All schools will develop a cultural calendar with input from local Elders and local traditional knowledge keepers. Local cultural calendars will be used for the creation of units plans by teachers and school community events. |

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with an ILE Committee	100%		
% of schools with Elders hired for regular school programming, scheduled	100%		COVID

on a daily basis			
% of schools hosting community **gatherings** rooted in local cultures	100%		COVID
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.	Elders will not be part of day trips due to COVID 19 restrictions.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
If there is a resident Elder or cultural resource position **in school,** indicate purpose and frequency *(part-time or full-time)*	MKS	COVID		
	CJS	COVID		
	HKS	COVID		
	E3ES	COVID		
	E3SS	COVID		
	AS	COVID		
	IS	COVID		
	CPNS	COVID		
	MS	COVID		
Types of events/ projects involving cultural resource people per grade level	MKS	Day trips & Videos		
	CJS	Day trips & Videos		
	HKS	Day trips & Videos		
	E3ES	Day trips & Videos		

	E3SS	Day trips & Videos		
	AS	Day trips & Videos		
	IS	Day trips & Videos		
	CPNS	Day trips & Videos		
	MS	Day trips & Videos		
Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	MKS	No community gatherings hosted on site until COVID restrictions lifted.		**COVID**
	CJS	No community gatherings hosted on site until COVID restrictions lifted.		**COVID**
	HKS	No community gatherings hosted on site until COVID restrictions lifted.		**COVID**
	E3ES	No community gatherings hosted on site until COVID restrictions lifted.		**COVID**
	E3SS	No community gatherings hosted on site until COVID restrictions lifted.		**COVID**
	AS	No community gatherings hosted on site until COVID restrictions lifted.		**COVID**

	IS	No community gatherings hosted on site until COVID restrictions lifted.		**COVID**
	CPNS	No community gatherings hosted on site until COVID restrictions lifted.		**COVID**
	MS	No community gatherings hosted on site until COVID restrictions lifted.		**COVID**
# of ILE Plan goals met, not yet met or still in progress	MKS	In Progress		
	CJS	In Progress		
	HKS	In Progress		
	E3ES	In Progress		
	E3SS	In Progress		
	AS	In Progress		
	IS	In Progress		
	CPNS	In Progress		
	MS	In Progress		
Type of Indigenous content visible within school within school and % of school used to display content. *(e.g. artifacts, Indigenous role models, Elders' wall, etc.)*	MKS	65% Artwork Elders photos		
	CJS	30% Artwork Elders Photos		

	HKE	59% Display Case Artifacts	
	E3ES	25% Artwork Artifacts	
	E3SS	25% Artwork Artifacts	
	AS	35% Artwork	
	IS	50% Artwork Elders photos	
	CPNS	30% Elders wall Artwork	
	MS	38% Elders photos Artwork	

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.

Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.	All schools will be in-serviced on ILE handbook virtually with Google Meets & Zoom.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools holding Teacher Cultural Orientation Days.	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	42 New staff at N2N virtual conferences.		
% of Indigenous language staff participating in *Our Languages* in-servicing, when offered.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	MKS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe.		
	CJS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe		
	HKS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe		
	E3ES	Regional In-service provided one day of Cultural		

		Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe		
	E3SS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe		
	AS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe		
	IS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe		
	CPNS	Regional In-service provided one day of		

		Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe		
	MS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe		
Number of local resource people and type of involvement in Cultural Orientation activities.	MKS	1 (Elder Video)		
	CJS	1 (Elder Video)		
	HKS	1 (Elder Video)		
	E3ES	1 (Elder Video)		
	E3SS	1 (Elder Video)		
	AS	1 (Elder Video)		
	IS	1 (Elder Video)		
	CPNS	1 (Elder Video)		
	MS	1 (Elder Video)		

F. *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. (Required in 2021)	Assigned Assistant Superintendent, RILE and Indigenizing Coordinator (0.5) will oversee the regional IL program implementation. All schools will be in-serviced virtually. Whole School Approach to language targets set in the BDDEC regional strategic plan. 80% of students speaking 12 of the traditional greetings of their home community. 100% of teachers will learn the 12 traditional greetings by May 2021. The BDDEC strategic plan encourages the use IL language for instructors and students. The BDDEC strategic plan is also encouraging parents to participate in the use of IL language(s). A target of 50% of parents discussing their child's language level has been set for 2020-21.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Initiatives in place to promote a Whole School Approach to Language Use.	MKS	IL Committee, new words put on TV in foyer.		
	CJS	Signage; Classroom teachers support IL language in core subjects.		
	HKE	100% of students will participate in weekly day trip excursions		
	E3ES	ILE Handbook Implementation; STIP Action Plans – ILE Templates; Grade Level Meetings/Initiatives; Indigenizing the School Committee; Community Involvement Committee		
	E3SS	- Use of language apps on purchased tablets - Signage throughout the school - Posters with key words and phrases in classrooms - Use of languages		

		in announcements - Culture and Languages PLC		
	AS	Indigenous language activities in all classrooms		
	IS	Whole School Approach to language used. Signs and rubric used. Displays in school.		
	CPNS	Monthly whole staff working sessions to identify the supporting Gwich'in words/phrases for the upcoming monthly teaching plan		
	MS	ILE Action Plan 1. Language use in all classrooms 2. Language use during announcements 3. School signage		

G. *Indigenizing Teaching & 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.

Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic. (required 2021)	Indigenizing Education Coordinator and Regional Indigenous Language Educator (RILE) to in-service all schools online in 2020-21. RILE & Indig Coordinator support Indigenizing programming.

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	100%		
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. *(e.g. holistic, relational, spiral and experiential)*	MKS	**Holistic** All teachers will receive IL lessons at staff meetings (Monthly) BDDEC Moodle & Google Classroom with Indigenizing units made available to all teachers. Support from Indigenizing Coordinator made available to all schools via distance Google Meets & Zoom. (Monthly) Implementation of Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals. All teachers to receive ILE handbook training by May 2021		
	CJS	**Holistic** All teachers will receive IL lessons at staff meetings (Monthly) BDDEC Moodle & Google Classroom with Indigenizing units made available to all teachers. Support from Indigenizing		

		Coordinator made available to all schools via distance Google Meets & Zoom. (Monthly) Implementation of Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals. All teachers to receive ILE handbook training by May 2021		
	HKE	**Holistic** All teachers will receive IL lessons at staff meetings (Monthly) BDDEC Moodle & Google Classroom with Indigenizing units made available to all teachers. Support from Indigenizing Coordinator made available to all schools via distance Google Meets & Zoom. (Monthly) Implementation of Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals. All teachers to receive ILE handbook training by May 2021		

	E3ES	**Holistic** All teachers will receive IL lessons at staff meetings (Monthly) BDDEC Moodle & Google Classroom with Indigenizing units made available to all teachers. Support from Indigenizing Coordinator made available to all schools via distance Google Meets & Zoom. (Monthly) Implementation of Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals. All teachers to receive ILE handbook training by May 2021		
	E3SS	**Holistic** All teachers will receive IL lessons at staff meetings (Monthly) BDDEC Moodle & Google Classroom with Indigenizing units made available to all teachers. Support from Indigenizing Coordinator made available to all schools via distance Google Meets & Zoom.		

		(Monthly) Implementation of Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals. All teachers to receive ILE handbook training by May 2021		
	AS	**Holistic** All teachers will receive IL lessons at staff meetings (Monthly) BDDEC Moodle & Google Classroom with Indigenizing units made available to all teachers. Support from Indigenizing Coordinator made available to all schools via distance Google Meets & Zoom. (Monthly) Implementation of Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals. All teachers to receive ILE handbook training by May 2021		
	IS	**Holistic** All teachers will receive		

		IL lessons at staff meetings (Monthly) BDDEC Moodle & Google Classroom with Indigenizing units made available to all teachers. Support from Indigenizing Coordinator made available to all schools via distance Google Meets & Zoom. (Monthly) Implementation of Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals. All teachers to receive ILE handbook training by May 2021		
	CPNS	**Holistic** All teachers will receive IL lessons at staff meetings (Monthly) BDDEC Moodle & Google Classroom with Indigenizing units made available to all teachers. Support from Indigenizing Coordinator made available to all schools via distance Google Meets & Zoom. (Monthly) Implementation of		

		Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals. All teachers to receive ILE handbook training by May 2021		
	MS	**Holistic** All teachers will receive IL lessons at staff meetings (Monthly) BDDEC Moodle & Google Classroom with Indigenizing units made available to all teachers. Support from Indigenizing Coordinator made available to all schools via distance Google Meets & Zoom. (Monthly) Implementation of Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals. All teachers to receive ILE handbook training by May 2021		
Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.	MKS	**Holistic** School wide approach to strengthening our cultural languages & traditions - IL committee working with IL Instructors providing		

		cultural materials to JK-12 classrooms. Television scrolling both Gwich'in and Inuvialuit indigenous languages.		
	CJS	**Relational** Use of Indigenous mentor texts, regular on the land day trips.		
	HKE	**Spiral, Holistic, Experiential & Relational** Cultural Calendar which guides unit plans, lesson plans.		
	E3ES	**Relational** O Canada; Indigenous Greetings; Signage; On-The-Land Day Activities Grade level and individual class proposals for day cultural activities		
	E3SS	**Experiential** -Use of new Google Classroom & Moodle repository of cultural lesson and unit plans - On the Land Program (Day Trips) - School-wide approach to language - Use of both Dene Kene and Inuuqatigiit Curricula		
	AS	**Holistic, Experiential & Relational** Day cultural activities. New IL language classroom signs in all rooms.		

	IS	**Relational** O Canada; Indigenous Greetings; Signage; Various grade level day cultural activities including sewing and artwork.		
	CPNS	**Holistic** 100% of teachers will actively implement Dene Kede through our whole school approach to Indigenizing our practice by developing long range plans that are based on seasons and themes in the Dene Kede. New Cultural Unit planner and Cultural Calendar used by all teachers.		
	MS	**Spiral, Holistic, Experiential & Relational** Outdoor classes in school tent, On-The-Land lessons, Hands on activities, Creating local culturally relevant resources, Whole School Approach to Language.		

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.

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. 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.	Indigenizing Education is part of the BDDEC 2020-21 strategic plan. An Indigenizing Coordinator in place since 2019 to support teachers and schools across the district. 2020-21 all schools will use a cultural calendar. Cultural calendars are specific to each community and provide teachers unique seasonal activities to design unit plans. Indigenizing Coordinator has created a cultural unit plan template provided to all staff on jump drives and BDDEC open Google Drive. Google Classroom designed to support Indigenizing Education for all teachers. Dene Kede & Inuuqatigiit curriculum provided to all teachers on district jump drives and open Google Drive. Unit planning instructional support videos created by Assistant Superintendent & Indigenizing Coordinator for all teachers.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference

% of schools focused on Indigenizing content for curricula and programming.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	MKS	**Holistic** Staff wide approach to strengthening our cultural languages & traditions - Monthly meetings		
	CJS	**Relational** Use of Indigenous mentor texts, regular on the land experiences; Elder presentations ,teachings and demonstration		
	HKE	**Holistic** Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos		
	E3ES	**Holistic** Cultural Calendar		

		and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos		
	E3SS	**Holistic** Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos		
	AS	**Holistic** Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos		
	IS	**Holistic** Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos		
	CPNS	**Holistic** Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos		
	MS	**Holistic** Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos		
% of teachers Indigenizing content and curricula including the use of Dene Kede /	MKS	100%		
	CJS	100%		

Inuuqatigiit in instruction and other resources as required.	HKS	100%		
	E3ES	100%		
	E3SS	100%		
	AS	100%		
	IS	100%		
	CPNS	100%		
	MS	100%		
	MKS	100%		
Type of **classroom based** activities that infuse Indigenous content into the curriculum including Dene Kede / Inuuqatigiit and other resources as required.	MKS	Indigenous Novel Studies Culture Based Activities based on LRP connected to cultural calendars. Collaborative Units Grades 7-9		
	CJS	Indigenous Novel Studies Culture Based Activities based on LRP connected to cultural calendars. Collaborative Units Grades 7-9		

	HKE	Indigenous Novel Studies Culture Based Activities based on LRP connected to cultural calendars. Collaborative Units Grades 7-9		
	E3ES	Indigenous Novel Studies Culture Based Activities based on LRP connected to cultural calendars. Elder Videos		
	E3SS	Indigenous Novel Studies Culture Based Activities based on LRP connected to cultural calendars. Collaborative Units Grades 7-9		
	AS	Indigenous Novel Studies Culture Based Activities based on LRP connected to cultural calendars.		

		Collaborative Units Grades 7-9	
	IS	Indigenous Novel Studies Culture Based Activities based on LRP connected to cultural calendars. Collaborative Units Grades 7-9	
	CPNS	Indigenous Novel Studies Culture Based Activities based on LRP connected to cultural calendars. Collaborative Units Grades 7-9	
	MS	Indigenous Novel Studies Culture Based Activities based on LRP connected to cultural calendars. Collaborative Units Grades 7-9	

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.

Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.	Day trips for key cultural experiences will be the focus to begin the 2020-21 academic year. All students will have the opportunity to participate in authentic key cultural activities. BDDEC has set a target of 80% of students participating in at least 4 cultural day activities.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for difference** *(if applicable)*
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(If applicable)*
Type and frequency of relevant and authentic key cultural experiences occurring **on the land**, by grade level, and % of Indigenous language included in experience.	MKS	A minimum of three cultural day trip experiences per grade per year. (25 % IL)		Overnight On the Land Trips postponed due to COVID 19 restrictions.
	CJS	A minimum of three day trip cultural experiences per grade per year. (Day trips or experiences 20%)		Overnight On the Land Trips postponed due to COVID 19 restrictions.
	HKE	Weekly All Grades 25% (approx)		Overnight On the Land Trips postponed due to COVID 19 restrictions.
	E3ES	Monthly All Grades		Overnight On the Land Trips postponed due to COVID 19 restrictions.
	E3SS	Monthly All Grades		Overnight On the Land Trips postponed due to COVID 19 restrictions.
	AS	Minimum three key cultural experiences per year (All Grades)		Overnight On the Land Trips postponed due to COVID 19 restrictions.
	IS	Five key cultural experiences per year. (All Grades)		Overnight On the Land Trips postponed due to COVID 19 restrictions.
	CPNS	JK-G3: · Harvesting day camps (snaring, medicinal plants, berry harvesting) · Dene laws · Sewing · Survival skill G4-G9: · Harvesting day camps (trapping, snaring, medicinal plants, berry harvesting)		Overnight On the Land Trips postponed due to COVID 19 restrictions.

		· Dene laws · Community cultural celebrations · Sewing · preparation (25% Indigneous Languages)		
	MS	JK-12 (25% Indigenous Languages)		Overnight On the Land Trips postponed due to COVID 19 restrictions.
Type and frequency of relevant and authentic key cultural experiences occurring in the **classroom setting or school** by grade level and % of Indigenous language included in experience.	MKS	A minimum of four cultural experiences per grade per year. (25% IL)		
	CJS	A minimum of three cultural experiences per grade per year. (20%)		
	HKE	Weekly All Grades 25% (approx)		
	E3ES	JK/K to Grade Six – at least once per month. 25% Indigenous Languages		
	E3SS	7-12 times a month. 20% Indigenous Languages		
	AS	Weekly All Grades (20% Indigenous Languages)		
	IS	Twice a month all grades 20% Indigenous Languages.		
	CPNS	TBD		
	MS	JK-12 Quarterly day trips and experiences		

		(25% Indigenous Languages)		
	MKS	Once a semester Crafts, sewing, art, OTL day activities 25% Indigenous Languages		

% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.	MKS	No guests allowed at school or events during COVID restrictions.		
	CJS	No guests allowed at school or events during COVID restrictions.		
	HKS	No guests allowed at school or events during COVID restrictions.		
	E3ES	No guests allowed at school or events during COVID restrictions.		
	E3SS	No guests allowed at school or events during COVID restrictions.		
	AS	No guests allowed at school or events during COVID restrictions.		
	IS	No guests allowed at school or events during COVID restrictions.		
	CPNS	No guests allowed at school or events during COVID		

		restrictions.		
	MS	No guests allowed at school or events during COVID restrictions.		
	MKS	No guests allowed at school or events during COVID restrictions.		

J. *Strengthening Indigenous Language Instruction*

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 schools will be in-serviced on ILE handbook & OLC training for IL Instructors via Google Meets and Zoom.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(If applicable)*
% of schools offering core language programming using OLC	100%		
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	100%		
Type of Indigenous language resources being developed to support OLC.	Graphic Novel & Resource Kits. Laptops provided to all IL instructors.		
Number of staff receiving training and support for development of Indigenous language resources.	100%		

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

K. 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	$19,350	$37,898				
Fort McPherson	$19,309	$23,798.72				
Ulukhaktok	$19,856	$32,242				
Inuvik	$37,955	$59,131.39				
Paulatuk	$17,557	$33,880.37				
Sachs Harbour	$15,038	$28,821				
Tsiighetchic	$15,290	$25,601.85				
Tuktoyaktuk	$24,211	$45,899.04				
TOTAL	$168,566	$287,272.37				

L. Teaching and Learning Centres (TLCs)

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum through the TLC, 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.

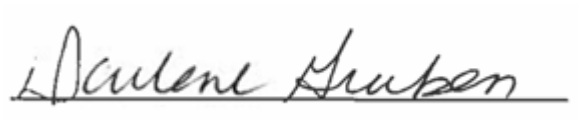|	
Regional approach to support the delivery of the Our Languages curriculum through the TLC.	All IL instructors will be provided laptops and portable hard drives to assist with the implementation of OLC curriculum and the collection of OPA data. A graphic novel is being created with an Elder from Tuktoyaktuk.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	One district Graphic Novel in three languages Each of the nine schools will create two storybooks.		
Number of staff receiving training and support for development of Indigenous language resources.	All IL Instructors		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Appendix B: Operating Plan - Operating Budget

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

Darlene Gruben

Education Body Chair

October 9th 2020

Frank Galway

Superintendent

October 9th 2020

Annual Report

_____
Education Body Chair

_____
Superintendent

_____
Date

_____
Date

Education Accountability Framework

Commission scolaire francophone TNO

Operating Plan

For the 2020-21 School Year

Commission scolaire francophone
Territoires du Nord-Ouest

Operating Plan - Executive Summary

The Commission scolaire francophone TNO'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 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, including any specific information related to the COVID-19 pandemic:

The health, safety and well-being of staff and students is our priority. We have implemented all recommendations, and followed the guidelines of the OCPHO and ECE **to open our school safely.** All students are able to attend full time.

In January 2020, the CSFTNO embarked on the development of its new 2020-2025 Strategic Plan. This work was interrupted by COVID-19, and by way of a motion, the board of trustees decided to postpone its development until the fall of 2020 and extend the 2015-2020 Strategic Plan for the 2020-2021 school year.

Priority 1: Support and facilitate the improvement of each student's performance, well-being and overall success.
For the 2020-2021 school year, these elements will be added to our schools:

1) A Child Youth Care Counsellor will be introduced at École Allain St-Cyr.
2) A 0.5 PY Cultural Facilitator position will be added to each school.
3) A Career Education Advisor (CEA) will continue to work with students in both of our schools.
4) Our work related to our Student Exit Profile will continue. We have made the development of critical thinking skills our focus for 2020-2021.
5) The COVID-19 restrictions requiring that we keep class groups in bubbles as much as possible is proving challenging in deciding what options and partnerships we will continue to pursue this school year. We will ensure that the school start up goes well, and we will add activities as the year advances, depending on how we are doing as a territory and in which phase of reopening the territory is in.

Priority 2: Create and nourish the francophone space for our students.
1) As travel will be limited this school year, we will continue to provide students with opportunities to participate in school and extracurricular activities, however, some of them will be virtual. Others have been moved to next year.
2) The addition of a Cultural Facilitator in each of our schools will have a positive impact on our students and the development of their cultural identity.

Priority 3: Support and actively encourage the participation and involvement of parents and families.
1) We will maintain a warm, welcoming and respectful environment for parents, even though they will not be able to come into the school as often as they would like or as we would like.
2) We will continue to support parents in order that they may support their child's learning and growth.
3) We will continue to ensure open and ongoing communication with parents. We will make a special effort to reach out to them via video conference or by telephone.

Priority 4: Ensure the continued growth and vitality of the CSFTNO.
1) We will continue to work on our strategy to ensure the continued growth and vitality of our schools.
   a. Development of a French daycare in Hay River;
   b. Renovation of the Garderie Plein Soleil in Yellowknife: seek out other funding options or building options;
   c. Construction of an expansion at École Boréale; and
   d. Construction of an expansion at École Allain St-Cyr.
2) We will continue to encourage student recruitment and retention with the goal of increasing enrolment.
   a. Develop a communications plan to showcase the new regulation regarding the admission of students to our schools.
   b. Build on the communications strategies utilized last year for the promotion of French first-language education, especially in junior kindergarten and kindergarten

Priority 5: Manage the CSFTNO's resources fairly, effectively and transparently.
1) We will continue to create administrative directives in several identified areas to improve our governance and create more clarity throughout the organization.
2) Staying focussed on student results and ongoing improvement will continue to be our goal. This will be a priority in future staffing needs.
3) Our strategy to develop leadership in the CSFTNO will be ongoing into 2020-2021. A succession plan will be developed to prepare staff for school and senior leadership positions.

Annual Report - Executive Summary

The Commission scolaire francophone TNO'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, including any specific information related to the COVID-19 pandemic:

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:

CSFTNO was established in November 2001 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. Board members may run for a second term. They have to be re-elected for the next three-year term. CSFTNO has decided to maintain a three-year term in both Hay River and Yellowknife.

The DEC Chair reports to the Minister of Education. The Chair ensures that the DEC operates smoothly. The Chair can also represent 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) and three members from Hay River (Sarah Poitras (resigned in August 2020), Vice-Chair; Nicole Fournier (resigned in June 2020) and Michael St-Amour). We are actively searching for replacements to fill the two vacant trustee positions in Hay River.

The superintendent is Yvonne Careen.

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

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 (Geneviève Charron) and the Office Coordinator (Mama Sylla Ndeye).

B. Functional Organizational Chart

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

CSFTNO Functional Organizational Chart (2020-2021)

Six commissaires élus	
Direction générale	

Contrôleur financier UNW (Exclus)	Coordinatrice administrative UNW (Exclus)	École Boréale	École Allain St-Cyr
Accompagnatrice littératie et numératie NWTTA	Coordonnateur Inclusion et évaluation NWTTA	Postes NWTTA 11.0 Postes UNW 3.9	Postes NWTTA 15 Postes UNW 9.5

C. Governance Training

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

Planned Topic	Delivered by *(Superintendent, ECE, External Consultant, etc.)*	Audience Intended *(DEC/DEA)*	Planned Location & Date	Was the training held as planned? *(Yes/No)*	If No, why not?
Education Body Governance	Superintendent External Consultant	New trustees	As needed		
Robert's Rules of Order	External Consultant	DEC	Fall Board Retreat		
Establishing a Vision	External Consultant	DEC	Development of 2021-2026 Strategic Plan October 2020		
Lobbying	External Consultant	DEC	Spring Board Retreat		

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 24, 2020	Virtual		
September 21, 2020	Virtual		
October 19, 2020	Virtual		
November 16, 2020	Virtual		
November 28 and 29, 2020	Yellowknife, in person		
December 7, 2020	Organizational Meeting		
January 18, 2021	Virtual		

February 15, 2021	Virtual		
April 19, 2021	Virtual		
May 17, 2021	Virtual		
May 29 and 30, 2021	Yellowknife, in person		
June 21, 2021	Virtual		

E. School Profiles

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

Total Number of Schools in District	**2**	**Total Anticipated Student Head Count**	**240**

School Name	**Community**	**Grades Offered**	**Programming Highlights**
École Boréale (ÉB)	Hay River	JK – 12	French First Language Francisation (JK to Grade 4) English Language Arts (Grade 3 to 12) Physical Education (JK to Grade 12) Music (Primary) Visual Arts (Secondary) Technology (Grade 1 to 10) Options (Grade 7 to 10) Entrepreneurship (2nd year)
École Allain St-Cyr (ÉASC)	Yellowknife	JK - 12	French First Language Francisation (JK to Grade 4) English Language Arts (Grade 3 to 12) Physical Education (JK to Grade 12) Drama (Primary and Secondary respecting COVID-19 restrictions) Technology (Grade 1 to 10) Options (Grade 7 to 10) Entrepreneurship (2nd year) Financial Literacy (Grade 10 and 11)

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 with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), 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 home schooled.

Student Body: 240

Ethnic backgrounds: French-Canadian, Indigenous, Métis, francophones from several ethnic backgrounds or with one parent who is a rights holder: Lebanese, African, 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 Radio Taïga and l'Aquilon. The Fédération Franco-ténoise is the official spokesperson of the francophone community. In Hay River, l'Association franco-culturelle de Hay River is the catalyst to many cultural activities that take place within the school community and the community at large. We are also supported by the Conseil de développement économique des Territoires du Nord-Ouest and Collège Nordique Francophone.

Inclusion:

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

% of students with Individual Education Plans (IEPs): 2.5%

Student enrolment:

98% of students will be in school full time

2.0% of students will be home schooled

G. Teacher Profiles

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

Total number of NWTTA employees: 28

Average length of employment: 4,9 years

Average age: 41,5 years

Number of first year teachers: 1

Average number of teachers with full experience: 13

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 ranging from 21 years continuity of service with the CSFTNO to brand new hires.

Awareness of upcoming issues with teacher recruitment and retention: One late August resignation forced us to request a letter of teaching authority in order to fill a homeroom vacancy. Due to the COVID-19 restrictions and the fact that there was a three-month period of distance education in the spring, it would have taken too long to initiate and complete a competition and place a qualified teacher in the classroom. This individual will complete his Bachelor of Education in January 2021; however, we will have to facilitate his final practicum either in-house or by replacing him for the length of his practicum.

Due to two parental leaves, we had to hire a replacement that could cover both back-to-back. We elected to hire the replacing teacher from the beginning of the school year, August 24, 2020, so as to have a full-time substitute teacher on staff for September (after her self-isolation period) as there will surely be a greater need for substitute teachers, as well as for her to get to know the scope of the two teacher teaching loads that these teachers have.

All Education Bodies are in great need of substitute teachers given the restrictions in place due to COVID-19, as well as for regular replacements. Recruitment of French-speaking substitute teachers is challenging, much more so in Hay River.

As there is a great teacher shortage of French speaking teachers all over Canada, recruitment will be extremely difficult should we have to replace a teacher during the school year. It will no doubt be very challenging for the 2021-2022 school year.

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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, including any specific information related to the COVID-19 pandemic. | **Literacy:** CSFTNO will be in year 5 of its Professional Learning Communities in Literacy. Four learning sequences spread throughout the school year will be taught and coordinated by our Instructional Coach. Reading levels from kindergarten to Grade 4 will be recorded and collected to measure progress.

Numeracy: CSFTNO began a review of its Numeracy program in 2019-2020 and will continue to work with its consultant to complete the review at all grade levels from 1 to 6. A calendar for the school year was created, and the modules, that include essential learnings, were also reviewed. This year, the goal is to complete the work that we were unable to complete due to the school closures in March 2020; the review of the remaining grade 4 to 6 modules. Our consultant will also offer virtual teacher training sessions to assist our teachers to develop the best strategies for teaching mathematics in the primary grades. (SSI) Our goal is to extend the work that our consultant is doing with us to Grade 9.

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.

Students & Educator Wellness: Our new and existing staff from JK to 6 teachers participated in training sessions *Vers le Pacifique*, 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.

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.

Key Competencies: Our Student Exit Profile very much reflects the key competencies of the NWT. This year, the focus is on developing critical thinking.

Being and Becoming a NWT Capable Person:
1) Nurture who you are and become who you want to be – personal and cultural identity
2) Contribute to live well together in this interconnected world – provide opportunity to find each one's place, bring others along and make a difference together - leadership
3) Negotiate change and challenge – face a dynamic world with a confident identity and be courageous in life – critical thinking, listening, engagement
4) Engage with ideas and respond to their complexities – learn for life, judge the value and authority of ideas, new concepts and opportunities are created - critical thinking
5) Interpret and express meaning – technology and globalism - understand each other and how we can live well and prosper together – understanding, skill development, awareness and empathy

We will put in place the environments to facilitate student growth. Self-reflection and goal setting will be a part of each student's education plan.

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%		

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

B. *School Improvement Planning*

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

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

Regional approach to **School Improvement Planning** and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.	Each school submitted their School Improvement Plan in May 2020 and it was shared with the Board of Trustees. As we navigate through COVID-19, the restrictions placed on the schools will force them to adjust as needed. The schools will also focus a great deal on the mental wellbeing of staff, students and families.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

C. Annual School Reviews

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

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

Regional approach to the completion of **Annual School Reviews**, including any specific information related to the COVID-19 pandemic.	Every year, through our School Improvement Plans, school staff focus on what the benchmark was for the previous school year and set targets for the following school year. Each of our schools has outlined this benchmark in literacy, numeracy and wellness. This year, we will identify a school review model and set up a pilot project for a formal review of each of our schools in 2021-2022. ECE has also committed to recommending a consistent method for conducting the annual review.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

D. *Staff Evaluations*

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

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

Regional approach to the completion of **Staff Evaluations**, including any specific information related to the COVID-19 pandemic.	Staff Evaluations are conducted on an annual basis according to the Ministerial directives. 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. Principals are evaluated as per the *Direction of Principal Growth and Evaluation in the Northwest Territories.*

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	10		
Number of principals and assistant principals formally evaluated in the school year.	1		
Number of Education Body School Support Consultants formally evaluated in the school year.	2		
Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

E. *Regional Training and In-Service*

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers' Instructional Practices (STIP). (This <u>does not</u> 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. | **Literacy –** On-going throughout the year through the work done with our literacy/numeracy coach
Numeracy – Three sessions in August 2020 and further training will be on-going throughout the year via our consultant and literacy/numeracy coach
Vers le Pacifique – Two sessions in August 2020
Technology – Distance education – Two sessions in August 2020 for high school staff, with a possibility to follow a series of 4 more webinars and have in-house training from our technology leads – Exploration of Google training modules
Neuroscience – How Students Learn – One session in August 2020, with a possibility to follow a series of 4 more webinars |

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on shared priorities	100%		
Number of administration days dedicated to training and in-service.	2		
% of collaborative STIP time dedicated to regional priorities	100%		
Number of schools which implemented STIP as per the Ministerial Directive	2		
Areas of Strength for the region			
Areas for Development for the region			

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

F. Literacy Coordinators

Literacy 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 *(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			

* 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, including any specific information related to the COVID-19 pandemic.	Our Regional Literacy Coordinator has already begun working with our teachers and her role is absolutely relevant to the School Improvement Plans developed by both of our schools. We are introducing the VAE model (Vision, Alignment and Execution). We have a literacy vision. 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 achieve our literacy targets. Our coach will also connect this work to our Student Exit Profile and our selected priority, Critical Thinking.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
Regional Literacy Action Plan in place for the school year. *(Yes or No)*	Yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

G. Healthy Food for Learning

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

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

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

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

School Name	Type of food program(s) offered in each school *(Breakfast, Lunch, Snack, etc.)*	Days per week program is offered in each school *(Monday – Friday)*	Average number of children / youths served daily	Criteria for participation *(Low income, fee, Everyone welcome, etc.)*	Was the program delivered as planned? *(Yes/No)*	If No, why not?
ÉB	Snacks/lunches as needed	5	78	Everyone welcome		
ÉASC	Snacks/lunches as needed	5	164	Everyone welcome		
TOTAL		10	242			

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	**Numeracy (VAE – Vision, Alignment and Execution)** In 2020-2021, we will continue the work begun in 2019-2020, that was cut short by COVID-19. Our grade 1 to 3 modules have all been reviewed, reformatted and are ready for teacher use. In grade 4 to 6, certain modules are ready, but our focus will be on completing this work. A plan has been developed to allow for teacher participation and our literacy/numeracy coach will be leading this important work, along with our consultant. We have identified a need to improve our results in numeracy from Grade 7 to 9, and onwards. We will integrate our Grade 7 to 9 teachers in this work as the school year progresses.

SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of teaching staff from across the region that participate in SSI PD activities.	60%		
% of support staff from across the region that participate in SSI PD activities.	60%		
Areas of Strength			
Areas for Development			
Additional Comments			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? *(Yes/No)*	If No, why not?
Numeracy VAE	August 2020 to June 2022		

I. *Safe School Plans*

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

The current cycle is:

2020-2021	2021-2022	2022-2023
BDEC SSDEC	CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

J. *Healthy Relationship Programming*

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. 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.	Grades JK-6 – *Vers le Pacifique* – All existing staff has now been trained and will implement the program. Grades 7 to 9 – The Fourth R - Incorporated in Health classes Grade 10 to 12 – Healthy Relationships Program Plus - Incorporated in CALM classes

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of schools with JK-3 students offering ~~WITS~~. (*Vers le Pacifique*)	100%		
% of schools with grade 4-6 students offering ~~LEADS~~. (*Vers le Pacifique*)	100%		
% of schools with grade 7-9 students offering the Fourth R.	100%		
% of schools with grade 10-11 students offering HRPP.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

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

K. Second Language Education

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

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

School Name	Language of SL *(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłıchǫ)*	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)*
ÉB	English	Regular, including 10-1 20-1 30-1	3 - 12	100%	Gr. 3 – 6 – 240 Gr. 7 – 9 – 204 Gr. 10 – 321 Gr. 11 -12 386		
ÉASC	English	Regular, including 10-1 20-1 30-1	3 - 12	100%	Gr. 3 – 6 280 Gr. 7 – 9 320 Gr. 10 – 12 350		

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

2. Inclusive Schooling

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

A. Regional Inclusive Schooling Coordinators

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

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

Allocated *(PY)*	Budgeted *(PY)*	Explanation for Difference *(if applicable)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
1.0	1.0			

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)	Actual (PY)	Explanation for Difference (if applicable)
ÉB	1.00	1.00			
ÉASC	1.26	1.00	It is difficult to hire a 0.26 position of a PST. We will revisit in 2021-2022 as our needs at the high school level will increase due to a greater number of students in said grade levels.		
TOTAL	2.26	2.00			

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.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
ÉB	1.32	1	It was decided to place the extra 0.17 PY at ÉASC to better meet the needs of a larger student body. We will evaluate needs and adjust as necessary. We have brought forward funds from 2019-2020 and will hire another 0.5 PY as of November.		
ÉASC	2.33	2.5			
TOTAL	3.65	3.5			

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)*
$23,460	$23,460			

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

Type of Training	Audience Intended *(PSTs / Educators / Support Assistants / Principals)*	Planned Topic	Planned Date & Location	Was the training held as planned? *(Yes/No)*	If No, why not?
Self Regulation zoom training sessions with OT - Melissa Croskery	PSTs, Educators, Support Assistants, Principals	Self Regulation and the brain	TBD		
Language Development Zoom Training sessions for teachers and S.A. with SLP – Carrie Jensen	Educators, Support Assistants	Language development in the early years	TBD		
Formation numérique du programme Nos enfants et le stress 1re à 6e année (6 à 12 ans) -Guide 1re à 3e année – Fondation de	Support Assistants	Stress and Anxiety	September 2020 EASC and Boréale		

Psychologie du Canada				
Colloque : La pratique orthopédagogique à l'heure de la recherche de l'Association des Orthopédagogues du Québec.	PSTs	Variety of topics on IS	Online October 28-29-30	

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.	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. There is also a need to better assess the needs of each student, especially around mental health. When the Child Youth Care Counsellor is onboarded, 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 research the possibility of different formats to continue our 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference *(if applicable)*
% of educators that have been trained on developing and implementing IEPs this year.	20%		
% of educators that have been trained on developing and implementing SSPs this year.	100%		
% of educators that have been trained on the use of flexible strategies this year.	100%		
% of educators that have been trained on the School-based Support Team process this year.	100%		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%		
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%		
% of educators that have been trained on Assistive Technology this year.	100%		
Areas of Strength for the region			
Areas for Development for the region			

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

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

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total ($)

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	Total Over / Under Allocation ($)
$29,406			

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)	Actual ($)	Explanation for Difference (if applicable)
ÉB	$16,459	$16,459			
ÉASC	$19,160	$19,160			
TOTAL	$35,619	$35,619			

G. *Alignment of Student Supports*

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

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

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.	• Beginning of year - one on one meetings PST/Teacher to present every SSPs and IEP (new classroom assignment). Making sure that proposed students supports align well with the goals stated in the plans. • September meetings between PST/teacher to review and adapt every SSP and IEP, making sure that student supports are realistic, manageable and that they align with the goals stated in the plans. • January meeting between PST/teacher to review and adapt every SSP and IEP and to make sure that student supports are still appropriate and that they align with the goals stated in the plans. • Through coaching sessions with selected teachers, the PST checks in to make sure that the student supports are aligned with the goals stated in the plans.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	100%		
Number of students not able to participate in the Common Learning Environment in their home community.	0%		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%		
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom	0		

education programs are provided.			
Number of times per month that the RISC meets with PSTs via video/phone conference?	5		
Number of times per year that the RISC meet with the PSTs in person	20		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers who receive support through equitable scheduled time with PST.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100%		
% of classroom teachers who will meet with the PST at least once a month.	100%		
% of support assistants who will meet with PST at least once a month.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities.	100%		
Areas of Strength for the region			
Areas for Development for the region			

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

I. *School-based Support Team*

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

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

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.	- RISC provides training PSTs about the 30 minutes meeting plan in August/September - RISC set dates and attend first meetings with PSTs - All meetings notes are recorded in a Google Drive File shared with RISC - SBST are discussed at every PST/RISC face to face

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%		
% of teachers accessing the SBST	100%		
% of schools that are using referral forms to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
% of SBST meetings that focus on developing strategies to support classroom teachers (can this or the ones below be planned for or have targets set?)	100%		
% of SBST meetings that focus on solving specific problems	100%		
% of SBST meetings that address systemic issues in the school	10%		

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

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

J. Review of SSPs and IEPs

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

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

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.	• All plans are created before school starts in August from records of the previous year. • In September, PSTs meets with every teacher to review all plans in every class. • Every teacher has the responsibility to follow the "Procédure des plans de soutien et PÉI – CSFTNO" in which specific dates and procedures are detailed. • 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers completing SSPs for student requiring them in consultation with parents.	100%		
% of teachers completing IEPs for student requiring them in consultation with parents.	100%		
% of parents participating in developing SSPs for those students requiring them.	100%		
% of parents participating in developing IEPs for those students requiring them.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. PST Activities

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

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

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.	- Beginning of year face to face meeting with all PSTs about expectations of time usage - Sharing the PST menu in *Exploring Inclusive Pedagogies* (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

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for variance** *(if applicable)*
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

3. Indigenous Languages 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)*
0.25	0.25			

B. *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)*
ÉB	$32,700	$32,700				
ÉASC	$30,300	$30,300				
TOTAL	$63,000	$63,000				

C. 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.

Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.	CSFTNO schools, located in two very different communities, Yellowknife and Hay River, have two very different working relationships with their local Indigenous groups. In Yellowknife, ÉASC had built a relationship with Kalemi Dene School. ÉASC participated in culture camps organized by Yellowknife Education District 1, but were told early in 2019-2020 that YK1 was having difficulty meeting the needs of their students, let alone ours. Our RILEC, located in Hay River, assisted the ÉASC principal in setting up workshops and activities, however, the development of culture camps was difficult. In 2020-2021, ÉASC will contract a coordinator to develop and coordinate the culture camps. He will build a network of relationships with Yellowknife Catholic Schools and Yellowknife Education District 1 coordinators, with Indigenous Secretariat staff at ECE and local elders. With the principal, he will develop a plan for the 2020-2021 school year and it will be the platform for future years. In Hay River, ÉB has developed relationships with the K'atl'odeeche First Nation and with the Métis Alliance. Human resources, sites and elders are much more readily available in Hay River than they are in Yellowknife, however, there are communication issues that make planning activities difficult. CSFTNO and its schools will continue to build these relationships in 2020-2021 as best they can, while keeping in mind the safety of Elders in relation to COVID-19.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with an ILE Committee	100%		
% of schools with Elders hired for regular school programming, scheduled on a daily basis	0%		
% of schools hosting community gatherings rooted in local cultures	0% due to COVID-19		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency *(part-time or full-time)*	ÉB	No		
	ÉASC	No		
Types of events/ projects involving cultural resource people per grade level	ÉB	Culture camps (grade 3 to 9); Arctic Sports (JK to grade 6), Drum making workshop (grade 9); story book creation		

		(grade 5 to 8)		
	ÉASC	Develop relationships and plan Culture camps		
Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	ÉB	No indoor activities until COVID-19 restrictions are reduced or lifted. Outdoor activities to be determined. Community broadcast through online Radio-Boréale.		
	ÉASC	No indoor activities until COVID-19 restrictions are reduced or lifted. Outdoor activities to be determined.		
# of ILE Plan goals met, not yet met or still in progress	ÉB	2		
	ÉASC	2		

D. Strengthening Training for Northern Educators

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

The following tables detail the region's approach to strengthening training for northern educators, 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.	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. With the help of the Indigenous Languages Secretariat staff, we will offer workshops and in-services. CSFTNO teachers will continue to integrate Dene Kede in their lessons. CSFTNO will encourage all of its new to the North teachers to attend the New to the North Teachers' Conference in August 2020.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools offering Indigenous language training and support to all staff members.	0%		
% of schools holding Teacher Cultural Orientation Days.	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	New to the North Conference 4		
% of Indigenous language staff participating in *Our Languages* in-servicing, when offered.	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.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	EASC – Complete our School Action plan that we began last school year	100%		
	EB – School Action Plan Workshop, Residential School Awareness & On-the-Land day with elders	100%		
Number of local resource people and type of involvement in Cultural Orientation activities.	EASC	1, so far		
	EB – Addressed to staff; demonstration of traditional skills & knowledge	3		

E. *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. (Required in 2021)	CSFTNO doesn't currently offer Our Languages Curriculum instruction in its schools, nor has it invested in a whole school approach to Indigenous language use. The Superintendent and principals will meet with Indigenous Secretariat Staff during the school year to discuss what approach to use in our francophone schools and what will allow them to be in compliance with this directive by 2021.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for difference** *(if applicable)*
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

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	Word/expression of the month; QR codes for signage.		
	ÉASC	Learning the National Anthem, welcome in the morning during messages, visibility of words in the school		

F. *Indigenizing Teaching & 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.

Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic. (required 2021)	At this point, CSFTNO in interested in further staff development regarding Indigenizing Teaching and Learning Practices. Some teachers have begun to implement certain activities such as the healing circle, but it is not widespread. CSFTNO will be asking for the assistance of the Indigenous Secretariat Staff to assist us in this area. ILE staff committed to determining specific Indigenous Teaching and Learning Practices that they will prioritize and provide training for staff.

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	100%		
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. *(e.g. holistic, relational, spiral and experiential)*	ÉB	2 Cultural Orientation days		
	ÉASC	Bush Kids and Dene Kede for all staff Twice yearly, visits to the museum (activities based)		
Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.	ÉB	Use of Prince of Wales Museum teaching kits, and artifacts; use of Dene songs from ILE website; restorative circle practices		
	ÉASC	Selection of a common project at the school (greenhouse or prospectors' tent) Culture Camps Dene Games Canoe Indigenous showcase (northern		

	animals and their environment)	
	Visits to the museum	
	Blanket Exercise, if possible indoors, if not, outdoors	
	Trapping with Duncan	
	Fish Cleaning (Duncan)	
	Drummers	
	Prayers	
	Indigenous literature	
	Visits from Alice Evans, as possible	

G. *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, including any specific information related to the COVID-19 pandemic. 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.	Dene Kede provides educators with the foundation required to develop long range plans, unit plans, and in future, Indigenous community plans. 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.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for difference**
% of schools focused on Indigenizing content for curricula and programming.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	ÉB	2 cultural orientation days; Planning of Dene Kede included in teachers' long-range plans; Comments regarding Dene Kede implementation in teachers' evaluation report.		
	ÉASC	At least one PD day exploring Dene Kede for all staff members with a qualified person Resources need to be studied		
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	ÉB	100%		
	ÉASC	100%		
Type of Indigenous content visible within school within school and % of school used to display content.	ÉB	Artifacts 100% (entrance, walls, library,		

(e.g. artifacts, Indigenous role models, Elders' wall, etc.)		classrooms)		
	ÉASC	Indigenous Showcase Posters, songs, readings, artwork display		

H. Offering Key Cultural Experiences

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

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

Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.	Our approach to offering key cultural experiences varies between schools as Yellowknife is quite different from Hay River. Our main activity is our annual Leadership Camp. In 2020-2021, this activity will take place in class bubbles from Grade 7 to 9. We will have to determine which elders are able to be present. We plan to set up a prospector's tent on each school site and use this tent as a teaching area. Other culture camps take place at each grade level. On the land learning activities are being encouraged.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for difference** *(if applicable)*
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(If applicable)*
Type and frequency of relevant and authentic key cultural experiences occurring **on the land**, by grade level, and % of Indigenous language included in experience.	ÉB	Grade 5/6 spring beaver trapping camp (5%), grade 7/8 moose hide tanning (5%), grade 3/4 winter trapping camp (5%), Grade 1/2 Ice fishing camp (5%)		
	ÉASC	JK and K students go out in nature each week (Bush Kids) For other grade levels, each month, a class outing is being planned: Ice fishing Berry picking Trapping Dog sledding Grade 7 & 8 Leadership camp		

Type and frequency of relevant and authentic key cultural experiences occurring in the **classroom setting or school** by grade level and % of Indigenous language included in experience.	ÉB	Weekly access to the cultural space (tent frame & teepee) behind Harry Camsell School for teachers to hold lessons & activities involving local elders/resource persons (5%); One week long Art lesson with local artist (5%); Traditional games workshop (2 days) (5%).		
	ÉASC	Every class will participation during the school year Photos Art displays (culture-based) Tipi in classroom Looking at		

		setting up an exterior prospector's camp Complete ILE Plan 50%		
% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.	ÉB – beaver trapping, moose hide tanning, winter trapping camp	100%		
	ÉASC Efforts will be made to include community members considering their age, health and well-being	100%		

I. *Community Support*

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

The following table details the 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)*
Hay River	$13,680	$13,680				
Yellowknife	$14,630	$14,630				
TOTAL	$28,309	$28,309				

Appendix B: Operating Plan - Operating Budget

1. Consolidated

Department of Education, Culture & Employment
Council/District Approved 2020-2021 Budget

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

	2020-2021 Budget	2019-2020 Approved Budget	2019-2020 Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	4,791,082	4,785,571	4,834,656
Indigenous Languages Contributions			
French Language Contributions	1,403,050	1,152,850	1,403,050
ECE Other Contributions	90,225	446,042	86,885
Sub-Total ECE	**6,284,357**	**6,384,463**	**6,324,591**
GNWT Other Contributions	31,200	26,200	44,111
Total GNWT	**6,315,557**	**6,410,663**	**6,368,702**
Federal Government Jordan's Principle	**80,309**	**0**	**231,220**
Federal Government Other	**82,185**	**52,327**	**69,479**
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	35,000	25,000	32,000
Donations			
Other			32,158
Total Generated Funds	**35,000**	**25,000**	**64,158**
TOTAL REVENUES	**6,513,051**	**6,487,990**	**6,733,559**
EXPENSES			
Administration (see Schedule 2)	**962,817**	**767,798**	**646,906**
School Programs (see Schedule 2)	**4,597,109**	**4,267,742**	**4,613,500**
Operations and maintenance (see Schedule 2)	**0**	**0**	**98,360**
Inclusive Schooling (see Schedules 2&3)	**971,051**	**1,236,041**	**1,087,688**
Indigenous Languages and Education (see Schedules 2 & 4)	**167,742**	**138,805**	**97,453**
Student/Staff Accomodations (see Schedule 2)			
Debt Service			
Other			
Sub-Total Expenses Before Amortization	**6,698,718**	**6,410,386**	**6,543,907**
Amortization (see Schedule 6)			
TOTAL EXPENSES	**6,698,718**	**6,410,386**	**6,543,907**
ANNUAL OPERATING SURPLUS (DEFICIT)	**-185,668**	**77,604**	**189,652**
ACCUMULATED SURPLUS (DEFICIT) OPEN *	**-1,054,550**	**-1,244,202**	**-1,244,202**
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	**-1,240,218**	**-1,166,598**	**-1,054,550**
ADDBACK GNWT LIABILITY	1,269,573	1,269,573	1,269,573
ACCUMULATED SURPLUS (DEFICIT) OPEN * w/o GNWT liability	**215,023**	**25,371**	**25,371**
ACCUMULATED SURPLUS (DEFICIT) CLOSE * w/o GNWT liability	**29,355**	**102,975**	**215,023**

2. DEC Details of Expenses

Department of Education, Culture & Employment
Council Approved 2020-2021 Budget

Divisional Education Council/District Education Authority
Consolidated Expenses - (Schedule 2)
Annual Budget

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/ Cultural Programs	Student/Staff Accommodation	Total
SALARIES							
Teachers' Salaries		3,249,572					**3,249,572**
Regional Coordinators (RISC/RILE)				159,932	41,269		**201,201**
Program Support Teachers				233,374			**233,374**
Wellness Counsellors / Counsellor - Healing				35,629			**35,629**
Support Assistants				463,499			**463,499**
Indigenous Language Instruction							**0**
Cultural Resource Staff							**0**
Elders in Schools					26,949		**26,949**
Non Instructional Staff	544,351	813,834					**1,358,186**
Board/Trustee Honoraria	35,000						**35,000**
EMPLOYEE BENEFITS							
Employee Benefits/Allowances	41,000						**41,000**
Leave And Termination Benefits	20,000						**20,000**
STAFF DEVELOPMENT (Including Travel)							**0**
SERVICES PURCHASED/CONTRACTED							
Professional/Technical Services	121,200	67,900		12,000			**201,100**
Postage/Communication	10,343	14,508					**24,851**
Utilities	0	0					**0**
Heating	0	0					**0**
Electricity	0	0					**0**
Water/Sewage	0	0					**0**
Travel	13,030	18,500			15,000		**46,530**
Student Transportation (Busing)	0	72,000		10,880			**82,880**
Advertising/Printing/Publishing	64,094	0					**64,094**
Maintenance/Repair	0	42,501					**42,501**
Rentals/Leases	3,844	21,500					**25,344**
Other Contracted Services	90,600	69,740		12,402			**172,742**
MATERIALS/SUPPLIES/FREIGHT							
Assistive Technology				43,334			**43,334**
Materials	19,356	227,053			84,524		**330,933**
Freight							**0**
DEBT SERVICE							**0**
OTHER							**0**
SUB-TOTAL OF EXPENSES BEFORE AMORT	962,817	4,597,109	0	971,051	167,742	0	**6,698,718**
AMORTIZATION							**0**
TOTAL	**962,817**	**4,597,109**	**0**	**971,051**	**167,742**	**0**	**6,698,718**

3. Inclusive Schooling

Department of Education, Culture & Employment
Council Approved 2020-2021 Budget

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

	General Inclusive Schooling	Magnet Facilities	Total
SALARIES			
Regional Coordinators	159,932		**159,932**
Program Support Teachers	233,374		**233,374**
Wellness Counsellors	35,629		**35,629**
Support Assistants	463,499		**463,499**
EMPLOYEE BENEFITS			
Employee Benefits/Allowances			**0**
STAFF DEVELOPMENT (Including Travel)	10,880		**10,880**
SERVICES PURCHASED/CONTRACTED			
Professional/Technical Services	12,000		**12,000**
Student Transportation (Busing)*			**0**
Other Contracted Services	12,402		**12,402**
MATERIALS/SUPPLIES/FREIGHT			
Assistive Technology	43,334		**43,334**
Materials			**0**
Freight			**0**
TOTAL	**971,051**	**0**	**971,051**

4. Indigenous Language and Education

Department of Education, Culture & Employment
Council Approved 2020-2021 Budget

Divisional Education Council/District Education Authority
Indigenous Languages and Education - (Schedule 4)
Annual Budget

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional ILE Coordinators	41,269			**41,269**
Indigenous Language Instruction				**0**
Cultural Resource Staff				**0**
Elders in Schools	26,949			**26,949**
EMPLOYEE BENEFITS				
Employee Benefits/Allowances				**0**
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services				**0**
Travel	15,000			**15,000**
Student Transportation (Busing)*				**0**
Advertising/Printing/Publishing				**0**
Rentals/Leases				**0**
Other Contracted Services				**0**
MATERIALS/SUPPLIES/FREIGHT				
Materials	84,524			**84,524**
Freight				**0**
TOTAL	**167,742**	**0**	**0**	**167,742**

5. 2020-2021 Person Years

Department of Education, Culture & Employment
Council Approved 2020-2021 Budget

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

	Person Years
Administration Staff	3.00
Territorial Schools:	
Teachers	24.51
Consultants	
Classroom Assistants	
Secretaries	2.00
Custodians	2.00
School Community Counsellors	0.27
Other - Specify	
Inclusive Schooling:	1.00
Regional Coordinator	2.00
Program Support Teachers	
Wellness Counsellors	
Support Assistants	4.50
Other - Specify	
Cultural Facilitator	1.00
Librarian	0.90
Indigenous Languages and Education:	
Regional Coordinator	0.23
Indigenous Languages Instruction Staff	0.00
Other - Specify	
Total Person Years	41.40

6. Accumulated Surplus

Divisional Education Council/District Education Authority
Reconciled Accumulated Surplus - (Schedule 6)
Annual Budget - Consolidated

	2020-2021 Budget	
TOTAL ACCUMULATED SURPLUS OPEN	-1,054,550	-1,054,550
Opening Balance Investment in Tangible Capital Assets	0	
Less : Amortization (enter negative)	0	
Plus : Capital acquisitions	0	
Plus : Debenture principal repayment	0	
Closing Balance Investment in Tangible Capital Assets	0	
Opening Balance LED Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	0	
TOTAL ACCUMULATED SURPLUS CLOSING w/o GNWT liability		-1,240,218
ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	-1,240,218	-1,240,218
		REPRESENTED BY:
Opening Balance Operating Surplus	**0**	
Plus : Annual Surplus (enter positive) or	**0**	
Less : Annual Deficit (enter negative)	**-185,668**	
Amortization	0	
Capital acquisitions	0	
Debenture principal repayment	0	
Plus : Transfer from Investment In Capital Assets	**0**	
Plus : Transfer from (to) Decentralized Accumulated Surplus	**0**	
Plus : Transfer from (to) Capital Fund Reserve	**0**	
Plus : Transfer from (to) LED Reserve	**0**	
Closing Balance Operating Surplus	**-185,668**	**-185,668**
Opening Balance Decentralized Surplus	**0**	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Surplus	**0**	**0**
Opening Balance Capital Fund Reserve	**0**	
Transfer from (to) operating fund surplus	0	
Closing Balance Capital Fund Reserve	**0**	**0**

Approvals

Operating Plan

_____
Education Body Chair

October 19, 2020

_____
Date

_____
Superintendent

October 19, 2020

_____
Date

Annual Report

_____
Education Body Chair

_____
Date

_____
Superintendent

_____
Date

Cadre de responsabilisation en éducation

Commission scolaire francophone des TNO

Plan de fonctionnement

Année scolaire 2020-2021

Commission scolaire francophone
Territoires du Nord-Ouest

Plan de fonctionnement – Sommaire

Le plan de fonctionnement de la Commission scolaire francophone des TNO (CSFTNO) 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 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 (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

La santé, la sécurité et le bien-être de notre personnel et des élèves sont notre priorité. Nous avons mis en œuvre toutes les recommandations et suivi les lignes directrices du Bureau du médecin-hygiéniste en chef et du MÉCF **pour ouvrir notre école en toute sécurité**. Tous les élèves seront en mesure de suivre les cours à temps plein.

En janvier 2020, la CSFTNO a amorcé l'élaboration de son nouveau Plan stratégique 2020-2025. Ses travaux ont été interrompus par la COVID-19 et par motion, le conseil des commissaires a décidé de les reporter à l'automne 2020 et de prolonger le Plan stratégique 2015-2020 pour l'année scolaire 2020-2021.

Priorité 1 : Appuyer et faciliter l'amélioration du rendement, le bien-être et la réussite globale de chaque élève
Les mesures suivantes ont été prises pour nos écoles pour l'année scolaire 2020-2021 :

1) Un conseiller auprès des enfants et des adolescents sera nommé à l'École Allain St-Cyr;
2) Un poste d'animateur culturel à 0,5 année-personne sera créé dans chaque école;
3) Les élèves continueront de profiter des services d'un conseiller en carrières et en éducation dans nos deux écoles;
4) Les travaux concernant notre Profil de sortie de l'élève se poursuivront. Nous avons fait du développement des compétences en pensée critique notre principal objectif pour 2020-2021;
5) En raison des restrictions dues à la COVID-19, qui exigent que nous maintenions les groupes-classes dans des bulles dans la mesure du possible, il nous a été difficile de déterminer les options et les partenariats que nous conserverons durant cette année scolaire. Nous nous assurerons que le démarrage des cours se passe bien et nous ajouterons des activités à mesure de l'avancement de l'année, selon les résultats du territoire et la phase de réouverture du territoire dans laquelle nous nous trouvons.

Priorité 2 : Créer et nourrir l'espace francophone pour nos élèves

1) Comme les déplacements seront limités cette année, nous continuerons à fournir aux élèves des occasions de participer à des activités scolaires et parascolaires, bien que certaines de façon virtuelle. Les autres activités seront repoussées à l'année prochaine;

2) L'ajout d'un animateur culturel dans chacune de nos écoles aura des retombées positives sur nos élèves et sur le développement de leur identité culturelle.

Priorité 3 : Encourager activement et soutenir la participation et l'engagement des parents et des familles

1) Nous maintiendrons un environnement chaleureux, accueillant et respectueux pour les parents, même s'ils ne sont pas en mesure de venir à l'école aussi souvent qu'ils aimeraient ou que nous aimerions;

2) Nous continuerons à aider les parents à soutenir l'apprentissage et la croissance de leurs enfants.

3) Nous continuerons d'assurer une communication ouverte et soutenue avec les parents. Nous déployons des efforts particuliers pour les rejoindre par vidéoconférence ou par téléphone.

Priorité 4 : Assurer la croissance continue et la vitalité de la CSFTNO

1) Nous continuerons à peaufiner notre stratégie pour garantir la croissance et la vitalité de nos écoles.
   a. Création d'une garderie en français à Hay River.
   b. Rénovation de la Garderie Plein Soleil à Yellowknife : nous sommes à la recherche d'autres options de financement ou d'un autre bâtiment.
   c. Agrandissement de l'École Boréale.
   d. Agrandissement de l'École Allain St-Cyr.

2) Nous continuerons à favoriser le recrutement et la rétention des élèves afin d'augmenter le nombre d'inscriptions.
   a. Élaboration d'un plan de communication pour présenter le nouveau règlement sur l'admission des élèves dans nos écoles.
   b. Ce plan s'inspirera des stratégies de communication utilisées l'année dernière pour la promotion de l'éducation en français langue première, surtout en prématernelle et en maternelle.

Priorité 5 : Gérer les ressources de la CSFTNO de manière équitable, efficace et transparente

1) Nous continuerons à produire des directives administratives dans plusieurs domaines ciblés pour améliorer notre gouvernance et accroître la clarté dans tout l'organisme.

2) Nous continuerons à nous focaliser sur les résultats des élèves et sur l'amélioration continue. Ils constitueront notre priorité pour nos futurs besoins en dotation.

3) Nous poursuivrons notre stratégie de développement du leadership au sein de la CSFTNO en 2020-2021. Nous élaborons un plan de relève pour préparer le personnel aux fonctions de haute direction scolaire.

Rapport annuel – Sommaire

Le rapport annuel de la Commission scolaire francophone des TNO 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.

L'encadré qui suit résume les bons coups et points à améliorer pour l'année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :
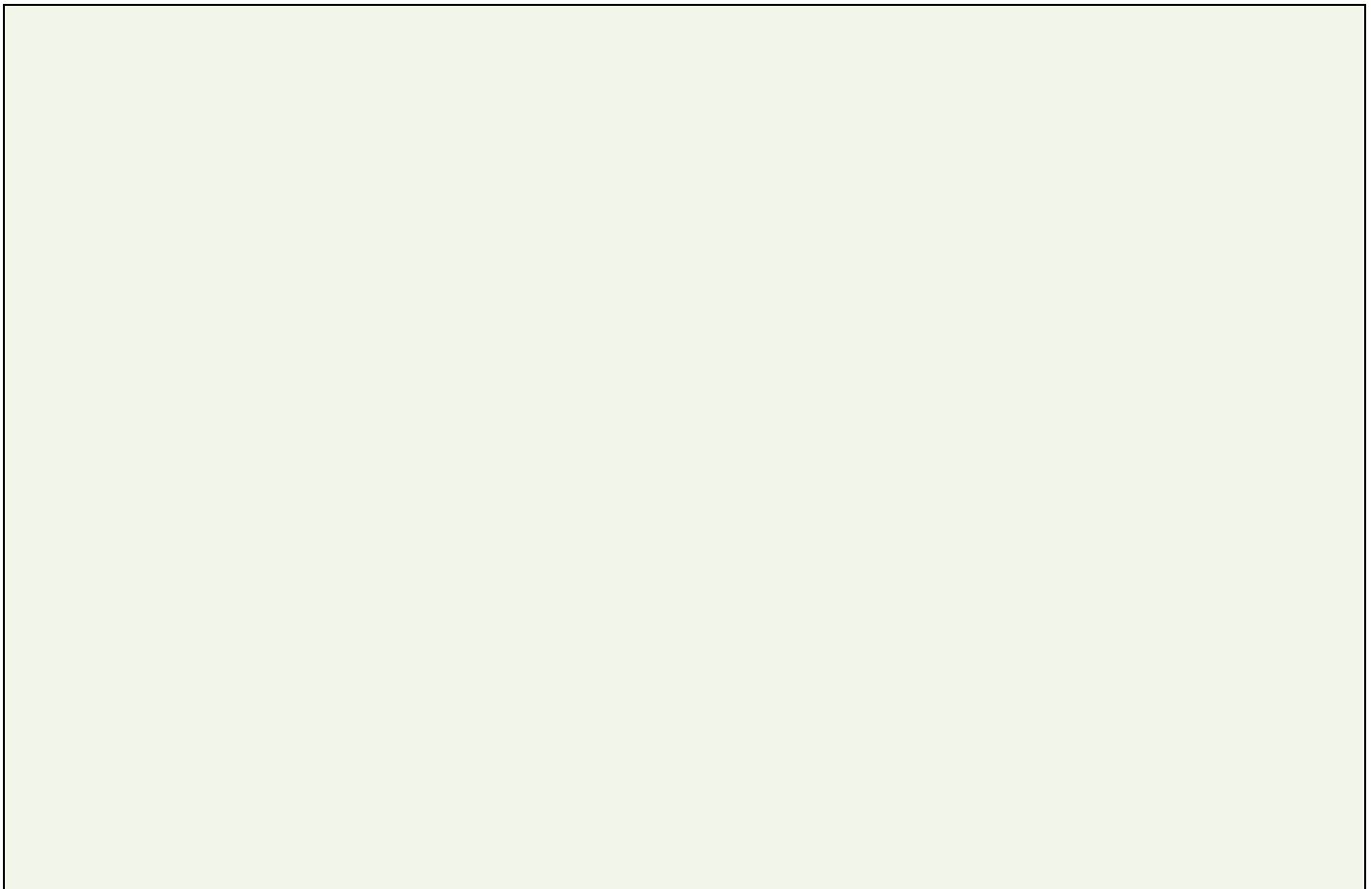
1. Services administratifs et scolaires

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

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

1. Services administratifs et scolaires

A. Gouvernance des organismes scolaires

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

La CSFTNO a vu le jour en novembre 2001, sous la forme d'un organisme sans but lucratif.

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 membres du conseil peuvent se présenter pour un deuxième mandat. Ils doivent être élus de nouveau pour le prochain mandat de trois ans. La CSFTNO a décidé de garder le mandat de trois ans à Hay River et à Yellowknife.

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

Les trois membres élus de Yellowknife sont Simon Cloutier (président), Jean de Dieu Tuyishime et Marie-Ève Martel, et ceux de Hay River sont Sarah Poitras (jusqu'en août 2020), Nicole Fournier (jusqu'en juin) et Michael St-Amour.

La direction générale est assumée par Yvonne Careen.

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

Le bureau du CSD de la CSFTNO compte, en plus de la directrice générale, un contrôleur financier (Marc Akpoé), le coordonnateur de l'intégration scolaire et de l'évaluation (Mathieu Gagnon), la conseillère en littératie et numératie (Geneviève Charron) et la coordonnatrice de bureau (Mama Sylla Ndeye).

B. Organigramme

Voici comment les différentes fonctions sont réparties :

Organigramme de la CSFTNO (2020-2021)

Six commissaires élus	
Direction générale	

Contrôleur financier UNW (Exclus)	Coordonnatrice administrative UNW (Exclus)	École Boréale	Allain St-Cyr
Accompagnatrice littératie et numératie AETNO	Coordonnateur Inclusion et évaluation AETNO	Postes AETNO 11,0 Postes UNW 3,9	Postes AETNO 15 Postes UNW 9,5

C. Formation en gouvernance

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

Sujet prévu	Prestation *(Surintendant, MÉCF, consultant externe, etc.)*	Public cible (CSD/ASD)	Date et lieu	Tenu comme prévu? *(Oui/Non)*	Si non, pourquoi?
Gouvernance de l'organisme scolaire	Directrice générale Consultant externe	Nouveaux membres	Selon les besoins		
Code de procédure Robert's Rules of Order	Consultant externe	CSD	Retraite automnale des membres du CA		
Établissement d'une vision	Consultant externe	CSD	Élaboration d'un plan stratégique 2021-2026 Octobre 2020		
Lobbyisme	Consultant externe	CSD	Retraite printanière des membres du CA		

D. Réunions de l'organisme scolaire

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

Date prévue	Lieu prévu	Réunion tenue comme prévu? *(Oui/Non)*	Si non, pourquoi?
24 août 2020	En virtuel		
21 septembre 2020	En virtuel		
Le 19 octobre 2020	En virtuel		
16 novembre 2020	En virtuel		

28-29 novembre 2020	Yellowknife, en personne		
7 décembre 2020	Réunion d'organisation		
18 janvier 2021	En virtuel		
15 février 2021	En virtuel		
19 avril 2021	En virtuel		
17 mai 2021	En virtuel		
29-30 mai 2021	Yellowknife, en personne		
21 juin 2021	En virtuel		

E. *Profils des écoles*

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

Nombre d'écoles dans le district	2	Nombre d'élèves prévus	240

Nom de l'école	Collectivité	Niveaux offerts	Points saillants des programmes
École Boréale (ÉB)	Hay River	Prématernelle – 12e	Français langue première Francisation (prématernelle à 4e année) Anglais (3e à 12e année) Éducation physique (prématernelle à 12e année) Musique (primaire) Arts visuels (Secondaire) Technologie (1re à 10e année) Options (4e à 10e année) Entrepreneuriat (2e année de mise en oeuvre)
École Allain St-Cyr (ÉASC)	Yellowknife	Prématernelle – 12e	Français langue première Francisation (prématernelle à 4e année) Anglais (3e à 12e année) Éducation physique (prématernelle à 12e année) Art dramatique (primaire et secondaire dans le respect des restrictions liées à la COVID-19) Technologie (1re à 10e année) Options (4e à 10e année) Entrepreneuriat (12e année) Éducation financière (10e et 11e année)

F. *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 ayant un plan de soutien à l'élève [PSÉ] ou un plan d'enseignement individuel [PEI]) et autres données démographiques importantes. Veuillez 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 : 240

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

Description de la culture régionale/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 Radio Taïga et *L'Aquilon*. La Fédération franco-ténoise est le porte-parole officiel de la communauté. À Hay River, l'Association franco-culturelle de Hay River catalyse les nombreuses activités culturelles qui se déroulent dans la communauté scolaire et dans la communauté en général. Nous sommes également soutenus par le Conseil de développement économique des Territoires du Nord-Ouest et par le Collège nordique Francophone.

Inclusion :

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

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

Inscriptions :

98 % des élèves suivront l'école à temps plein

2,0 % des élèves suivront leur scolarité à la maison

G. *Profils des enseignants*

L'encadré qui suit 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. Y sont également indiqués les problèmes anticipés liés à la pandémie.

Nombre total d'employés à l'AETNO : 28

Ancienneté moyenne : 4,9 ans

Âge moyen : 41,5 ans

Nombre d'enseignants à leur première année : 1

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 21 ans).

Connaissances de problème à venir concernant le recrutement et la rétention des enseignants : Une démission survenue à la fin du mois d'août nous a forcés à demander une lettre des instances responsables de l'enseignement pour pourvoir un poste de titulaire. En raison des restrictions découlant de la COVID-19 et à cause de la période d'enseignement à distance de trois mois au printemps, il nous aurait fallu trop de temps pour lancer un processus concurrentiel afin de nommer un enseignant qualifié. L'enseignant recruté terminera son baccalauréat en éducation en janvier 2021; cependant, nous devrons lui permettre d'effectuer son dernier stage soit en l'employant à l'interne soit en le faisant remplacer.

Nous avons dû embaucher une personne capable d'effectuer d'affilée deux remplacements pour congés parentaux. Nous avons décidé d'engager l'enseignante suppléante dès le début de l'année scolaire, soit le 24 août 2020, de façon qu'elle soit en poste au mois de septembre (après la période d'auto-isolement). Nous aurons sûrement besoin de suppléants avant que les remplacements commencent, et cela lui permettra de se familiariser avec l'ampleur de la charge des personnes qu'elle était destinée à remplacer.

Tous les organismes scolaires ont un grand besoin d'enseignants suppléants, en raison des restrictions imposées à cause de la COVID-19 et pour les remplacements normaux. Le recrutement de suppléants francophones est complexe, encore plus à Hay River.

Comme nous connaissons une énorme pénurie d'enseignants francophones partout au Canada, il sera extrêmement difficile de recruter si nous avons à remplacer un enseignant pendant l'année scolaire. Cette question sera sans aucun doute un gros défi pour l'année scolaire 2021-2022.

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 la littératie
G. Bien se nourrir pour mieux apprendre
H. Initiative pour la réussite scolaire
I. Plans de sécurité des écoles
J. Programme visant à promouvoir les relations saines
K. Enseignement d'une langue seconde
L. Apprentissage à distance du Nord

A. *Planification stratégique par organisme scolaire*

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

1. Réussite des élèves dans les domaines de la 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 en matière de 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.

Priorités et buts régionaux (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	**Littératie :** La CSFTNO en sera à la cinquième année de sa communauté d'apprentissage professionnelle en littératie. Quatre séquences d'apprentissage réparties tout au long de l'année scolaire seront organisées et coordonnées par notre conseiller pédagogique. Le niveau de lecture de la maternelle à la quatrième année sera consigné et recueilli pour mesurer les progrès.
	Numératie : La CSFTNO a entamé une revue de son programme de numératie en 2019-2020 et compte poursuivre ce travail avec son conseiller pour 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. Cette année, notre objectif était d'achever le travail que nous n'avons pas été en mesure de terminer en raison des fermetures d'écoles en mars 2020, soit la revue des modules restants pour la quatrième à la sixième année. 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 au niveau primaire. (IRS) Notre objectif est d'étendre les travaux de notre conseiller jusqu'à la neuvième année.
	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 respects striction liés à la COVID-19.
	Bien-être des élèves et des éducateurs : Notre personnel actuel et

nouveau de la prématernelle à la sixième année a participé à des séances de formation *Vers le Pacifique*, une méthode de résolution des conflits utilisée dans les écoles de la CSFTNO. Nos enseignants spécialisés en santé continueront à offrir la formation Quatrième R de la septième à la neuvième année et Relations saines Plus en dixième et onzième années.

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

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

Être et devenir un Ténois compétent
1) Entretenez ce que vous êtes et devenez ce que vous voulez être – identité personnelle et culturelle;
2) Contribuez à bien vivre ensemble dans ce monde interconnecté – offrez la possibilité à chacun de trouver sa place, entraînez les autres afin d'avoir un impact collectif – leadership;
3) Négociez le changement et les défis – affrontez le monde dynamique en ayant confiance en votre identité et soyez courageux – pensée critique, écoute, engagement;
4) Dégagez des idées et répondez à leur complexité – apprenez pour la vie, jugez la valeur et la force des idées, des nouveaux concepts et des possibilités créées – pensée critique;
5) Interprétez et exprimez la signification – technologie et mondialisme – comprenez les autres et sachez comment bien vivre et prospérer ensemble – compréhension, développement des compétences, connaissance et empathie.

Nous avons instauré des environnements qui facilitent la croissance des élèves. L'introspection et l'établissement d'objectifs feront partie du plan d'enseignement de chacun d'eux.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart (le cas échéant)
Pourcentage des priorités et buts régionaux conformes aux cinq priorités communes	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

B. *Planification des améliorations scolaires*

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

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

Approche régionale pour la **planification des améliorations scolaires** et pertinence relativement aux priorités régionales et ministérielles pour l'année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	Chaque école a soumis son plan d'amélioration en mai 2020, lequel a été transmis au conseil des commissaires. Les restrictions imposées aux écoles dans la lutte contre la COVID-19 les forceront à s'ajuster. Elles devront également porter une grande attention au bien-être mental de leur personnel, des élèves et des familles.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart *(le cas échéant)*
Pourcentage d'écoles de la région ayant élaboré un plan d'amélioration en consultation avec la collectivité	100 %		
Pourcentage d'écoles de la région ayant présenté un plan d'amélioration	100 %		
Pourcentage d'écoles de la région ayant communiqué au public un plan d'amélioration final	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

C. Examens annuels des écoles

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

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

Approche régionale pour la réalisation des **examens annuels des écoles** (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	Chaque année, dans le cadre des plans d'amélioration, le personnel scolaire étudie la référence établie pour l'année scolaire précédente et fixe des cibles pour l'année scolaire suivante. Chacune de nos écoles a décrit sa référence en matière de littératie, de numératie et de bien-être. Cette année, nous déterminerons un modèle d'examen des écoles et mettrons sur pied un projet pilote d'examen officiel pour chacune d'elles en 2021-2022. Le MÉCF s'est également engagé à recommander une méthode cohérente d'exécution de l'examen annuel.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart *(le cas échéant)*
Pourcentage d'écoles de la région pour lesquelles l'examen annuel est effectué	100 %		
Pourcentage d'écoles qui utilisent les programmes scolaires approuvés des TNO dans tous les niveaux et toutes les matières	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

D. *Évaluations du personnel*

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

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

Approche régionale pour l'**évaluation du personnel** (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	Les évaluations du personnel sont effectuées annuellement, conformément aux directives ministérielles. Chaque année, le directeur détermine les enseignants à évaluer et, selon le nombre d'années d'expérience et les activités de celui-ci, on utilisera l'évaluation officielle ou le plan de développement. Les directeurs sont évalués selon la *Directive concernant l'évaluation et le perfectionnement professionnel des directeurs d'école aux Territoires du Nord-Ouest.*

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart *(le cas échéant)*
Nombre d'enseignants et d'ERPS officiellement évalués pour l'année scolaire	10		
Nombre de directeurs d'école et de directeurs adjoints officiellement évalués pour l'année scolaire	1		
Nombre de conseillers en soutien scolaire officiellement évalués pour l'année scolaire	2		
Nombre de directeurs et de directeurs adjoints officiellement évalués pour l'année scolaire	1		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

E. *Formation régionale et interne*

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

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

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)	**Littératie :** Continue durant l'année, avec l'aide de notre conseiller pédagogique en littératie et numératie. **Numératie :** Trois séances en août 2020 et formation continue durant l'année, donnée par notre conseiller et notre conseiller pédagogique en littératie et numératie. **Vers le Pacifique :** Deux séances en août 2020. **Technologie :** Enseignement à distance – deux séances en août 2020 pour le personnel du secondaire, avec possibilité de suivre quatre webinaires supplémentaires et une formation à l'interne pour nos chefs de la technologie – étude des modules de formation Google. **Neuroscience – comment les élèves apprennent :** Une séance en août 2020, avec possibilité de suivre quatre webinaires supplémentaires.

Indicateurs de rendement régionaux	**Cibles régionales**	**Résultats obtenus**	**Explication de l'écart** *(le cas échéant)*
Pourcentage de la formation régionale et interne axée sur les priorités régionales	100 %		
Pourcentage de la formation régionale et interne axée sur les priorités communes	100 %		
Nombre de jours consacrés à l'administration qui servent à la formation en cours d'emploi	2		
Pourcentage du temps de collaboration pour le renforcement des pratiques d'enseignement consacré aux priorités régionales	100 %		
Nombre d'écoles qui ont mis en œuvre le RPE conformément à la Directive ministérielle	2		

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

F. Coordonnateurs de la littératie

Les coordonnateurs de la littératie et de l'enseignement collaborent avec les enseignants pour élaborer des approches pédagogiques efficaces en littératie et intégrer la littératie dans toutes les matières 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 en littératie et en appuyant les administrateurs et les enseignants dans l'élaboration et l'utilisation de pratiques, de ressources et d'évaluations associées au plan.

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

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

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

Les tableaux suivants présentent les rôles du coordonnateur de la littératie dans la région, la pertinence du poste relativement aux priorités régionales et ministérielles, les cibles et indicateurs de rendement régionaux établis pour l'année scolaire à venir en matière de littératie, 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 du **coordonnateur de la littératie** 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 coordonnateur régional en littératie a déjà commencé à travailler avec les enseignants, dont le rôle est crucial pour la réussite du plan d'amélioration élaboré par nos écoles. Nous implantons le modèle VAE (vision, alignement et exécution). Nous avons établi une vision de la littératie. Le rôle de notre coordonnateur est de transmettre cette vision, d'amener les enseignants à contribuer à la mise en application de cette vision, de coordonner les activités et les séquences d'apprentissage par le biais de nos communautés d'apprentissage professionnelles afin

| | d'améliorer l'harmonisation entre les écoles et au sein de la CSFTNO et de faire en sorte que les enseignants donnent les leçons et exécutent les activités de manière à atteindre notre cible de littératie. Notre mentor reliera également ce travail à notre Profil de sortie de l'élève et à notre priorité, le développement de la pensée critique. |

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart *(s'il y a lieu)*
Plan d'action régional en littératie pour l'année scolaire *Oui ou Non*	Oui		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

G. *Bien se nourrir pour mieux apprendre*

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

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

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. Ces dernières années, la responsabilité du programme était confiée à 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 devrons plutôt prévoir des portions individuelles et des échantillons.

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

Nom de l'école	Type de programmes alimentaires offerts dans chaque école *(déjeuner, dîner, collations, etc.)*	Nombre de jours par semaine où le programme est offert dans chaque école *(Lundi-vendredi)*	Moyenne d'élèves servis chaque jour	Critères de participation *(faible revenu, coûts, gratuit pour tous, etc.)*	La livraison du programme s'est-elle faite comme prévu? *(Oui/Non)*	Si non, pourquoi?
ÉB	Collations et dîners selon les besoins	5	78	Pour tous		
ÉASC	Collations et dîners selon les besoins	5	164	Pour tous		
TOTAL		10	242			

H. *Initiative pour la réussite scolaire (IRS)*

Cette initiative vise à favoriser l'apprentissage et les résultats 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.

Résumé de la proposition de projet d'IRS	**Numératie (VHE – vision, harmonisation et exécution)** En 2020-2021, nous poursuivrons le travail entamé en 2019-2020 qui a été interrompu par la COVID-19. Nos modules de la première à la troisième année ont été revus et reformatés et sont prêts à être utilisés par les enseignants. Pour la quatrième à la sixième année, certains modèles sont prêts et nous nous attacherons à terminer ceux qui ne le sont pas. Nous avons élaboré un plan permettant la participation des enseignants et notre mentor en littératie et numératie dirigera cette importante tâche en collaboration avec notre conseiller. Nous avons décelé la nécessité d'améliorer nos résultats en matière de numératie de la septième à la neuvième année, et après. Nous intégrerons nos enseignants de la septième à la neuvième année dans cette tâche à mesure de l'évolution de l'année scolaire.

Indicateurs de rendement de l'Initiative pour la réussite scolaire	Cibles régionales	Résultats obtenus	Explication de l'écart *(le cas échéant)*
Pourcentage du personnel enseignant de l'ensemble de la région qui participe aux activités de perfectionnement professionnel de l'IRS	60 %		
Pourcentage du personnel de soutien de l'ensemble de la région qui participe aux activités de perfectionnement professionnel de l'IRS	60 %		

Points forts	
Domaines de développement	
Autres commentaires	

Nom du projet d'IRS	Échéancier prévu de mise en œuvre	La mise en œuvre du projet d'IRS s'est-elle déroulée comme prévu? *(Oui/Non)*	Si non, pourquoi?
Numératie VAE	Août 2020 à juin 2022		

I. *Plans de sécurité des écoles*

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

Voici le cycle actuel :

2020-2021	2021-2022	2022-2023
CSDBD CSDSS	- CSFTNO CSDD CSDS	Agence de services communautaires tlicho (ASCT) YK1 ÉCY 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 %		
Pourcentage d'écoles qui passent en revue leur plan de sécurité avec le personnel au début de l'année scolaire	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires			

J. *Programme visant à promouvoir les relations saines*

Selon le Règlement sur la sécurité dans les écoles, les organismes scolaires doivent avoir des stratégies éducatives qui intègrent des programmes visant à promouvoir les relations saines fondés sur les données probantes dans le programme scolaire et les activités quotidiennes. Les régions et écoles peuvent offrir les programmes de leur choix; voici les programmes approuvés par le MÉCF :

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

Approche régionale pour l'intégration de **programmes visant à promouvoir les relations saines** fondés sur les données probantes (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	Tous les membres du personnel de la prématernelle à la 6e année sont désormais formés et mettront en œuvre le programme Vers le Pacifique. De la 7e à la 9e année, nous introduirons le programme Quatrième R, qui complète le programme d'éducation physique et santé. De la 10e à la 12e année, nous introduisons une version améliorée du programme sur les relations saines.

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 3e année offrant le programme DIRE. (*Vers le Pacifique*)	100 %		
Pourcentage des écoles avec des élèves de la 4e à la 6e année offrant le programme MENTOR. (*Vers le Pacifique*)	100 %		
Pourcentage des écoles avec des élèves de la 7e à la 9e année offrant le programme Quatrième R	100 %		

Pourcentage des écoles avec des élèves de la 10e à la 11e année offrant le programme Quatrième R sur les relations saines Plus	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

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

K. Enseignement d'une langue seconde

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

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

Nom de l'école	*Langue seconde (chipewyan, cri, anglais, français, gwich'in, inuinnaqtun, inuktitut, inuvialuktun, esclave du Nord, esclave du Sud ou tłįchǫ)*	**Type d'enseignement en LS** *(programme élémentaire, intensif ou immersion)*	**Niveaux** *(par type de programme)*	**Pourcentage d'élèves inscrits** *(par type de programme)*	**Fréquence du programme de LS** *(minutes par semaine)*	**Fréquence réelle du cours de LS** *(minutes par semaine)*	**Explication de l'écart** *(le cas échéant)*
ÉB	Anglais	Régulier avec 10-1 20-1 30-1	3 – 12	100 %	3e à 6e année – 240 7e à 9e année – 204 10e année – 321 11e à 12e année – 386		
ÉASC	Anglais	Régulier avec 10-1 20-1 30-1	3 – 12	100 %	3e à 6e année – 280 7e à 9e année – 320 11e à 12e année – 350		

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

2. Intégration scolaire

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

A. *Coordonnateurs régionaux de l'intégration scolaire*

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

Le tableau suivant donne les détails du nombre total de coordonnateurs régionaux de l'intégration scolaire alloués, prévus et réels en poste 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)*
1,0	1,0			

B. *Enseignants de soutien aux programmes*

L'enseignant responsable du programme de soutien (ERPS) 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 d'ERPS alloués, prévus et réels en poste pour collaborer directement avec les écoles; il présente également l'explication des écarts potentiels.

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	1,00	1,00			
ÉASC	1,26	1,00	Il est difficile d'embaucher un ERPS à 0,26 AP. Nous allons réévaluer la situation à l'année scolaire 2021-2022, puisque le nombre d'élèves au secondaire étant en hausse, les besoins augmenteront également.		
TOTAL	2,26	2,00			

C. Aides-enseignants

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

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

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	1,32	1	On a décidé d'investir le 0,17 PA 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. Nous avons reporté des fonds de l'année 2019-2020 et allons embaucher un autre 0,5 AP en novembre.		
ÉASC	2,33	2,5			
TOTAL	3,65	3,5			

D. *Intégration scolaire – Perfectionnement du personnel*

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

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

Alloué *($)*	Prévu *($)*	Explication de l'écart *(le cas échéant)*	Réel *($)*	Explication de l'écart *(le cas échéant)*
23 460 $	23 460 $			

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

Type de formation	Public cible *(ERPS/ éducateurs/ aides-enseignants/ directeurs)*	Sujet prévu	Date et lieu	Tenu comme prévu? *(Oui/Non)*	Si non, pourquoi?
Séances Zoom d'autorégulation avec l'ergothérapeute, Melissa Croskery	ERPS, éducateurs, aides-enseignants, directeurs	Autorégulation et le cerveau	Dates à déterminer		
Séances Zoom sur le développement du langage pour les enseignants et les aides-enseignants avec l'orthophoniste, Carrie Jensen	Éducateurs, aides-enseignants	Développement du langage à l'enfance	Dates à déterminer		
Formation numérique du programme Nos enfants et le stress 1re à 6e année (6 à 12 ans) – Guide 1re à 3e année – Fondation de	Aides-enseignants	Stress et anxiété	Septembre 2020, ÉASC et Boréale		

Psychologie du Canada					
Colloque : La pratique orthopédagogique à l'heure de la recherche de l'Association des Orthopédagogues du Québec.	ERPS	Sujets variés liés au soutien individualisé	En ligne, du 28 au 30 octobre		

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

Approche régionale du **perfectionnement professionnel de l'intégration scolaire** et concordance avec les priorités régionales et communes pour l'année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	À cause de la COVID-19, la majeure partie de la formation sera donnée par notre personnel régional, par le coordonnateur régional de l'intégration scolaire et par les ERPS ou s'effectuera virtuellement. Nous devons également mieux évaluer les besoins de chaque élève, en particulier sur le plan de la santé mentale. Quand une école compte un conseiller auprès des enfants et des adolescents, 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 conseiller du Yukon (autoréglementation) 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.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart *(le cas échéant)*
Pourcentage d'éducateurs ayant reçu pendant l'année une formation sur la préparation et la mise en œuvre de plans d'enseignement individualisé (PEI)	20 %		
Pourcentage d'éducateurs ayant reçu pendant l'année une formation sur la préparation et la mise en œuvre de plans de soutien aux élèves (PSÉ)	100 %		
Pourcentage d'éducateurs ayant reçu pendant l'année une formation sur l'utilisation de stratégies flexibles	100 %		
Pourcentage d'éducateurs ayant reçu pendant l'année une formation sur le processus de l'équipe de soutien scolaire	100 %		
Pourcentage de directeurs ayant reçu pendant l'année une formation sur leur rôle de leadership dans une perspective d'intégration scolaire	100 %		
Pourcentage d'aides-enseignants ayant reçu pendant l'année une formation sur l'intégration scolaire	100 %		
Pourcentage d'enseignants responsables du programme de soutien ayant reçu pendant l'année une formation sur l'intégration scolaire	100 %		

Pourcentage d'éducateurs ayant reçu pendant l'année une formation sur les technologies d'assistance	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires ou demandes pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

Le tableau suivant détaille l'expertise ou les services en matière 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	Raison du service	École(s) touchée(s) par le service	Durée du contrat	TOTAL

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 *($)*	Réel *($)*	Réel Achats réels de technologies d'assistance	Total de l'allocation (excédent / déficit) *($)*
29 406 $			

F. *Guérison et aide psychologique*

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

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

Nom de l'école	Alloué *($)*	Prévu *($)*	Explication de l'écart *(le cas échéant)*	Réel *($)*	Explication de l'écart *(le cas échéant)*
ÉB	16 459 $	16 459 $			
ÉASC	19 160 $	19 160 $			
TOTAL	35 619 $	35 619 $			

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.

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)	- Tenir une rencontre individuelle en début d'année entre l'ERPS et l'enseignant pour présenter tous les PSÉ et PEI (en fonction de la nouvelle classe assignée). S'assurer que les mesures de soutien aux élèves proposées concordent avec les objectifs énoncés dans les plans. - Tenir une rencontre en septembre entre l'ERPS et l'enseignant pour revoir et adapter les PSÉ et PEI, s'assurer que les mesures de soutien sont réalistes et réalisables, et qu'elles concordent avec les objectifs énoncés dans les plans. - Tenir une rencontre en janvier entre l'ERPS 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'ERPS vérifie que les mesures de soutien aux élèves concordent bien avec les objectifs énoncés dans les plans.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart *(s'il y a lieu)*
Pourcentage de PSÉ et de PEI qui seront finalisés dans Tienet avant le 30 novembre de la prochaine année scolaire	100 %		
Pourcentage de PEI à revoir et réviser (si nécessaire) à chaque période de production de rapports	100 %		
Pourcentage d'enseignants qui mettent en œuvre toutes les mesures décrites dans le PSÉ ou PEI avant la première période de production de rapports	100 %		
Pourcentage de temps de soutien offert sous forme de tutorat individuel ou en petits groupes.	100 %		
Nombre d'élèves incapables d'intégrer le cadre d'apprentissage commun de la collectivité où ils résident	0 %		
Pourcentage d'enseignants utilisant les profils de classes (évaluations des classes) dans leur planification de cours	100 %		

Pourcentage d'écoles utilisant des plans de leçon adaptés qui tiennent compte des exigences des PSÉ et PEI	100 %		
Nombre d'élèves en situation de résidence temporaire ou confinés à domicile à qui sont offerts des programmes d'éducation	0		
Nombre de fois par mois où le coordonnateur régional de l'intégration scolaire communique avec l'ERPS par téléphone ou vidéoconférence	5		
Nombre de fois par an où le coordonnateur régional de l'intégration scolaire rencontre l'ERPS en personne	20		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

H. Stratégies pédagogiques flexibles

Les stratégies pédagogiques sont des techniques auxquelles les enseignants recourent pour aider les élèves à acquérir des stratégies d'apprentissage autonome. Les directeurs doivent aider les enseignants et les aides-enseignants à utiliser des stratégies pédagogiques flexibles, par exemple en prévoyant d'avance 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.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart *(s'il y a lieu)*
Pourcentage d'enseignants qui reçoivent de l'aide dans le cadre de rencontres planifiées suffisamment longues avec des enseignants de soutien aux programmes	100 %		
Pourcentage d'adjoints de soutien qui reçoivent de l'aide dans le cadre de rencontres planifiées suffisamment longues avec des enseignants de soutien aux programmes	100 %		
Pourcentage de directeurs qui veillent à ce que l'instruction d'un élève soit principalement assurée par le titulaire de classe, dans le cadre d'apprentissage commun	100 %		
Pourcentage de titulaires de classe qui pourront voir l'enseignant de soutien aux programmes au moins une fois par mois	100 %		
Pourcentage d'adjoints de soutien qui pourront voir l'enseignant de soutien aux programmes au moins une fois par mois	100 %		
Pourcentage d'adjoints de soutien qui planifient des rencontres régulières avec le ou les enseignants avec qui ils travaillent	100 %		
Pourcentage d'écoles qui assurent un accès à des activités de programme appropriées utilisant des stratégies pédagogiques flexibles	100 %		

Pourcentage d'écoles ayant un processus juste visant à donner un accès équitable aux activités parascolaires	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

I. *Équipe de soutien scolaire*

L'équipe de soutien scolaire, chapeautée 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 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.

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)	● Le coordonnateur régional à l'intégration scolaire offre en août ou septembre de la formation aux ERPS au sujet du plan de rencontre de 30 minutes. ● Le coordonnateur fixe les dates et assiste aux trois premières rencontres avec les ERPS. ● Toutes les notes des réunions sont archivées dans un fichier Google Drive partagé avec le coordonnateur. ● À chaque rencontre, l'ERPS et le coordonnateur abordent le sujet des équipes de soutien scolaire.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart *(s'il y a lieu)*
Pourcentage d'écoles qui disposent d'une équipe de soutien scolaire fonctionnelle à la fin de la première semaine de cours	100 %		
Pourcentage d'enseignants qui utilisent les services de l'équipe de soutien scolaire	100 %		

Pourcentage d'écoles qui utilisent un processus de recommandation pour informer l'équipe de soutien scolaire des besoins particuliers des élèves	100 %	
Pourcentage des écoles qui conservent une trace écrite des réunions de l'équipe de soutien scolaire	100 %	
Pourcentage des réunions de l'équipe de soutien scolaire qui portent sur l'élaboration de stratégies en appui aux titulaires de classe (Peut-on prévoir ou fixer des objectifs pour cette réunion ou les suivantes?)	100 %	
Pourcentage des réunions de l'équipe de soutien scolaire qui s'articulent autour de problèmes particuliers	100 %	
Pourcentage des réunions de l'équipe de soutien scolaire qui traitent les problèmes systémiques de l'école	10 %	
Points forts de la région		
Éléments à améliorer pour la région		
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)		

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart *(s'il y a lieu)*
Veuillez préciser la fréquence et la durée des rencontres prévues de l'équipe de soutien scolaire pour chaque école *(mois/minutes)*	ÉB	mensuels (120 min)		
	ÉASC	mensuels, 1 à 2 fois		

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

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

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

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)	● 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 ERPS 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. ● En septembre, chaque plan est envoyé aux parents, accompagné d'une lettre leur demandant de prendre contact avec l'enseignant ou avec l'ERPS s'ils pensent que des changements doivent y être apportés.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart *(s'il y a lieu)*
Pourcentage d'enseignants préparant un PSÉ pour les élèves qui en ont besoin en consultation avec les parents	100 %		
Pourcentage d'enseignants préparant un PEI pour les élèves qui en ont besoin en consultation avec les parents	100 %		
Pourcentage des parents participant à l'élaboration du PSÉ pour les élèves qui en ont besoin	100 %		
Pourcentage des parents participant à l'élaboration des PEI pour les élèves qui en ont besoin	100 %		
Pourcentage d'élèves participant à l'élaboration de leur PSÉ, lorsque nécessaire et pertinent	100 %		
Pourcentage d'élèves participant à l'élaboration de leur PEI, lorsque nécessaire et pertinent	100 %		

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

K. Activités des ERPS

Dans ce rôle, l'ERPS 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'ERPS :

- L'ERPS doit consacrer au moins 60 % de son temps à des **activités de soutien à l'enseignant**.
- L'ERPS 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'ERPS doit consacrer au plus 15 % de son temps à d'**autres** fonctions.

Le tableau suivant détaille l'approche régionale permettant aux ERPS d'organiser leur temps au meilleur de leur capacité, en respectant les priorités dans l'utilisation du temps de l'ERPS 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.

Approche régionale permettant aux ERPS 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)	- Rencontre en personne au début de l'année avec tous les ERPS pour discuter des attentes quant à l'organisation du temps. - Transmettre la description des tâches d'un ERPS présenté dans *Exploring Inclusive Pedagogies* (Schnellert, L., février 2019, p. 22). - À chaque rencontre, les coordonnateurs régionaux de l'intégration scolaire et les ERPS 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.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart *(s'il y a lieu)*
Pourcentage d'ERPS qui consacrent effectivement 60 % de leur temps à des activités qui aident directement les enseignants	100 %		
Pourcentage d'ERPS qui consacrent effectivement 25 % de leur temps à des activités qui aident directement les élèves	100 %		
Pourcentage d'ERPS qui ne consacrent pas plus de 15 % de leur temps aux tâches de planification et d'organisation	100 %		

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

3. 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 12e 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.

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

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

B. 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 *($)*	Explication de l'écart *(le cas échéant)*	Financement par un tier *($)* et Source *(s'il y a lieu)*
ÉB	32 700	32 700 $				
ÉASC	30 300	30 300 $				
TOTAL	63 000	63 000 $				

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

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

Le tableau suivant détaille l'approche régionale mise de l'avant pour faire en sorte que les écoles mettent 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.

| 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) | Les écoles de la CSFTNO, qui se trouvent dans deux communautés extrêmement différentes, Yellowknife et Hay River, ont des relations de travail très différentes avec les groupes autochtones locaux.

À Yellowknife, l'ÉASC a bâti une relation avec l'école K'alemi Dene. Elle a participé à des camps culturels organisés par l'Administration scolaire de district n° 1 de Yellowknife, mais a appris au début de 2019-2020 que comme l'Administration avait déjà de la difficulté à répondre aux besoins de ses propres élèves, il lui était encore plus difficile de répondre aux nôtres. Notre coordonnateur régional des langues autochtones, situé à Hay River, a aidé le directeur de l'ÉASC à mettre sur pied des ateliers et des activités, mais la mise sur pied de camps culturels a été difficile. En 2020-2021, l'ÉASC embauchera un coordonnateur à cette fin. Il sera chargé de bâtir un réseau de relations avec les coordonnateurs des Écoles catholiques de Yellowknife et avec l'Administration scolaire de district n° 1 de Yellowknife, avec le Secrétariat de l'éducation et des langues autochtones du MÉCF et avec les aînés locaux. En collaboration avec le directeur, il élaborera un plan pour l'année scolaire 2020-2021, qui servira de plateforme pour les années suivantes.

À Hay River, l'ÉB a établi des relations avec la Première Nation K'atl'odeeche et avec l'Alliance Métis. Les ressources humaines, les sites |

et les aînés sont bien plus facilement accessibles à Hay River qu'à Yellowknife; cependant, des problèmes de communication rendent la planification difficile.

La CSFTNO et ses écoles continueront à établir de telles relations en 2020-2021, au meilleur de leurs possibilités, tout en gardant en tête la sécurité des aînés dans le contexte de la COVID-19.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart *(le cas échéant)*
Pourcentage d'écoles ayant un comité sur l'éducation et les langues autochtones	100 %		
Pourcentage d'écoles ayant un programme de présence régulière des aînés dans les écoles	0 %		
Pourcentage d'écoles organisant des rassemblements communautaires enracinés dans les cultures locales	0 % à cause de la COVID-19		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart *(s'il y a lieu)*
S'il y a un aîné résident ou un poste de ressource culturelle à l'école, indiquez le but et la fréquence *(temps partiel ou temps plein)*	ÉB	Non		
	ÉASC	Non		

Type d'événements ou de projets faisant participer les ressources culturelles par niveau scolaire	ÉB	Camps culturels (3e à 9e année); sports arctiques (Prématernelle à la 6e année), atelier de fabrication de tambours (9e année); création de livres d'histoire (5e à 8e année)		
	ÉASC	Développer des relations et planifier des camps culturels		
Type et fréquence des rassemblements école-communauté (soirées pour la famille, fêtes, etc.) organisés afin de bâtir la relation entre l'école et la communauté	ÉB	Pas d'activités à intérieur tant que les restrictions COVID-19 ne sont pas réduites ou levées. Activités extérieures à déterminer. Diffusion communautaire par Radio-Boréale en ligne.		
	ÉASC	Pas d'activités à intérieur tant que les restrictions COVID-19 ne sont pas réduites ou levées. Activités extérieures à déterminer.		

Nombre d'objectifs atteints du plan en matière de langues et cultures autochtones	ÉB	2		
	ÉASC	2		

D. *Consolider la formation des éducateurs du Nord*

Consolider la formation des éducateurs du Nord en langue autochtone et en enseignement de ces langues est primordial afin de 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.

Approche régionale pour consolider la formation des éducateurs du Nord (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	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. Avec l'aide du personnel du Secrétariat des langues autochtones, nous offrirons des ateliers et ferons des visites ponctuelles pour de la formation sur place. Les enseignants de la CSFTNO continueront à intégrer le programme *Dene Kede* à leurs leçons. La CSFTNO invite tous les nouveaux enseignants du Nord à prendre part à la Conférence pour enseignants nouvellement arrivés aux TNO en août 2019.

Indicateurs de rendement régionaux	**Cibles régionales**	**Résultats obtenus**	**Explication de l'écart** *(le cas échéant)*
Pourcentage d'écoles offrant des cours de langues autochtones et du soutien à tous les membres du personnel	0 %		
Pourcentage des écoles qui organisent des journées d'orientation culturelle pour les enseignants	100 %		
Type de formation de sensibilisation à la réalité des pensionnats offerte et nombre d'enseignants/membres du personnel qui y ont participé	Conférence s'adressant aux éducateurs fraîchement arrivés aux TNO : 4 participants		

Pourcentage des enseignants en langue autochtone qui ont assisté à la formation *Nos langues* (lorsqu'elle a été offerte)	0 %
Points forts de la région	
Éléments à améliorer pour la région	
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart *(le cas échéant)*
Type d'activités et pourcentage du personnel de l'école ayant participé aux journées d'orientation culturelle organisées par l'école, l'administration scolaire de district ou l'organisme d'éducation régional	ÉASC – Terminer le plan d'action de l'école entamé l'année dernière	100 %		
	ÉB – Atelier sur le plan d'action de l'école, Formation de sensibilisation à la réalité des pensionnats et journée dans la nature avec des aînés	100 %		
Nombre de personnes-ressources locales et type de participation dans les activités d'orientation culturelle	ÉASC	1, jusqu'à maintenant		
	ÉB – À l'intention du personnel : démonstration des compétences et connaissances traditionnelles	3		

E. *Faire participer toute l'école à l'apprentissage des langues*

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

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

Approche régionale visant à faire participer toute l'école à l'usage des langues (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) (requise en 2021)	À l'heure actuelle, la CSFTNO n'offre pas l'enseignement du programme Nos langues dans ses écoles et n'a pas investi dans une approche scolaire globale visant à faire participer toute l'école à l'usage des langues autochtones. Le surintendant et les directeurs d'école rencontreront le personnel attitré aux langues et cultures autochtones pendant l'année scolaire afin de discuter de l'approche à privilégier dans nos écoles francophones et des mesures qui leur permettront de se conformer à cette directive d'ici 2021.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart *(le cas échéant)*
Pourcentage d'écoles avec des affiches en langue autochtone dans l'école	100 %		
Pourcentage d'écoles dotées d'initiatives pour promouvoir l'approche visant à faire participer toute l'école à l'usage des langues	100 %		
Pourcentage d'écoles organisant des activités et événements pour faire la promotion des langues autochtones et en favoriser l'usage et la valorisation	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart *(le cas échéant)*
Initiatives en place pour promouvoir l'approche visant à faire participer toute l'école à l'usage des langues	ÉB	Mot ou expression du mois; codes QR de signalisation.		
	ÉASC	apprentissage de l'hymne national, accueil le matin lors des messages, visibilité des mots dans l'école		

F. *Adapter l'enseignement et les pratiques d'apprentissage aux cultures autochtones*

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

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

Approche régionale visant à adapter l'enseignement et les pratiques d'apprentissage aux cultures autochtones (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) (requise en 2021)	Pour le moment, la CSFTNO souhaite améliorer le perfectionnement de son personnel en ce qui concerne les pratiques d'enseignement et d'apprentissage de la culture autochtone. Certains enseignants ont commencé à organiser des activités comme la cérémonie du cercle de guérison, mais il ne s'agit pas d'une pratique répandue. La CSFTNO demandera l'aide du Secrétariat de l'éducation et des langues autochtones dans ce domaine. Les responsables de l'éducation et des langues autochtones se sont engagés à déterminer les pratiques d'enseignement et d'apprentissage de la culture autochtone auxquelles ils accorderont la priorité et sur lesquelles ils offriront de la formation au personnel.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart *(le cas échéant)*
Pourcentage des écoles participant au perfectionnement professionnel lié à l'adaptation de l'enseignement et des pratiques d'apprentissage aux cultures autochtones dans l'école	100 %		
Pourcentage d'écoles ayant intégré les façons de faire autochtones à l'enseignement et à l'apprentissage (spiralaire, holistique, expérientiel, relationnel)	100 %		
Points forts de la région			

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

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart *(le cas échéant)*
Type et fréquence du perfectionnement professionnel et de la planification de l'enseignement autochtone et des pratiques pédagogiques dans chaque école *(holistique, relationnelle, spiralaire et expérientielle)*	ÉB	Journées d'orientation culturelle		
	ÉASC	Bush Kids et le programme *Dene Kede* pour tout le personnel deux fois par année, visites au musée (axé sur les activités)		
Type d'activités portant sur l'adaptation aux cultures autochtone et les pratiques pédagogiques mises en œuvre dans chaque école	ÉB	Utilisation des trousses d'apprentissage et d'artefacts du Centre du patrimoine septentrional Prince-de-Galles; utilisation de chansons dénées du site Web sur l'éducation et les langues autochtones; cercles à visée réparatrice		
	ÉASC	Sélection d'un projet scolaire commun (serre ou tente de prospecteur)		

		Camps culturels		
		Jeux dénés		
		Canoë		
		Mise en valeur autochtone (animaux du Nord et leur environnement)		
		Visites au musée		
		Exercice des couvertures, à l'intérieur si possible plutôt qu'à l'extérieur		
		Piégeage Duncan		
		Nettoyage de poissons (Duncan)		
		Tambours		
		Prières		
		Littérature autochtone		
		Visites d'Alice Evans, si possible		

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

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

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

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) Plus précisément, des actions sont prises pour s'assurer que les enseignants mettent en œuvre activement les programmes *Dene Kede* et *Inuuqatigiit* et pour surveiller l'adaptation, par les pédagogues, du contenu des programmes d'enseignement aux cultures autochtones.	Le programme *Dene Kede* 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. Grâce aux ateliers qu'a animés le personnel attitré 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 *Dene Kede*. Il faut continuer d'offrir des occasions de perfectionnement professionnel pour s'assurer que les enseignants mettent en œuvre activement les programmes *Dene Kede*.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart
Pourcentage d'écoles s'activant à adapter à la culture autochtone le contenu des cours et le programme	100 %		
Points forts de la région			
Éléments à améliorer pour la région			

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

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart
Type et fréquence du perfectionnement professionnel et de la planification du contenu pédagogique adapté à la culture, notamment les programmes *Dene Kede* et *Inuuqatigiit* et d'autres ressources au besoin.	ÉB	Journées d'orientation culturelle Planification du programme *Dene Kede* comprise dans les plans d'enseignement à long terme; Commentaires sur la mise en œuvre du programme *Dene Kede* dans les rapports d'évaluation des enseignants		
	ÉASC	Exploration, par tous les enseignants, du programme *Dene Kede* avec une personne qualifiée à au moins une journée pédagogique par année Étude des ressources		
Pourcentage des enseignants adaptant à la culture autochtone le contenu des cours et le	ÉB	100 %		

programme, notamment en se servant des programmes *Dene Kede* et *Inuuqatigiit* et d'autres ressources au besoin.	ÉASC	100 %		
Type de contenu autochtone visible dans l'école et pourcentage de la surface de l'école utilisée pour afficher ce contenu. *(artefacts, modèles autochtones, mur des Aînés)*	ÉB	Artefacts 100 % (entrée, mur, bibliothèque, classe)		
	ÉASC	Mise en valeur de la culture autochtone Affiches, chansons, lectures, créations artisanales		

H. Offrir des expériences culturelles essentielles

Les expériences culturelles essentielles constituent la pierre angulaire de l'éducation autochtone. En effet, en positionnant l'élève comme un apprenant actif, on favorise son apprentissage. 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.

Approche régionale privilégiée pour offrir des expériences culturelles essentielles (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)	L'approche privilégiée pour offrir des expériences culturelles essentielles varie d'une école à une autre, Yellowknife et Hay River étant des villes bien différentes. Le Camp annuel de leadership est notre principale activité. En 2020-2021, cette activité se déroule dans les bulles-classes de la 7e à la 9e année. Il nous reste à déterminer quels aînés pourront être présents. Nous voulons ériger une tente de prospecteur dans chaque cour d'école et y donner certaines leçons. D'autres camps culturels sont organisés pour les élèves de chaque niveau. On encourage les activités d'apprentissage en nature.

Indicateurs de rendement régionaux	Cibles régionales	Résultats obtenus	Explication de l'écart *(s'il y a lieu)*
Pourcentage d'écoles proposant aux élèves des expériences culturelles essentielles en nature	100 %		
Points forts de la région			
Éléments à améliorer pour la région			
Autres commentaires pour la région (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19)			

Indicateurs de rendement propres à chaque école	École	Cibles de l'école	Résultats obtenus	Explication de l'écart *(le cas échéant)*
Type et fréquence des expériences culturelles essentielles authentiques et pertinentes **dans la nature**, par niveau, et pourcentage de langues autochtones incluses dans l'expérience	ÉB	Camp printanier sur le castor de la 5e et la 6e année (5 %), tannage de peaux d'orignal de la 7e et la 8e année (5 %), camp de piégeage d'hiver de la 3e et la 4e année (5 %), camp de pêche sur glace de la 1re et la 2e année (5 %)		
	ÉASC	Les élèves de la prématernelle et de la maternelle vont chaque semaine dans la nature (Bush Kids) Pour les autres niveaux scolaires, chaque mois, une sortie de classe est prévue : Pêche sur glace Cueillir des baies Piégeage Traîneau à chiens Camp de leadership pour la 7e et la 8e année		

Type et fréquence des expériences culturelles essentielles authentiques et pertinentes se tenant dans la classe ou dans l'école par niveau scolaire et pourcentage des langues autochtones incluses dans l'expérience	ÉB	Accès hebdomadaire à un espace culturel (structure de tente et de tipi) dans la cour de l'école Harry Camsell pour que les enseignants organisent des cours et des activités faisant participer des personnes-ressources des aînés locaux (5 %); Une semaine de cours d'art avec un artiste local (5 %); Ateliers sur les jeux traditionnels (2 jours) (5 %).		
	ÉASC	Participation de toutes les classes Photos Mise en valeur de l'art (axé sur la culture) Tipi en classe Option d'ériger une tente de prospecteur dans la cour d'école Conclusion du plan en matière de langues et cultures autochtones 50 %		

Pourcentage des expériences culturelles fondamentales faisant participer des citoyens qui ne font pas partie du personnel scolaire régulier, y compris leur type de responsabilités et de tâches	ÉB – piégeage du castor, tannage de peaux d'orignal, camp de piégeage d'hiver	100 %		
	ÉASC Démarches visant à faire participer les citoyens en fonction de leur âge, de leur santé et de leur bien-être	100 %		

I. *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'équipements et de fournitures pour l'apprentissage dans la nature, et même l'offre de perfectionnement professionnel en langues et en éducation autochtone au sein des communautés.

Le tableau suivant indique le montant des financements alloués, prévus au budget et réellement consacrés 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)*
Hay River	13 680 $	13 680 $				
Yellowknife	14 630 $	14 630 $				
TOTAL	28 309 $	28 309 $				

Annexe B : Plan de fonctionnement – Budget d'exploitation

1. Budget consolidé

Ministère de l'Éducation, de la Culture et de la Formation
Budget 2020-2021 approuvé par le Conseil/District

Conseil scolaire de division/Administration scolaire de district
État des résultats - (Tableau 1)
Budget annuel consolidé

	2020-2021 Prévu	2019-2020 Budget approuvé	2019-2020 Réel
FONDS DE FONCTIONNEMENT			
REVENUS			
Gouvernement des TNO			
Contributions régulières du MÉCF	4,791,082	4,785,571	4,834,656
Contributions pour les langues autochtones			
Contributions pour le français	1,403,050	1,152,850	1,403,050
Autres contribution du MÉCF	90,225	446,042	86,885
Sous-total MÉCF	**6,284,357**	**6,384,463**	**6,324,591**
Autres contributions du GTNO	31,200	26,200	44,111
Total GTNO	**6,315,557**	**6,410,663**	**6,368,702**
Financement fédéral – Principe de Jordan	**80,309**	**0**	**231,220**
Autre financement du fédéral	**82,185**	**52,327**	**69,479**
Réquisition en taxes foncières			
Autres organismes scolaires			
Fonds générés par l'organisme scolaire			
Location			
Frais de scolarité			
Revenus de placement	35,000	25,000	32,000
Dons			
Autre			32,158
Total – Fonds générés	**35,000**	**25,000**	**64,158**
TOTAL DES REVENUS	**6,513,051**	**6,487,990**	**6,733,559**
DÉPENSES			
Administration (voir tableau 2)	**962,817**	**767,798**	**646,906**
Programmes scolaires (voir tableau 2)	4,597,109	4,267,742	4,613,500
Fonctionnement et entretien (voir tableau 2)	**0**	**0**	98,360
Intégration scolaire (voir tableaux 2 et 3)	971,051	1,236,041	1,087,688
Éducation et langues autochtones (voir tableaux 2 et 4)	167,742	138,805	97,453
Hébergement élèves/personnel (voir tableau 2)			
Service de la dette			
Autre			
Sous-total avant amortissement	**6,698,718**	**6,410,386**	**6,543,907**
Amortissement (voir tableau 6)			
TOTAL DES DÉPENSES	**6,698,718**	**6,410,386**	**6,543,907**
EXCÉDENT (DÉFICIT) ANNUEL DE FONCTIONNEMENT	**-185,668**	**77,604**	**189,652**
EXCÉDENT (DÉFICIT) ACCUMULÉ À L'OUVERTURE *	**-1,054,550**	**-1,244,202**	**-1,244,202**
EXCÉDENT (DÉFICIT) ACCUMULÉ À LA FERMETURE *	**-1,240,218**	**-1,166,598**	**-1,054,550**
RÉINTÉGRATION DU PASSIF DU GTNO	1,269,573	1,269,573	1,269,573
EXCÉDENT (DÉFICIT) ACCUMULÉ À L'OUVERTURE * sans le passif du G	**215,023**	**25,371**	**25,371**
EXCÉDENT (DÉFICIT) ACCUMULÉ À LA FERMETURE * sans le passif du	**29,355**	**102,975**	**215,023**

* Non requis pour YK1 et les ECY – Voir tableau 6

Ministère de l'Éducation, de la Culture et de la Formation
Budget 2020-2021 approuvé par le Conseil

Conseil scolaire de division/Administration scolaire de district
Dépenses consolidées – (Tableau 2)
Budget annuel

	Administration	Programmes scolaires	Fonctionnement et entretien	Intégration scolaire	Langues autocht./Progr. culturels	Hébergement élèves/personnel	Total
SALAIRES							
Salaire des enseignants		3,249,572					**3,249,572**
Coordonnateurs régionaux (IS/LA)				159,932	41,269		**201,201**
Enseignants de soutien aux programmes				233,374			**233,374**
Conseillers en mieux-être/programme de guérison				35,629			**35,629**
Aides-enseignants				463,499			**463,499**
Enseignement en langues autochtones							**0**
Personnel ress. culturelles							**0**
Aînés à l'école					26,949		**26,949**
Personnel non enseignant	544,351	813,834					**1,358,186**
Honoraires pour les membres et le personnel du CA	35,000						**35,000**
AVANTAGES SOCIAUX							
Avantages sociaux et primes pour employés	41,000						**41,000**
Congés et indemnités de cessation d'emploi	20,000						**20,000**
PERFECTIONNEMENT DU PERSONNEL (incl. déplacement)							**0**
SERVICES ACHETÉS/CONTRATS							
Services techniques et professionnels	121,200	67,900		12,000			**201,100**
Envois postaux et communications	10,343	14,508					**24,851**
Services publics	0	0					**0**
Chauffage	0	0					**0**
Électricité	0	0					**0**
Eau/Égouts	0	0					**0**
Déplacements	13,030	18,500			15,000		**46,530**
Transport scolaire (bus)	0	72,000		10,880			**82,880**
Publicité/Impression/Publications	64,094	0					**64,094**
Entretien et réparations	0	42,501					**42,501**
Location/Baux	3,844	21,500					**25,344**
Autres services contractuels	90,600	69,740		12,402			**172,742**
MATÉRIEL/FOURNITURE/TRANSPORT							
Technologies d'assistance				43,334			**43,334**
Matériel	19,356	227,053			84,524		**330,933**
Fret							**0**
SERVICE DE LA DETTE							**0**
AUTRE							**0**
SOUS-TOTAL AVANT AMORTISSEMENT	962,817	4,597,109	0	971,051	167,742	0	**6,698,718**
AMORTISSEMENT							**0**
TOTAL	**962,817**	**4,597,109**	**0**	**971,051**	**167,742**	**0**	**6,698,718**

Ministère de l'Éducation, de la Culture et de la Formation
Budget 2020-2021 approuvé par le Conseil

Conseil scolaire de division/Administration scolaire de district
Intégration scolaire – (Tableau 3)
Budget annuel

	Intégration scolaire (général)	Établissements centraux	Total
SALAIRES			
Coordonnateurs régionaux	159,932		**159,932**
Enseignants de soutien aux programmes	233,374		**233,374**
Conseillers en bien-être	35,629		**35,629**
Aides-enseignants	463,499		**463,499**
AVANTAGES SOCIAUX			
Avantages sociaux et primes pour employés			**0**
PERFECTIONNEMENT DU PERSONNEL (incl.	10,880		**10,880**
SERVICES ACHETÉS/CONTRATS			
Services techniques et professionnels	12,000		**12,000**
Transport scolaire (bus)*			**0**
Autres services contractuels	12,402		**12,402**
MATÉRIEL/FOURNITURE/TRANSPORT			
Technologies d'assistance	43,334		**43,334**
Matériel			**0**
Fret			**0**
TOTAL	**971,051**	**0**	**971,051**

Ministère de l'Éducation, de la Culture et de la Formation
Budget 2020-2021 approuvé par le Conseil

Conseil scolaire de division/Administration scolaire de district
Langues autochtones et éducation – (Tableau 4)
Budget annuel

	Éducation autochtone	Développement de ressources pour le programme « Nos langues » (CEA)	Soutien communautaire	Total
SALAIRES				
Coord. régionaux langues/éducation autocht.	41,269			**41,269**
Enseignement en langues autochtones				**0**
Personnel - ressources culturelles				**0**
Aînés à l'école	26,949			**26,949**
AVANTAGES SOCIAUX				
Avantages sociaux et primes pour employés				**0**
SERVICES ACHETÉS/CONTRATS				
Services techniques et professionnels				**0**
Déplacements	15,000			**15,000**
Transport scolaire (bus)*				**0**
Publicité/Impression/Publications				**0**
Location/Baux				**0**
Autres services contractuels				**0**
MATÉRIEL/FOURNITURE/TRANSPORT				
Matériel	84,524			**84,524**
Fret				**0**
TOTAL	**167,742**	**0**	**0**	**167,742**

Ministère de l'Éducation, de la Culture et de la Formation
Budget 2020-2021 approuvé par le Conseil

Conseil scolaire de division/Administration scolaire de district
Années-personnes approuvées – (Tableau 5)
Budget annuel

	Années-personne
Personnel administratif	3.00
Écoles :	
Enseignants	24.51
Experts-conseils	
Aides en classe	
Secrétaires	2.00
Concierges	2.00
Conseillers communautaires en milieu scolaire	0.27
Autre – Préciser	
Intégration scolaire :	1.00
Coordonnateurs régionaux	2.00
Enseignants de soutien aux programmes	
Conseillers en bien-être	
Aides-enseignants	4.50
Autre – Préciser	
Animateur culturel	1.00
Bibliothécaire	0.90
Éducation et langues autochtones :	
Coordonnateurs régionaux	0.23
Personnel enseignant (cours de langue autochtone)	0.00
Autre – Préciser	
Total Années-personnes	41.40

Ministère de l'Éducation, de la Culture et de la Formation
Budget 2020-2021 approuvé par le Conseil/District

SAISI	YK1
CALCULÉ	ÉCY
FORMAT	LES DEUX

Conseil scolaire de division/Administration scolaire de district
Excédent accumulé concilié – (Tableau 6)
Budget annuel consolidé

	2020-2021 Prévu	
TOTAL DE L'EXCÉDENT ACCUMULÉ À L'OUVERTURE	-1,054,550	**-1,054,550**
Solde d'ouverture : Investissement en immobilisations corporelles	0	
Moins : Amortissement (si négatif)	0	
Plus : Acquisitions d'immobilisations	0	
Plus : Remboursement du capital de débenture	0	
Solde de fermeture : Investissement en immobilisations corporelles	0	
Solde d'ouverture : Réserve DEL	0	
Transfert du (au) fonds de l'excédent de fonctionnement	0	
Solde de fermeture : Réserve DEL	0	
TOTAL DE L'EXCÉDENT ACCUMULÉ À LA FERMETURE ans le passif du GTNO		**-1,240,218**
EXCÉDENT ACCUMULÉ / DÉFICIT APPLICABLE À LA POLITIQUE	**-1,240,218**	**-1,240,218**
		ATTRIBUABLE À :
Solde d'ouverture : Excédent de fonctionnement	**0**	
Plus : Excédent annuel (si positif)	**0**	
Moins : Déficit annuel (si négatif)	**-185,668**	
Amortissement	0	
Acquisitions d'immobilisations	0	
Remboursement du capital de débenture	0	
Plus : Transfert de Investissement en immobilisations corporelles	0	
Plus : Transfert de (à) Excédent accumulé décentralisé	**0**	
Plus : Transfert de (à) Fonds de réserve (investissements)	**0**	
Plus : Transfert de (à) Réserve DEL	**0**	
Solde de fermeture : Excédent de fonctionnement	**-185,668**	**-185,668**
Solde d'ouverture : Excédent décentralisé	**0**	
Transfert du (au) fonds de l'excédent de fonctionnement	0	
Solde de fermeture : Excédent décentralisé	**0**	**0**
Solde d'ouverture : Fonds de réserve (investissements)	**0**	
Transfert de (à) Excédent de fonctionnement	0	
Solde de fermeture : Fonds de réserve (investissements)	**0**	**0**

Autorisations

Plan de fonctionnement

_____
Président de l'organisme scolaire

Le 19 octobre 2020
_____
Date

_____
Directrice générale

Le 19 octobre 2020
_____
Date

RAPPORT ANNUEL

_____
Président de l'organisme scolaire

_____
Date

_____
Directrice générale

_____
Date

Education Accountability Framework

Dettah District Education Authority

Operating Plan

For the 2020-21 School Year

Cadre de responsabilisation en éducation

Administration scolaire de district de Dettah

Plan de fonctionnement

Année scolaire 2020-2021

Operating Plan - Executive Summary

The Dettah District Education Authority'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 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, including any specific information related to the COVID-19 pandemic:

Overall Goals

The safety and programming restrictions required due to COVID-19 have had a large and deep impact on how our small community school can operate.

Our overall goals at this time are to work with our students, families and community members to continue to build relationships and trust and to help our students re-build their stamina for all day in school learning in a very different environment while also supporting their mental health.

An additional goal is to be as prepared as possible if the need to change to remote learning occurs so that our students will continue to learn with as little time lost as possible.

Regional Goals and Priorities with Alignment to Departmental Goals and Priorities

Student and Educator Wellness
- Re-build connection, relationship and trust with families and community members after a long break from in-school learning
- Support families and children to grow receptive and expressive language skill acquisition
- Ensure staff have access to EFAP and Starling Minds information and are reminded about access regularly throughout the year
- Work to decrease staff workload as this is now impacting the retention of teachers at our school
- ASIST /MHFA Training
- Crisis Response and Debrief Training
- Continue to promote NTCS for mental health supports for students, families, and staff members

Student Achievement in Literacy and Numeracy
- Work to increase student learning stamina in all curricular areas after a long break from in-school learning
- Increased support for teachers related to differentiation and the instruction of Multi Aged Grouped Classes during STIP time
- Continued focus on problem solving in mathematics related to daily math journals and open-ended questions
- Continue school-wide assessment and goal setting practices related to reading and writing each term

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
- 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

Personalized and Inclusive Education

- Whole Child and Wrap Around Support Services
- Continuation of the "Drugstore Cupboard" to support student and family wellness and hygiene with new COVID-19 school access limitations
- 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

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

<u>Revitalisation des langues autochtones</u>

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

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

<u>Éducation adaptée aux cultures autochtones</u>

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

Accroître l'affichage en wıìlıìdeh dans l'école

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

Enseignement personnalisé et intégration scolaire

<u>Services de soutien complets pour le développement global de l'enfant</u>

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

<u>Jouer, apprendre et grandir…</u>

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

Annual Report - Executive Summary

The Dettah District Education Authority'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, including any specific information related to the COVID-19 pandemic:

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, 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.   At this time the main services provided include payroll, human resources and Power School support.

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

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

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

Current DDEA Members Elected in October 2018

Jessica Deleary - 		Member

(Anne) Marie Hardisty- Member

Charlene Liske- 		Vice Chairperson

Mary Liske- 			 Member

Rebecca Plotner – 		Chairperson

James Sanderson – 		Member

Beatrice Sangris – 		Member

Support Members for the DDEA Include

Ed Lippert – Superintendent of Yellowknife Educational District #1

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

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

Sally Ann Drygeese - Wiilideh Language Teacher

Overview

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

In addition to meeting as a whole, the Dettah District Education Authority has two main committees, comprised of the hiring committee and the finance committee. Each committee has two members, and the chairperson may attend these meetings at her discretion.

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

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

The DEA is very unique in that it does not employ a comptroller, maintenance staff, or HR personnel. Therefore, the principal's role also includes overseeing an annual external audit, a DEA and it's general organization, management and growth.
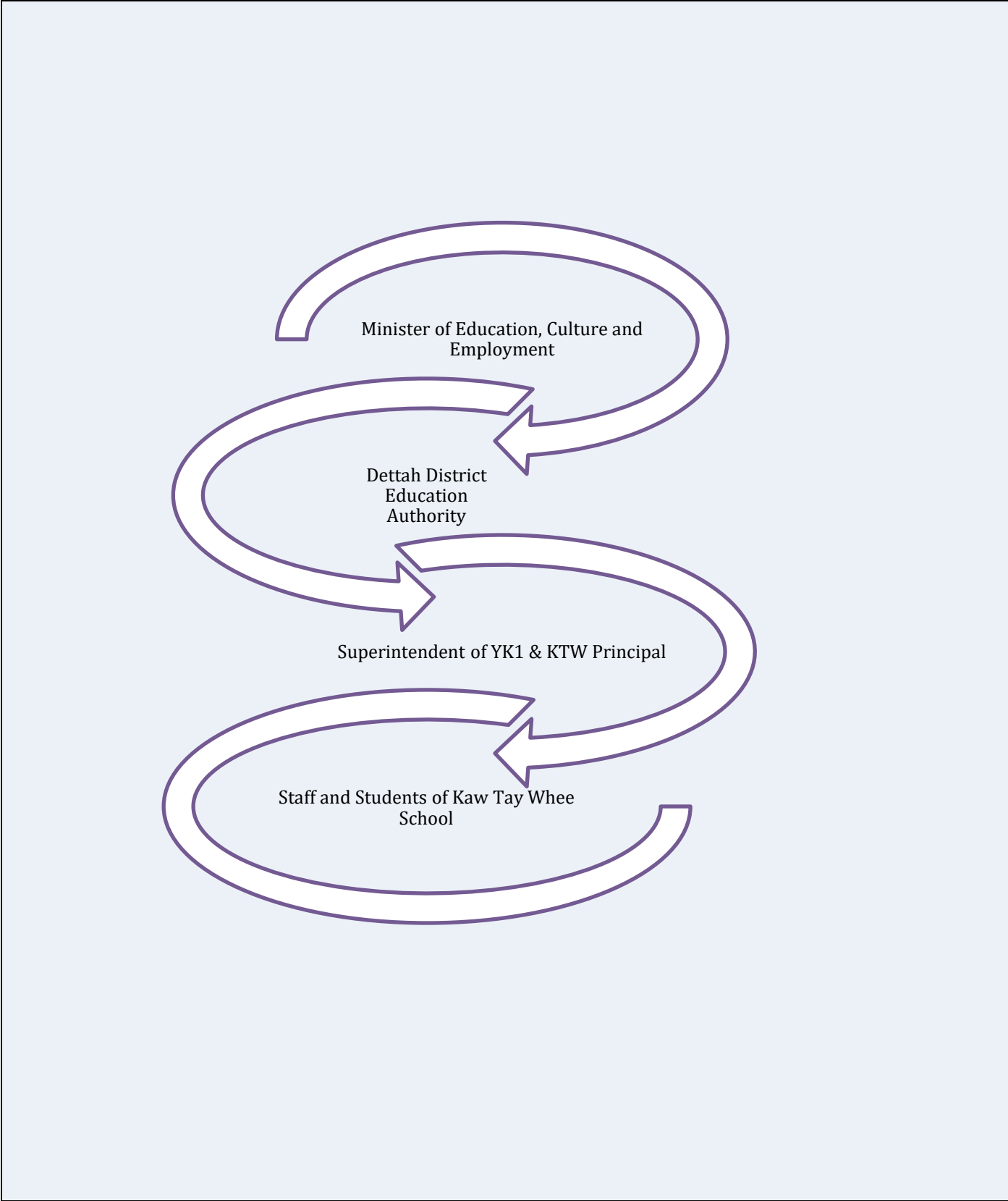
 As the DEA is site-based-managed for funding, much of this day-to-day responsibility also belongs to the principal; in consultation with the DEA. The building is owned by the Government of the Northwest Territories therefore requiring frequent interactions with other levels of government, contractors, etc. is a part of this role as well. The principal also takes day-to-day responsibility for the bus contract, and acts as a liaison with visiting professional and contractors.

As the DEA contracts only superintendency services from YK1, in many cases, the principal is responsible for direct-correspondence on behalf of the DDEA; frequently completing reports, documents, and responsibilities 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, being the ATIP representative, being responsible for all technology, and ensuring that everything is prepared for the annual financial audit. 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:

Minister of Education, Culture and Employment

Dettah District Education Authority

Superintendent of YK1 & KTW Principal

Staff and Students of Kaw Tay Whee School

C. Governance Training

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

Planned Topic	Delivered by (Superintendent, ECE, External Consultant, etc.)	Audience Intended (DEC/DEA)	Planned Location & Date	Was the training held as planned? (Yes/No)	If No, why not?
Orientation	Unknown due to COVID 19	DEA	Spring, 2021		

D. Education Body Meetings

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

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	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		
Special meetings for finance and hiring; as needed	Kaw Tay Whee School		

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	35

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. In most cases, students following Individualized Education Plans may choose to stay at Kaw Tay Whee School as long as their families wish. Due to COVID-19 restrictions; we will be unable to offer alternative programming to students aged 19 and over and this is a concern for a variety of reasons.

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 with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), 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 home schooled.

Overview

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

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

Our school serves junior kindergarten to grade twelve students; and also offers a Wiiliideh language program and limited CTS credits. Most grade nine students leave the school to attend high school in Yellowknife. At times, parents of grades nine + students following an IEP may request that their child remain at KTW in order to continue to work on IEP goals. In consultation with the family and student, and the DEA when appropriate the school tries to accommodate such requests, whilst ensuring that a plan to move forward with transitioning to high school also occurs if and when possible.

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

Due to COVID-19; we are anticipating a potential drop in enrollment in both our Alternative High School and in our junior kindergarten class.

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.

Kaw Tay Whee School currently employ 3 full time classroom teachers; one Aboriginal Language Teacher, 1 Program Support Teacher, one floating group/physical education 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; though we have advertised for and are awaiting another person to join our custodial team.

One teacher was born in the NWT, one teacher grew up in the NWT, two teachers are from Ontario, one teacher is from British Columbia, and two teachers are from Eastern Canada.

Uniquely, our school is comprised of multi-age groupings; which means that each classroom teacher is responsible for a minimum of three grades. Three of our teachers have been employed at our school for thirteen years or more. Two teachers are entering their fifth year at the school, and two teachers are beginning their first year at KTW. One has five years of teaching experience and one is just beginning their professional career.

The school is small and mighty. The workload is very high and challenges related to work-life balance, and teacher wellness have been noticed. Teachers are challenged to "leave work at work" as related to working with and supporting children and families through difficult challenges and experiences. Due to factors related to COVID-19, two longer serving teachers chose to leave in June.

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, including any specific information related to the COVID-19 pandemic.	**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." **Regional Goals and Priorities with Alignment to Departmental Goals and Priorities** **Student and Educator Wellness** • Assist families, children and community members to feel safe sending their children to school during the COVID-19 Global Pandemic • Work to carefully communicate with families regarding the safety protocols in use and the mental health supports that are available • Ensure staff have access to EFAP, NTCS, and Starling Minds information and are reminded about access regularly throughout the year • Work with staff to identify and rectify (as much as possible) concerns related to COVID-19 and their own personal safety and the safety of their students • Encourage new staff to complete ASIST /MHFA Training

and families and students to make use of NTCS services

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 Wiiliideh signage throughout the building
- Grow the Indigenous literature content in the school and classroom libraries

Personalized and Inclusive Schooling

- Whole Child and Wrap Around Support Services
- 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

Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of regional priorities and goals that align with the 5 Shared Priorities.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

B. *School Improvement Planning*

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

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

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.	**Regional Goals and Priorities with Alignment to Departmental Goals and Priorities** **Student and Educator Wellness** • Assist families, children and community members to feel safe sending their children to school during the COVID-19 Global Pandemic • Work to carefully communicate with families regarding the safety protocols in use and the mental health supports that are available • Ensure staff have access to EFAP, NTCS, and Starling Minds information and are reminded about access regularly throughout the year • Work with staff to identify and rectify (as much as possible) concerns related to COVID-19 and their own personal safety and the safety of their students • Encourage new staff to complete ASIST /MHFA Training and families and students to make use of NTCS services **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
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- 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

Personalized and Inclusive Schooling

- Whole Child and Wrap Around Support Services
- 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
- Speech Language Development
- Continue work with SLP from Stanton Territorial

	Hospital and weekly Tele-speech sessions for those students in need

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

C. Annual School Reviews

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

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

Regional approach to the completion of **Annual School Reviews**, including any specific information related to the COVID-19 pandemic.	Due to COVID-19 measures and the unknown, we do not anticipate having the time or resources to complete a school review this year. Our focus will be elsewhere.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in the region for which Annual Reviews are completed.	0%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

D. Staff Evaluations

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

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

Regional approach to the completion of **Staff Evaluations**, including any specific information related to the COVID-19 pandemic.	The 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	1		
Number of principals and assistant principals formally evaluated in the school year.	1		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	N/A		
Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers' Instructional Practices (STIP). (This <u>does not</u> 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.	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 25	COVID-19 Guidelines, Safety and Protocols
August 26	Wıìlıìdeh Language OLC and Dene Kede
August 27	Differentiated Instruction and Culturally Responsive Pedagogy
October 23	Additional Planning for Remote Education & Differentiated Instruction
November 16	Mental Health Support Strategies
February 25 & 26	Inclusive Schooling • IEP and MEP Writing • Assistive Technology • Flexible Teaching Strategies • ELA and Math Strategies for MAG Classrooms
May 14	Indigenous Language and Culture OTL Experience
June 24	Class Review Preparation

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of Regional training and in-service focused on regional priorities	100		

% of Regional training and in-service focused on shared priorities	100%		
Number of administration days dedicated to training and in-service.	3		
% of collaborative STIP time dedicated to regional priorities	100%		
Number of schools which implemented STIP as per the Ministerial Directive	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

F. Literacy Coordinators

Literacy 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 *(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	0.25	0.25	0.50		

* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body.

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, including any specific information related to the COVID-19 pandemic.	Should a .50 literacy coach be recruited, the person will be responsible to support teachers in their classroom practice, as well as with the school-wide guide reading program. Literacy strategy includes guided reading, as well as assessment process, including school-wide writes, reading assessments, and speech

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
Regional Literacy Action Plan in place for the school year. *(Yes or No)*	Yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

G. *Healthy Food for Learning*

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

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

Relevance of **the Healthy Foods for Learning program** to regional priorities and strategies for program implementation, including any specific information related to the COVID-19 pandemic.	Our daily breakfast and hot lunch program is supported by teachers on their own time; including shopping for items, and often preparing food at home. This program will be significantly altered due to the logistical restrictions in place due to COVID-19. Classrooms are small and carpeted and students are required to eat in them. This poses challenges for our usually very robust hot lunch program. Ensuring cost-free reliable access to fresh, nutritious and balanced food is critical to student wellness and learning.

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

Type of food program(s) offered in the school *(Breakfast, Lunch, Snack, etc.)*	Days per week program is offered in the school *(Monday – Friday)*	Average number of children/ youth served daily	Criteria for participation *(Low income, fee, Everyone welcome, etc.)*	Was the program delivered as planned? *(Yes/No)*	If No, why not?
Breakfast, lunch, snack and weekend food packs as necessary	5	All students	100% free universal access		

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 Dettah District Education Authority has allocated their Student Success Initiative funding toward the school's on-going cross-curricular film program. This program is inclusive, based on a variety of skills across each curricular grade-level, and also encompasses support for the revitalization of the Wiiliideh language. This funding supported a film that was recognized with an award for Best use of an Indigenous Language in a local film festival in March, 2020.

SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of teaching staff from across the region that participate in SSI PD activities.	N/A		
% of support staff from across the region that participate in SSI PD activities.	N/A		
Areas of Strength			
Areas for Development			
Additional Comments			

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

Kaw Tay Whee School Film Program	Three 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:

2020-2021	2021-2022	2022-2023
BDEC SSDEC	CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA

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.	N/A		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	N/A		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. 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.	Kaw Tay Whee School uses a combination of the Second-Step, program and the Mind Up Curriculum. These programs are supplemented with teachings from the Dene Laws, and supplemental workshop-style sessions in collaboration with our public health nurse and NCTS provider. Some school staff are trained in WITS and LEADS and incorporate these programs as well.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools with JK-3 students offering WITS.	100		
% of schools with grade 4-6 students offering LEADS.	100		
% of schools with grade 7-9 students offering the Fourth R.	0		
% of schools with grade 10-11 students offering HRPP.	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.	

School Specific Performance Indicators	School Target	Achieved Results	Explanation for variance *(if applicable)*
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4thR, and HRPP, and the grades they are being used in (*if applicable*).	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.

Language of SL (Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłįchǫ)	**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)*
Wiiliideh	Core	JK-8	100	150		

*Please include a row 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		

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.

Allocated *(PY)*	Budgeted *(PY)*	Explanation for Difference *(if applicable)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
1.00	1.0			

C. *Support Assistants*

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

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

Allocated *(PY)*	Budgeted *(PY)*	Explanation for Difference *(if applicable)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
0.78	0	Rolled into a teacher's salary to work as a co-teacher within MAG classrooms with a variety of students with complex needs that have been further impacted by COVID-19 pandemic schooling.		

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)
$7,575	7,575			

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

Type of Training	Audience Intended (PSTs / Educators / Support Assistants / Principals)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Mental Health First Aid	New teachers		Undetermined		
ASIST	Staff that have not been trained		Undetermined		
Assistive Technology Skills	All staff		Undetermined		
WITS	Untrained Middle School Teachers		Undetermined		
LEADS	Untrained Elementary School Teachers		Undetermined		

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 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: <table><tr><td>Date</td><td>Topic</td></tr><tr><td>August 25</td><td>COVID-19 Guidelines, Safety and Protocols</td></tr><tr><td>August 26</td><td>Wiiliideh Language OLC and Dene Kede</td></tr><tr><td>August 27</td><td>Differentiated Instruction and Culturally Responsive Pedagogy</td></tr><tr><td>October 23</td><td>Additional Planning for Remote Education & Differentiated Instruction</td></tr><tr><td>November 16</td><td>Mental Health Support Strategies</td></tr><tr><td>February 25 & 26</td><td>Inclusive Schooling • IEP and MEP Writing • Assistive Technology • Flexible Teaching Strategies • ELA and Math Strategies for MAG Classrooms</td></tr><tr><td>May 14</td><td>Indigenous Language and Culture OTL Experience</td></tr><tr><td>June 24</td><td>Class Review Preparation</td></tr></table>

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference *(if applicable)*
% of educators that have been trained on developing and implementing IEPs this year.	100		
% of educators that have been trained on developing and implementing SSPs this year.	100		
% of educators that have been trained on the use of flexible strategies this year.	100		

% of educators that have been trained on the School-based Support Team process this year.	100		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100		
% of Support Assistants who have been trained on Inclusive Schooling this year.	N/A		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100		
% of educators that have been trained on Assistive Technology this year.	100		
Areas of Strength for the region	We are flexible and working within the confines of a global pandemic. Our long-term staff have worked to develop strong relationships with our students and families and this allows for stronger inclusive schooling planning.		
Areas for Development for the region	We have had an unexpectedly high turnover in staff. This will require more time invested to build the team skillset in these areas.		
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	Reason for the Service	School(s) impacted by Service	Length of Contract	Total *($)*
Due to the restrictions of COVID-19; we have not identified any contract services at this time. This may change as the year progresses.					

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	Total Over / Under Allocation ($)
$15,251			

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.

Allocated ($)	Budgeted ($)	Explanation for Difference (if applicable)	Actual ($)	Explanation for Difference (if applicable)
$13,130	13, 130			

G. *Alignment of Student Supports*

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

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

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.	SBST Meetings RISC/PST Planning Meetings Class Reviews Teacher Supervision and Evaluation

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for variance** *(if applicable)*
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100		
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	100		
Number of students not able to participate in the Common Learning Environment in their home community.	100		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100		
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100		
Number of students in temporary residency situations or homebound for whom education programs are provided.	unknown		
Number of times per month that the RISC meets with PSTs via video/phone conference?	N/A		
Number of times per year that the RISC meet with the PSTs in person	Daily		

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

H. Flexible Instructional Strategies

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

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

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.	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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers who receive support through equitable scheduled time with PST.	100		
% of support assistants who receive support through adequate scheduled time with PST.	N/A		
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100		
% of classroom teachers who will meet with the PST at least once a month.	100		
% of support assistants who will meet with PST at least once a month.	N/A		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	N/A		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100		
% of schools that have a fair process for equitable access to extra-curricular activities.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

I. *School-based Support Team*

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

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

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.	The School-based Support Team will meet several times each term, and will include attendance from the PST, classroom teacher, RISC/Principal.

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		
% of teachers accessing the SBST	100		
% of schools that are using referral forms to notify SBST about specific student needs.	0		
% of schools that keep written records of SBST meetings.	100		
% of SBST meetings that focus on developing strategies to support classroom teachers (can this or the ones below be planned for or have targets set?)	33		
% of SBST meetings that focus on solving specific problems	33		
% of SBST meetings that address systemic issues in the school	33		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for variance *(if applicable)*
Please list the frequency and duration of planned SBST meetings by school. *(month/minutes)*	3 meetings each term + as needed		

J. *Review of SSPs and IEPs*

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

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

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.	IEPs and SSPs are reviewed and updated (as needed) once each term; and more frequently if needed.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for variance** *(if applicable)*
% of teachers completing SSPs for student requiring them in consultation with parents.	100 (in collaboration with PST/RISC) and as parents and or *guardians* are able and available.		
% of teachers completing IEPs for student requiring them in consultation with parents.	100		
% of parents participating in developing SSPs for those students requiring them.	100 (in collaboration with PST/RISC) and as parents and or *guardians* are able and available.		
% of parents participating in developing IEPs for those students requiring them.	100		
% of students participating in developing their own SSPs, when required and appropriate.	100		

% of students participating in developing their own IEP, when required and appropriate.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. *PST Activities*

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

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

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.	The directive is used as a guide; the team strives to ensure that our school follows the 60:25:15 ration required from ECE. We are anticipating that the impact of COVID-19 will require our PST to potentially spend more time working directly supporting students and directly supporting teachers than mandated.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for variance** *(if applicable)*
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100		
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 *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference** *(if applicable)*
0.50	.50			

B. *Indigenous Language Instructors*

Indigenous Language Instructors 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 Indigenous Language Instructors (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

Allocated *(PY)*	Budgeted *(PY)*	Explanation for difference *(if applicable)*	Actual *(PY)*	Explanation for difference *(if applicable)*
0.75	.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 Indigenous language Instructor positions.	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	N/A
What plans do you have to recruit and train language teachers in the future?	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.
What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?	

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.

Allocated ($)	Budgeted ($)	Explanation for difference *(if applicable)*	Actual ($)	Explanation for difference *(if applicable)*	3rd Party Funding *($)* & Source *(If applicable)*
$25,250	25,250				

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.

Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.	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. After September, we will take a mostly digital approach to connecting with families and will also call home, and send mail. We will keep our social media accounts fresh and fun and accessible for our families so they can see their children learning, happy, and safe inside the school. 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with an ILE Committee	100		

% of schools with Elders hired for regular school programming, scheduled on a daily basis	0-due to COVID-19 restrictions		
% of schools hosting community gatherings rooted in local cultures	0-due to COVID-19 restrictions		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference *(if applicable)*
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency *(part-time or full-time)*	0-due to COVID-19 restrictions		
Types of events/ projects involving cultural resource people per grade level	0-due to COVID-19 restrictions		
Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build school-community relationships and use of language	0-due to COVID-19 restrictions		
# of ILE Plan goals met, not yet met or still in progress	100 met		

Type of Indigenous content visible within school within school and % of school used to display content. *(e.g. artifacts, Indigenous role models, Elders' wall, etc.)*	Language: Word wall, signage, date, number displays in each classroom, phrases in each classroom, etc. Culture: furs, Elder portraits, beading/sewing, YKDFN Historical Timeline, Residential School Apology, Dene Kede and Dene Law monthly displays		

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.

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 related to COVID 19 restrictions or realities. At this time our plan is as follows: (see table below)

Date	Topic
August 25	COVID-19 Guidelines, Safety and Protocols
August 26	Wiiliideh Language OLC and Dene Kede
August 27	Differentiated Instruction and Culturally Responsive Pedagogy
October 23	Additional Planning for Remote Education & Differentiated Instruction
November 16	Mental Health Support Strategies
February 25 & 26	Inclusive Schooling • IEP and MEP Writing • Assistive Technology • Flexible Teaching Strategies • ELA and Math Strategies for MAG Classrooms
May 14	Indigenous Language and Culture OTL Experience
June 24	Class Review Preparation

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools offering Indigenous language training and support to all staff members.	100		
% of schools holding Teacher Cultural Orientation Days.	100		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	Professional reading and interaction with survivors from the community, with a view to more formal, in-person learning when the OCPHO restrictions are relaxed.		
% of Indigenous language staff participating in *Our Languages* in-servicing, when offered.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or	-Building a deeper understanding of the OLC curriculum and Dene Kede; learning		

regional education body.	some phrases in Wiiliideh • Continued integration of Dene Kede and Dene Law monthly themes across the curricula • Continued production of Wiiliideh Word of the Day films (as possible by COVID 19 Restrictions) • Renewed access to new literature with Indigenous themes in classroom and school libraries • Further Indigenization of toys, games and materials in all classroom settings		
Number of local resource people and type of involvement in Cultural Orientation activities.	As possible.		

F. *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. (Required in 2021)	- Increase in Wiiliideh signage and language visible throughout the school - All staff having a copy of OLC curricula and working to weave the use of this and the Dene Kede throughout their teaching - Support the Wiiliideh Instructor in creating resources for classroom, family, and community use - Continue with the creation of films in Wiiliideh - Continue to open special events and activities with a prayer in Wiiliideh

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with Indigenous language signage throughout the school.	100		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100		
Areas of Strength for the region			
Areas for Development for the region			

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

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Initiatives in place to promote a Whole School Approach to Language Use.	As described above.		

G. *Indigenizing Teaching & 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.

Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic. (required 2021)	- Ensure teacher access to opportunities to learn and practice Wiiliideh - Ensure teachers understand and use culturally responsive, non-colonial pedagogical practices - Provide teachers with access to professional reading to learn more about topics related to Indigenizing education, reconciliation, and culturally responsive pedagogy - Provide teachers with time to brainstorm and collaborate to promote and actively engage in Indigenizing educational practices *(ie: holistic, relational, spiral and experiential)*

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	100		
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. *(e.g. holistic, relational, spiral and experiential)*	Professional development will be offered at various times throughout the year as COVID 19 restrictions permit. Ideally, school staff will spend a minimum of two days on the land to learn about traditions, history, ceremonies and safety. Additional time will be spent working as a team for exploration and collaboration related to Dene Kede, the OLC, and YKDFN.		
Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.	• Whole school approach to language use and the OLC • The use of Dene Kede as a foundational planning document • Resource alignment with Indigenizing Education • On the land		

	practices and traditions		

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.

<table>
<tr>
<td rowspan="6">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.

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.</td>
<td>• Ensure teacher familiarization with and meaningful use of Dene Kede and inclusion and implementation on year plans, integration through unit plans and in assessents</td>
</tr>
<tr>
<td>• Provide teachers 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</td>
</tr>
<tr>
<td>• 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</td>
</tr>
<tr>
<td>• Provide teachers 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</td>
</tr>
<tr>
<td>• Ensure that Wiiliideh and student work connected to Dene Kede is published around the school</td>
</tr>
<tr>
<td>• Ensure that teachers understand the importance of culturally responsive displays around the school including: Elder's wall, Wiiliideh word wall, and Dene Kede monthly theme boards</td>
</tr>
</table>

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference

% of schools focused on Indigenizing content for curricula and programming.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	Ideally, school team members would spend two full days on the land and additional days and sessions collaborating and exploring Dene Kede and the OLC, as well as YKDFN history.		
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	100		

Type of **classroom based** activities that infuse Indigenous content into the curriculum including Dene Kede / Inuuqatigiit and other resources as required.	Classroom teachers use Dene Kede as a founding curricular document and therefore infuse other subjects with it. Students explore science, health, social studies and ELA and math as possible in relation to Dene Kede. Teachers rely heavily on literature with Indigenous authors or		

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.

Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.	Key cultural experiences are typically offered by season and are based on a number of availability factors. 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 2020-2021 school year.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with Key Cultural Experiences for students on the land or within the school.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference *(If applicable)*
Type and frequency of relevant and authentic key cultural experiences occurring **on the land**, by grade level, and % of Indigenous language included in experience.	As possible, depending on COVID 19 restrictions.		
Type and frequency of relevant and authentic key cultural experiences occurring in the **classroom setting or school** by grade level and % of Indigenous language included in experience.	As possible, depending on COVID 19 restrictions.		
% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.	As possible, depending on COVID 19 restrictions.		

J. Strengthening Indigenous Language Instruction

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.	• Each student will participate in 150 minutes of language instruction following the OLC each week • The Indigenous language instructor will participate in professional development and training as possible • All other school team members will support the Indigenous language instructor in any way possible; including collaborating regarding lessons, activities, and Wiiliideh film creation

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(If applicable)*
% of schools offering core language programming using OLC	100%		
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	See above.		
Type of Indigenous language resources being developed to support OLC.	See above.		
Number of staff receiving training and support for development of Indigenous language resources.	See above.		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. 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	$11,615	11,615				

L. Teaching and Learning Centres (TLCs)

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum through the TLC, 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 the Our Languages curriculum through the TLC.	

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.			
Number of staff receiving training and support for development of Indigenous language resources.			
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Appendix B: Operating Plan - Operating Budget

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

Rebecca Plotner   Lea Lamoureux

Education Body Chair   Principal

October 15, 2020   October 15, 2020

_____   _____

Date   Date

Annual Report

_____   _____

Education Body Chair   Superintendent

_____   _____

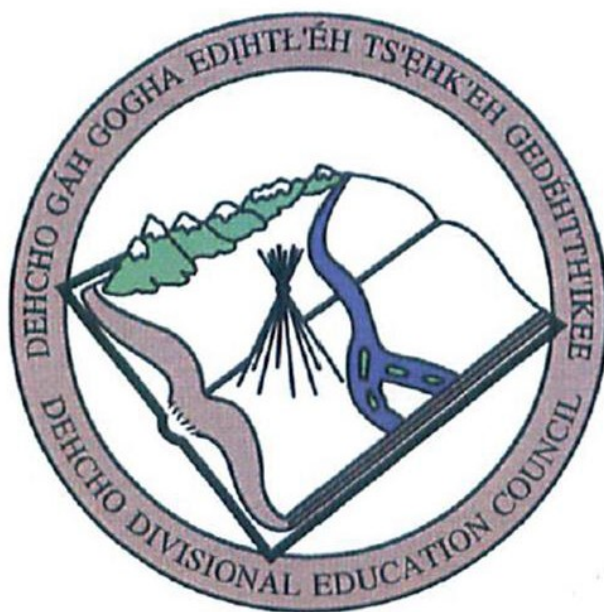Date   Date

Education Accountability Framework

Dehcho Divisional Education Council

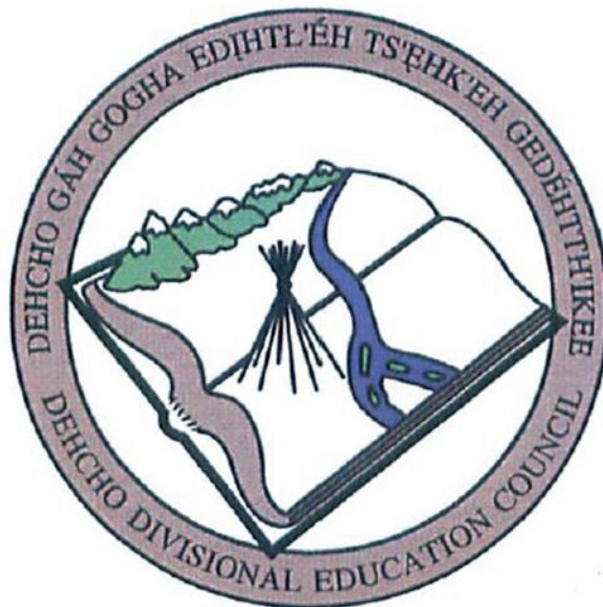## Operating Plan

For the 2020-21 School Year

Cadre de responsabilisation en éducation

Conseil scolaire de division du Dehcho

Plan de fonctionnement

Année scolaire 2020-2021

Operating Plan - Executive Summary

The Dehcho 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 Dehcho Divisional Education Council's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year, including any specific information related to the COVID-19 pandemic:

DDEC is still focused on its four main areas: Literacy, Writing, Indigenous Education, and Inclusive Schooling. That said, we are adding Mental Wellness as a new and important dimension. This addition comes from the belief that our educational practice must embrace a whole child perspective. A lot of our students are dealing with complex realities and are facing difficult personal, family and/or social issues. This hard reality makes it difficult for them to take ownership of their education considering they may be hungry or distressed when arriving at school. Family crisis could explain, *to some extent*, the attendance issues we are dealing with. We believe it is critical to provide hope. Our schools must be the safe havens where students feel they are valued and loved. They should all feel welcome and they should trust that we care. Trusting relationships are the first step in rebuilding the students' self-esteem and confidence. It is a pre-condition before seeing our kids invested in their own education.

Mental Wellness: For the first time since its inception DDEC will embrace strong initiatives that will structure a whole-child educational perspective. In school year 2020-2021 the DDEC will have district-wide sports, music, and choir programs. We will also implement an ambitious Erase-Bullying campaign, train our staff, provide community workshops, while consulting with Knowledge keepers and Elders to incorporate traditional ways of conflict resolution. At the same time, we will implement a Social Emotional Learning curriculum (SEL) to teach values of empathy and caring. The DDEC is seeking partnerships with the Dehcho First Nation (DFN), Industry Tourism Investment (ITI), local band councils, and various other partners to initiate a greenhouse project in our communities. The objective is to provide our students with complex needs with an opportunity to work on a special horticulture program, while addressing concerns of food security. We will develop CTS courses based on agriculture and try to develop a partnership with Aurora college to develop courses for the community at large. This is part of a broader perspective where the entire community reconnects to educate the child. The Dene Law of "Sharing what you have" will drive this initiative. The DDEC is currently consulting all of its partners: Grand Chief, Chiefs, Band Council, DEAs and other partners with a draft vision. We hope to rally the communities around our schools and children.

Literacy: We received substantial funding from Jordan Principle and purchased an intervention program (Fountas and Pinnel). Most teachers were trained in school year 2019-2020 and the resources are in the schools. A Literacy coach will be hired and will provide district-wide support in 2020-2021. We are targeting to bring 46% of our grades 1 to 9 students at level.

Writing: We are targeting to reach 68% of Grades 1 to 9 students at level.

Indigenous Education: We will continue to monitor the implementation of the Our Language curriculum and offer a workshop on Dene Kede to all our staff. This is a unique and precious resource

that we need to revisit. We also hope to introduce new practices that will highlight the local Dene Zahtie language as an asset that is fun to learn, and that can be acquired outside the confines of a classroom. To that intent, we will have choirs and hope to see our students learn to sing in Dene Zahtie. We understand there is a protocol to follow and permissions to get. We will make sure that this initiative is approved before moving forward. We will also strengthen the Dene Laws every time the Social Emotional Curriculum is being taught. For example, the competency called **Social Awareness** involves the ability to understand, empathize, and feel compassion for those with different backgrounds or cultures. It also involves understanding social norms for behavior and recognizing family, school, and community resources and supports. One can easily see the connection with Dene Laws of " **Loving each other as much as possible**"; "**Helping each other**"; "**Sharing what you have**", and "**Be polite and don't argue with anyone**". Our biggest challenge lies in getting Dene Languages teachers and that ensuring Dene Language is spoken by using Elders and other knowledge keepers in school activities.

Inclusive Schooling. We will ensure that 100 of our schools will benefit from the guidance and support of our Program Support teachers on a regular basis. 100 % of our schools will ensure access to appropriate curricular activities and utilize flexible instructional strategies that will vary, based on the students' needs. Schools will hold regular School Based Support Teams to determine how to best support our students.

The expectation of weekly meetings between the PSTs and the teachers is ongoing from one year to the next, and they will trial the student-centered coaching model during these co-teaching opportunities

Our PSTs will continue to build their toolbox of intervention strategies, and stronger Inclusive practices will be developed for high schools in the Dehcho.

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 dénée « 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.

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 1re à la 9e année obtiennent des résultats correspondant à leur niveau.

Écriture : Nous voulons que 68 % des élèves de la 1re à la 9e 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 stratégiques 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.
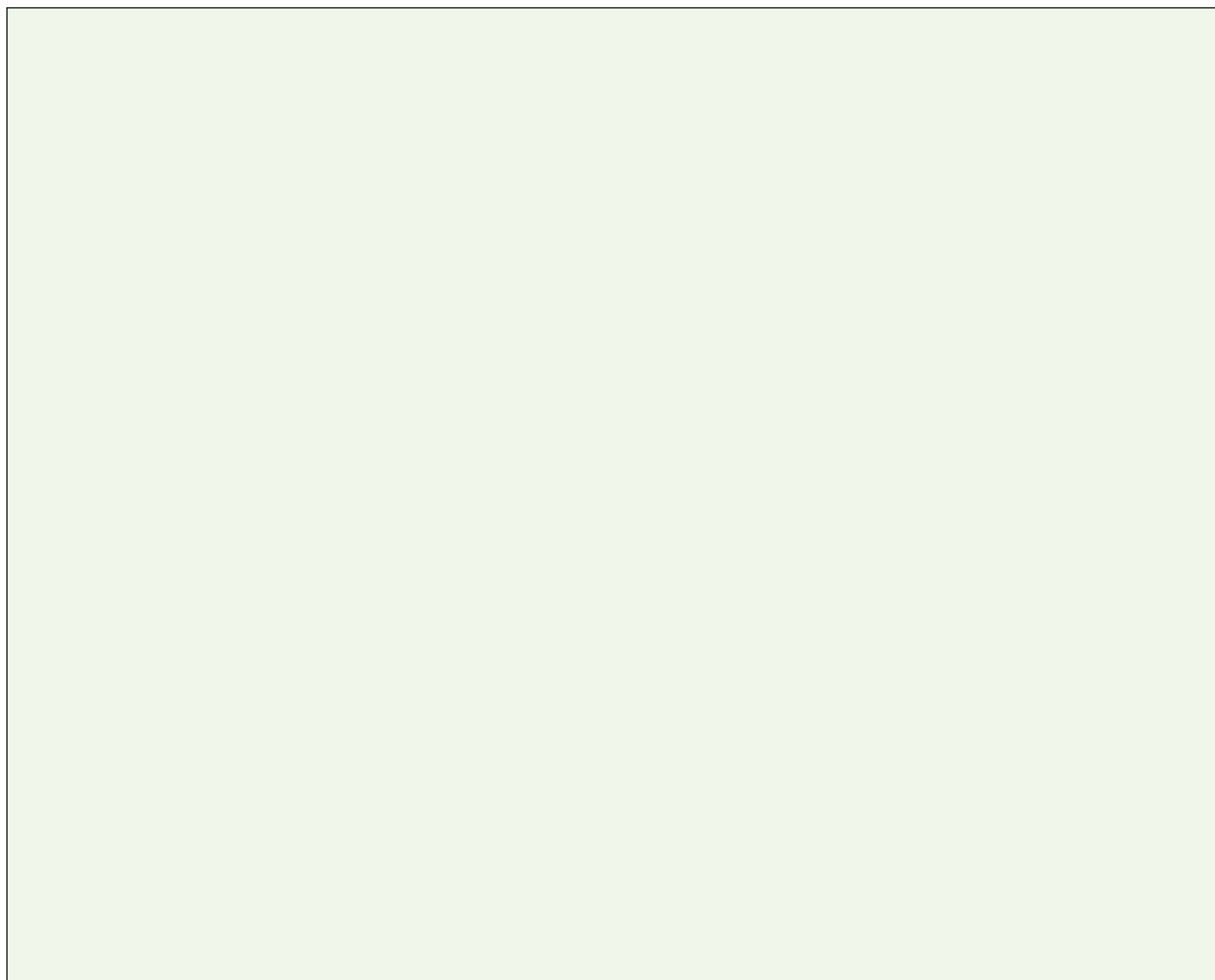
On s'attend à ce que les enseignants responsables du programme de soutien (ERPS) et les enseignants se réunissent toutes les semaines, chaque année et qu'ils mettent à l'essai le modèle d'enseignement centré sur l'élève au cours de ces occasions de co-enseignement.

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.

Annual Report - Executive Summary

The Dehcho 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, including any specific information related to the COVID-19 pandemic:

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 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 2019 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	Vice-Chairperson
Nahanni Butte	Jayne Konisenta	Trustee
Sambaa K'e	Carielyn 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 2023

- Fort Providence DEA in December 2019 for a two-year term. Term ends in 2021. The next elections will be in December of 2023

- 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.

B. *Functional Organizational Chart*

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

Dehcho Divisional Education Council


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                    Minister of Education
             Dehcho Divisional Education Council
                      Superintendent
                        96-0808
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Comptroller 96-3836	Assistant Superintendent 96-12307	Inclusive Schooling Coordinator 96-12430
Finance & Administration Officer 96-15453	Principal Liidlii Kue Schools 96-0100	Program Specialist 96-3936
Administration Officer 96-6846	Principal 96-0985 Deh Gah School	TLC Coordinator 96-7280
Custodial Worker **96-6437	Principal 96-0944 Louie Norwegian School	Executive Secretary 96-3380
Custodial Worker **96-12564	Principal 96-0948 Chief Julian Yendo School	
	Principal 96-8017 Charles Yohin School	
	Principal 96-2701 Charles Tetcho School	
	Principal 96-3037 Echo Dene School	
	Principal 96-1508 Kakisa Lake School	

**indicates a part time position

Approved: *D. Bright*   Date: *May 23 / 2020*
Superintendent

C. Governance Training

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

Planned Topic	Delivered by *(Superintendent, ECE, External Consultant, etc.)*	Audience Intended *(DEC/DEA)*	Planned Location & Date	Was the training held as planned? *(Yes/No)*	If No, why not?
Trustee Orientation Roles and Responsibilities	ECE (Ms. Andrea Giesbrecht)	DEA	To be announced (Pending on Covid 19)		
The conference features concurrent workshops, exhibitors plenary presentations and networking opportunities	First Nations Education Steering Committee	Educators and Leadership (DEAs)	**December 3 to 5, 2020** Vancouver (Cancelled due to COVID-19)		

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 25 & 26 2020	Fort Simpson		
December 11 & 12, 2020	Fort Simpson		
March 2021 - To be announced	Fort Providence		
June 2021 - To be announced	Fort Simpson		

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	Total Anticipated Student Head Count	449

School Name	Community	Grades Offered	Programming Highlights
Echo Dene School (EDS)	Fort Liard	JK-12	Northern Distance Learning
Deh Gáh Elementary & Secondary School (DGESS)	Fort Providence	JK-12	Part-time Immersion Programming JK-3 Northern Distance Learning
Łíídlįį Kų́ę́ Elementary School (LKES)	Fort Simpson	JK-6	Split and Single Grade Classes
Łíídlįį Kų́ę́ Regional High School (LKRHS)	Fort Simpson	7-12	Northern Distance Learning
Louie Norwegian School (LNS)	Jean Marie River	JK-9	Multi-Grade Classes
Kakisa Lake School (KLS)	Kakisa	JK-9	Multi-Grade Classes
Charles Yohin School (CYS)	Nahanni Butte	JK-10	Multi-Grade Classes
Charles Tetcho School (CTS)	Sambaa K'e	JK-9	Multi-Grade Classes
Chief Julian Yendo School (CJYS)	Wrigley	JK-9	Multi-Grade Classes

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 with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), 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 home schooled.

Table 2: Student enrolment (FTE) by school and by grade as of September 30, 2019

		Grades															
		JK	K	1	2	3	4	5	6	7	8	9	10	11	12	FTE Tot
Fort Liard	Echo Dene	6.0	8.0	5.0	4.0	6.0	3.0	10	7.0	6.0	5.5	7.0	16.5	8.0	5	97
Fort Providence	Deh Gáh	2	9.0	4.5	8.0	6.0	9.0	7.0	5.0	5.0	11	8.0	9	4	18	105.5
Fort Simpson	Liidlii Kue Elementary	11	13	17	7	10	13	14	18	0.0	0.0	0.0	0.0	0.0	0.0	103
Fort Simpson	Liidlii Kue Secondary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12	8	8.0	20.5	16.5	18.5	83.5
Wrigley	Chief Julian Yendo	1	2.0	1.0	2.0	4.0	1.0	1.0	3.0	3.0	0	1.0	0.0	0.0	0.0	19
JeanMarie River	Louie Norwegian	0	0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	5
Kakisa Lake	Kakisa Lake	0.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4
Nahanni Butte	Charles Yohin	0.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0	7
Sambaa K'e	Charles Tetcho	1	1.0	1.0	4.0	2.0	0.0	0.0	1.0	3.0	3.0	4.0	0.0	0.0	0.0	20
DEC Total		**21**	**34**	**29.5**	**28**	**30**	**28**	**35**	**35**	**30**	**27.5**	**30**	**46**	**28. 5**	**41.5**	**444**

Ethnic Backgrounds

Ethnicity	% of Student Population
Dene	87%
Inuit	2%
Metis	3%
Non-Aboriginal	8%

Student Programming Grades 1-9

	Regular Program	Regular Program with Accommodations for Difficulty	Regular Program with Accommodations for Enrichment	Modified Education Plan (Below age/grade level)	Modified Education Plan (Above age/grade level)
Math	127	39	1	128	0
Language Arts	103	7	2	146	0

High School Programming

	Regular Program	Regular program with Accommodations for difficulty	Regular Programming with accommodations for Enrichment
Number of students	54	67	0

Individual Education Plans

	K-9	10-12
Number of Students	1	4

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 current teacher population for the Dehcho Divisional Education Council is 47.75 PYs. Due to the uncertainty of enrolment and to maximize efficiency, the plan is to reduce the total number of teachers by two and half (2.5) for the 2020- 2021 school year. The average length of employment within the region for current staff is 7.9 years. In the past school year (2019-2020) the Council hired fourteen (14) new teachers into the region's schools. Of those fifteen new teachers, four (4) were first year teachers in the profession. Staffing is currently under way for the 2020-21 school year. Of the total teaching staff in the region, there are currently ten (10) teachers who are originally from the region and the Northwest Territories. The effects of the COVID-19 pandemic has resulted in less anticipated turnover due to uncertainty over hiring and school openings across the country and NWT.

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. However, we are seeing a stabilizing level of staff, particularly in the more senior teaching positions.

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
- 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 continues to decrease 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.

| **Regional priorities and goals**, including any specific information related to the COVID-19 pandemic: | Priorities: Mental Wellness, Literacy, Writing, Indigenous Education, and Inclusive Schooling

The DDEC implemented an ambitious district-wide Literacy program for grades 1 to 6 (Fountas & Pinnel) 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.

Our targets are still valid, but with a slight delay:

- DDEC intends to bring all K to grade 3 students at level in reading by the end of school year 2022/2023. There will be benchmark progress reports every year.
- Deh Gah school has a part-time Dene Zhatie immersion program and, as such, we do not have the same expectation of grade 3 students reading at level by 2023, as they are being educated in two languages.
- 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
- The target is to reach 68% of Grades 1 to 9 students writing at level in 2021. There again, this specific goal will not include the Deh Gah school data because of the Language immersion program.

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.
- We will revisit the Dene Kede Curriculum and offer a workshop to all our teachers at the beginning of the school year.

Our focus for Inclusive Schooling in school year 2020-2021 is multi-faceted:

- DDEC intends to keep accurate records of all our school-based team meetings.
- DDEC intends to ensure that all IEP meetings are attended by principals.
- DDEC intends 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 be by-standers. |

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
Curricular alignment checklist	100% of teachers will follow the curriculum		
Dehcho Student Writes (DSW), six traits of writing	100% of school will assess students twice a year using (DSW)		
Fountas and Pinnell (F & P) Benchmark assessment (K-9)	100% of our schools will assess students 2 times a year using Fountas & Pinnell benchmarks		
PSTs will begin student centered coaching in schools using data driven decision-making.	100% of PSTs will participate in a minimum of two, six-week coaching cycles with teachers in their schools.		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

B. School Improvement Planning

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

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

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.	**Literacy** All schools will be expected to implement and monitor the Balanced Literacy Intervention program to reach Regional District Literacy targets. This targets the DDEC's regional goal to promote excellence in student performance. It is also aligned with ECE's Foundational concept (Education renewal) of: Strength and Growth whereas *all learning environments, processes, and initiatives must nurture personal growth*. A balanced approach to Literacy will allow all learners to reach their full potential, with respect to their learning needs and their individual abilities to process learning. **Indigenous Education** - Schools will coordinate their action to better support the Our Language curriculum and some STIP time will be allocated at the beginning of the school year for that purpose. - Schools will work with the Central office to Highlight the Dene Laws as we implement the Social Emotional Learning (SEL) curriculum.. - Principals will make sure there is evidence of Dene Kede implementation throughout the subject areas. The Indigenous Language Committees and RILE coordinator will work with all staff to support strategies in the implementation of Dene Kede - Teachers will receive a refresher/training on Dene Kede curriculum **Inclusive Schooling** - Schools will monitor and record meetings: School Based team (SBT); Teachers and Program Support Teachers (PSTs) - School administration will ensure that appropriate curricular activities are available and that flexible instructional strategies are implemented, based on the students' needs. - PSTs will continue to build their toolbox of intervention strategies, and stronger Inclusive practices will be developed for high schools in the Dehcho. **Mental Wellness** - Schools will implement the strategies born out of our Erase-Bullying campaign. - All schools will implement the Social Emotional Learning curriculum and make sure Dene laws are highlighted in so doing.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100		
% of schools in the region for which School Improvement Plans are submitted.	100		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

C. Annual School Reviews

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

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

Regional approach to the completion of **Annual School Reviews**, including any specific information related to the COVID-19 pandemic.	Annual school reviews in the Dehcho in previous years have been informal in nature. During 2020-2021 this process will become more formalized and begin with two schools. Schools will be assisted with the collection of data and subsequently using this data to create goals that allow for improvement in this data. It is critical that both non-academic and academic school performance be evaluated. These goals will be linked to School Improvement Plans.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of schools in the region for which Annual Reviews are completed.	2/9		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

D. Staff Evaluations

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

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

Regional approach to the completion of **Staff Evaluations**, including any specific information related to the COVID-19 pandemic.	Dehcho Staff are evaluated as per the specific mandates and responsibilities of the position they hold and with regards to their capacity to implement, assess and supervise the goals and directives as mandated by ECE and DDEC. The Superintendent and supervisor of schools assess the principals who, in turn, are responsible for teacher and support staff evaluations. We strive to reach our regional and local targets together as a team. Every employee has a role to play in the overall success of the organization leading to the improvement of student performance. We assess the ability of the individual to achieve (or strive to achieve) regional mandates, and his/her willingness to implement the changes that are needed to reach measurable outcomes.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	23		
Number of principals and assistant principals formally evaluated in the school year.	4		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	1		
Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

E. *Regional Training and In-Service*

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers' Instructional Practices (STIP). (This <u>does not</u> 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.	Regional Training and In-Service will target Literacy, Indigenous Education and Inclusive Schooling. Schools will use their STIP collaborative time to organize into Professional Learning Communities with a focus on Literacy, Inclusive Schooling, and Indigenous language and culture. The regional orientation will focus on all three of the areas listed above. In addition, throughout the year, school staffs will be provided with additional literacy training at all grade levels. Further Inclusive Schooling In-Service and training will target student-centered coaching, as well as any school specific area of needs such as Autism.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of Regional training and in-service focused on regional priorities	100		
% of Regional training and in-service focused on shared priorities	100		
Number of administration days dedicated to training and in-service.	100		
% of collaborative STIP time dedicated to regional priorities	100		
Number of schools which implemented STIP as per the Ministerial Directive	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

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 *(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)*
0.65	0.5	.65			

* 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, including any specific information related to the COVID-19 pandemic.	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 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. Instructional reading support will be provided accordingly. In addition, a 0.65 literacy coach 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 are being implemented with fidelity.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
Regional Literacy Action Plan in place for the school year. *(Yes or No)*	yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

G. *Healthy Food for Learning*

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

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

Relevance of **the Healthy Foods for Learning program** to regional priorities and strategies for program implementation, including any specific information related to the COVID-19 pandemic.	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 centres. This highlights the importance of food programs in supporting an adequate intake of fruits and vegetables. HFP ties to DDEC's goal to: *Support the wellness and healthy lifestyles of students, all educational staff, and trustees.* Furthermore, the Healthy Food for Learning (HFL) program ties to the territorial goal to: *Increase learner outcomes by meeting the needs of all parts of the student – social, emotional, spiritual, intellectual and physical.* Strategies: • **Promote student engagement in choosing healthier beverages** • **Promote research skills on various topics around nutrition and food.**

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools offering healthy foods programming.	100		

% of schools following regional wide programming and guidelines, *if applicable.*	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Name	Type of food program(s) offered in each school *(Breakfast, Lunch, Snack, etc.)*	Days per week program is offered in each school *(Monday – Friday)*	Average number of children/ youth served daily	Criteria for participation *(Low income, fee, Everyone welcome, etc.)*	Was the program delivered as planned? *(Yes/No)*	If No, why not?
EDS	Food support is offered in partnership with the Band Council who provides the delivery of packages and/or vouchers	Every day	It varies	None		
DGESS	Food vouchers for the local store are handed out by the Band Council	Every day	It varies	None		
LKES	Food vouchers for the local store are handed out by the Band Council	Every day	It varies	None		
LKRHS	Food vouchers for the local store are handed out by the Band Council	Every day	It varies	None		
LNS	Food vouchers for the local store are handed out by the Band Council	Every day	It varies	None		
KLS	Food vouchers for the local store are handed out by the Band Council	Every day	It varies	None		
CYS	Food vouchers for the local store are handed out by the Band Council	Every day	It varies	None		
CTS	Food vouchers for the local store are handed out by the Band Council	Every day	It varies	None		
CJYS	Food vouchers for the local store are handed out by the Band Council	Every day	It varies	None		
TOTAL						

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 Fountas & Pinnell Leveled Literacy Intervention (LLI) provides intensive, small group instruction designed to turn struggling readers into successful readers. All K-2 teachers in our district will receive training in LLI. In addition. All teachers in grades K-9 will receive training in Fountas & Pinnel, balanced literacy. All teachers in grade 10-12 will receive training in Reading Apprenticeship.**

SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of teaching staff from across the region that participate in SSI PD activities.	100		
% of support staff from across the region that participate in SSI PD activities.	100		
Areas of Strength			
Areas for Development			
Additional Comments			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? *(Yes/No)*	If No, why not?
Literacy Initiative- Fountas & Pinnell (JK-6), Reading Apprenticeship (7-12)	August 2020 to June 2021.		

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:

2020-2021	2021-2022	2022-2023
BDEC SSDEC	CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in which Safe Schools Plans are completed for the school year.	100		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

J. *Healthy Relationship Programming*

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. 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. Healthy Relationship Programming and Social Emotional Learning are key elements in developing and maintaining student wellness. All schools in the Dehcho, depending upon the age/grades of their student population, will be expected to implement there commended programs outlined above .** **The focus for the DDEC will be to implement new strategies to help promote healthier relationships. As such, we will introduce new workshops on Erase-Bullying and Social Emotional Learning (SEL) at our staff orientation in August. Corresponding curricular objectives will be implemented throughout the year.**

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools with JK-3 students offering WITS.	100		
% of schools with grade 4-6 students offering LEADS.	100		
% of schools with grade 7-9 students offering the Fourth R.	100		
% of schools with grade 10-11 students offering HRPP.	100		
Areas of Strength for the region			

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance *(if applicable)*
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4thR, and HRPP, and the grades they are being used in (*if applicable*).	EDS	Implement WITS, LEADS, 4TH R, HRPP		
	DGESS	Implement WITS, LEADS, 4TH R, HRPP		
	LKES	Implement WITS, LEADS		
	LKRHS	Implement 4TH R and HRPP		
	LNS	Implement WITS, LEADS, 4TH R,		
	KLS	Implement WITS, LEADS, 4TH R		
	CYS	Implement WITS, LEADS, 4TH R		
	CTS	Implement WITS, LEADS, 4TH R		
	CJYS	Implement WITS, LEADS, 4TH R		

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 Tłįchǫ)*	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)*
EDS	Dehcho Dene	Core	JK-12	100%	40 minutes/day		
DGESS	Dehcho Dene	Core	JK-12	100%	40 minutes/day		
LKES	Dehcho Dene	Core	JK-6	100%	40 minutes/day		
LKRHS	Dehcho Dene	Core	7-12	100%	40 minutes/day		
LNS	Dehcho Dene	Core	JK-9	100%	40 minutes/day		
KLS	Dehcho Dene	Core	JK-9	100%	40 minutes/day		
CYS	Dehcho Dene	Core	JK-9	100%	40 minutes/day		
CTS	Dehcho Dene	Core	JK-9	100%	40 minutes/day		
CJYS	Dehcho Dene	Core	JK-9	100%	40 minutes/day		

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)*
EDS	$29,250	0	$29,250		
DGESS	$28,250	0	$28,250		
LKRHS	$28,250	0	$28,250		
TOTAL	$85,750	0	$85,750		

School	Number of ISPs in place	Number of years at the school per ISP	Source of each ISP *(CUSO volunteer, local hire, etc.)*	Successes and challenges related to ISPs
EDS				
DGESS				
LKRHS				

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

Regional approach to **Northern Distance Learning**, including any specific information related to the COVID-19 pandemic.	We will continue to partner with ECE and Beaufort-Delta to expand NDL programming in the Dehcho. Currently, NDL is being offered in all three High Schools. LKRHS in Fort Simpson will add an extra NDL screen so as to offer additional NDL courses.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for variance** *(if applicable)*
% of eligible high schools offering NDL classes.	100%		
% of NDL course credits acquired within the school year.	20%		
% of NDL students passing diploma exams (*for NDL courses*) written within the school year.	100%		
% of graduating NDL students being accepted directly into post-secondary programs.	100%		
% of eligible NDL students participating in the annual Post-Secondary Bridging Experience.	40%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance *(if applicable)*
Number of students taking NDL courses, per school.	EDS	6		
	DGESS	8		
	LKRHS	12		
Number of NDL students participating in this year's Post-Secondary Bridging Experience, per school.	EDS	3		
	DGESS	5		
	LKRHS	5		
Number of NDL endpoints actively in use, per school.	EDS	1		
	DGESS	1		
	LKRHS	2		

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			

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)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
EDS	1.00	1.0			
DGESS	1.00	1.0			
LKES	1.00	1.0			
LKRHS	1.00	1.0			
LNS	0.50	0.5	Itinerant PST		
KLS	0.50	0.5			
CYS	0.50	0.5	.3 by Itinerant PST		
CTS	0.50	0.5			
CJYS	0.50	0.5			
TOTAL	6.50	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.

School Name	Allocated *(PY)*	Budgeted *(PY)*	Explanation for Difference *(if applicable)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
EDS	1.51	.8	Tsf excess funding to small schools where required		
DGESS	1.64	1.6			
LKES	1.33	1.6			
LKRHS	1.33	1.6			
LNS	0.08	.5	Not efficient to staff .08 so tsf from CJYS		
KLS	0.06	.5	Not efficient to staff .06 so tsf from EDS		
CYS	0.11	0	Tsf to KLS due to efficiency and needs		
CTS	0.31	.5			
CJYS	0.30	1	Full time incumbent in position		
TOTAL	6.67	8.1			

D. Inclusive Schooling - Staff Development

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

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

Allocated ($)	Budgeted ($)	Explanation for Difference *(if applicable)*	Actual ($)	Explanation for Difference *(if applicable)*
$43,829	85,000	Priority on staff development		

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

Type of Training	Audience Intended *(PSTs / Educators / Support Assistants / Principals)*	Planned Topic	Planned Date & Location	Was the training held as planned? *(Yes/No)*	If No, why not?
In person	PSTs, RISC and Selected Educators and Principals (Maximum 15)	Mental Health First Aid	TBA: Dependent upon available trainers from Health		
Virtual	PSTs, RISC, Educators, Support Staff	Inclusive Schooling Overview for Dehcho Schools	August 24th Orientation: Fort Simpson		
Conference - Virtual	PSTs and RISC	Student Centered Coaching	TBD based on speaker schedule		
In person and Virtual	PST's/Principals	Implementing the Inclusive Schooling Directive (topics will vary)	a. September: Fort Simpson (virtual) b. January 2021: Fort Simpson c. May 2021: Fort Simpson		
Conference WEBCAST	PST, RISC, Some School	Best practices in Autism	January 2021		

	Staff,				
In person	School staff Who have not had previous training	Go-To Educator: Mental Health Literacy	To be determined based on allocated STIP		
In person	New Support staff and new PSTs	Non-Violent Crisis Intervention Training	TBD		
PLC - Virtual	Interested High School Teachers, PSTs, High School Administrators	Inclusion in High School – Best Practices	TBD		
Virtual	Support Assistants	Overview of Support Assistant role	TBD		
In person	PSTs, Administrators, key community agencies	VTRA Violent Threat Risk Assessment	TBD		

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

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 Specific focus for PSTs this year is in the area of Student-Centered coaching due to the abrupt end to training in 2019-2020.** **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 2020-2021 school year.** **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 areas that have more stable internet access) with hopes to increase this training when connectivity improves in our communities** **Most training will be conducted virtually and when in person COVID-19 Precautions implemented**

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference *(if applicable)*
% of educators that have been trained on developing and implementing IEPs this year.	**100**		
% of educators that have been trained on developing and implementing SSPs this year.	**100**		
% of educators that have been trained on the use of flexible strategies this year.	**100**		
% of educators that have been trained on the School-based Support Team process this year.	**100**		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	**100**		

% of Support Assistants who have been trained on Inclusive Schooling this year.	**100**		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	**100**		
% of educators that have been trained on Assistive Technology this year.	**25**		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.			

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

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total *($)*

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	Total Over / Under Allocation *($)*
$61,070			

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)*	Actual *($)*	Explanation for Difference *(if applicable)*
EDS	$18,509	$15,000			
DGESS	$18,453	$15,000			
LKES	$22,894	$10,000	Efficiency in joint programs developed		
LKRHS	$12,051	$10,000			
LNS	$11,571	$10,000			
KLS	$12,608	$10,000			
CYS	$15,008	$10,000			
CTS	$13,925	$7,500	Efficiency in joint programs developed		
CJYS	$18,509	$7,500	Efficiency in joint programs developed		
TOTAL	$125,020	$95,000			

G. *Alignment of Student Supports*

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

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

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.	Excellence in student performance is a strategic goal of the Dehcho Divisional Education. 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 Learning 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. Schools will choose and implement universal strategies for all students. PSTs will improve their instructional strategy toolbox. Principals will be expected to monitor classroom instruction and ensure that student plans are in place and that the diversity in student programming is reflected in year, unit, and daily lesson plans. Due to Covid and class size limitations, more time may be spent in small group instruction with the PST. This will be monitored closely, requiring advanced planning, goals for small groups and a plan for transfer of skills back into the learning environment.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	**100%**		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	**100%**		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	**100%**		
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	**30%**		
Number of students not able to participate in the Common Learning Environment in their home community.	**5%**		

% of teachers using Class Profiles (Class Reviews) in their lesson planning.	**100%**		
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	**100%**		
Number of students in temporary residency situations or homebound for whom education programs are provided.	**6%**		
Number of times per month that the RISC meets with PSTs via video/phone conference?	**1-2%**		
Number of times per year that the RISC meet with the PSTs in person	**5%**		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

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.	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 a minimum of bi-weekly collaboration time with the Program Support Teacher where these strategies can be explored. The Principals provide flexibility in scheduling so that the PST can work directly in classrooms with teachers through the co-teaching or student centered coaching models of instruction. Schools also have STIP time where additional collaboration is planned and support assistants included. Each school will be required to identify 2-3 flexible instructional strategies that ALL 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers who receive support through equitable scheduled time with PST.	**100**		
% of support assistants who receive support through adequate scheduled time with PST.	**100**		
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	**100**		
% of classroom teachers who will meet with the PST at least once a month.	**100**		

% of support assistants who will meet with PST at least once a month.	**100**		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	**100**		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	**100**		
% of schools that have a fair process for equitable access to extra-curricular activities.	**100**		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

I. School-based Support Team

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

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

Regional approach to ensure that a 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.	It is a DDEC expectation that all larger schools will schedule a minimum of one SBST meeting per week. Small schools will be expected to have one planned meeting per month with others to be scheduled as needed with the itinerant PST. This time slot is prioritized above all other school activities. Program Support Teachers submit a SBST checklist (signed by the principal) to the RISC by the end of September, indicating that the SBST is in place and the process has been reviewed with all staff. Monthly PST reports, submitted to the RISC indicate the number of SBST meetings held as well as the focus of these team meetings. The RISC will follow-up with the Principals and PSTs to support SBST implementation where necessary throughout

the school year.

When outside agencies are requested to attend virtual technology will be used to limit the physical contact. Parents will also be given the opportunity to attend virtually.

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**		
% of teachers accessing the SBST	**100**		
% of schools that are using referral forms to notify SBST about specific student needs.	**100**		
% of schools that keep written records of SBST meetings.	**100**		
% of SBST meetings that focus on developing strategies to support classroom teachers (can this or the ones below be planned for or have targets set?)	**100**		
% of SBST meetings that focus on solving specific problems	**70**		
% of SBST meetings that address systemic issues in the school	**30**		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance *(if applicable)*
Please list the frequency and duration of planned SBST meetings by school. *(month/minutes)*	EDS	Three/month 60min/meeting		
	DGESS	Three/month 60min/meeting		

	LKES	Three/month 60min/meeting		
	LKRHS	Three/month 60min/meeting		
	LNS	one/month 60min/meeting		
	KLS	one/month 60min/meeting		
	CYS	one/month 60min/meeting		
	CTS	one/month 60min/meeting		
	CJYS	one/month 60min/meeting		

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.

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.	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. In addition, PSTs review the process for SSPs and IEPS at the beginning of the school year with staff. There is an SSP and IEP checklist for both PSTs and Teachers, that clarifies the expectations and processes. Due to Covid 19, the majority of consultation for SSPs and IEPS will be completed via virtual methods.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers completing SSPs for student requiring them in consultation with parents.	**100**		
% of teachers completing IEPs for student requiring them in consultation with parents.	**100**		
% of parents participating in developing SSPs for those students requiring them.	**100**		
% of parents participating in developing IEPs for those students requiring them.	**100**		
% of students participating in developing their own SSPs, when required and appropriate.	**100**		

% of students participating in developing their own IEP, when required and appropriate.	**100**		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. PST Activities

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

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

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.	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 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 allocated targets are significantly different from expectations. Given that there are limits on class size in some grades as a result of Covid 19, increases in the time spent working directly with students may be noticed. PSTs may be required to work with teachers to develop plans for students at risk and may increase small groups slightly. This will be closely monitored and well-planned to support student success.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	**100**		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	**100**		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	**100**		
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 *(PY)*	Budgeted *(PY)*	Explanation for difference *(if applicable)*	Actual *(PY)*	Explanation for difference *(if applicable)*
1.0	1.0			

B. *Indigenous Language Instructors*

Indigenous Language Instructors 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 Indigenous Language Instructors (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

School Name	Allocated *(PY)*	Budgeted *(PY)*	Explanation for difference *(if applicable)*	Actual *(PY)*	Explanation for difference *(if applicable)*
EDS	1.17	1			
DGESS	1.24	1			
LKES	0.80	1			
LKRHS	0.81	1			
LNS	0.50	0.5			
KLS	0.50	0.7			
CYS	0.50	0.5			
CTS	0.50	0.5			
CJYS	0.50	1	Incumbent in full time position		
TOTAL	6.52	7.2			

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 Indigenous language Instructor positions.	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	Louis Norwegian, Kakisa Lake and Nahanni Butte schools do not have an Aboriginal Language teacher. Staff at all schools have connected with local band office, Elders and other Knowledge Keepers to provide authentic language and cultural experiences that relate directly to Dene Kede and Our Languages curriculum throughout the school year.
What plans do you have to recruit and train language teachers in the future?	DDEC will continue work with job evaluation and local DEA's to follow through on advertising and hiring personnel for these positions.
What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?	N/A

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 ($)	Explanation for difference (if applicable)	3rd Party Funding ($) & Source (If applicable)
EDS	$35,100	$35,000	Budgeted amounts			
DGESS	$33,900	$35,000	distributed			
LKES	$33,900	$35,000	equalled			
LKRHS	$33,900	$35,000	by relative			
LNS	$29,250	$32,000	size of			
KLS	$28,250	$32,000	community			
CYS	$30,250	$32,000	to equal			
CTS	$33,500	$32,000	approx total			
CJYS	$31,250	$32,000	allocated funding			
TOTAL	$289,300	$300,000				

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.

Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.	Dehcho Education Council believes that building school-community relationship 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 "Elders in School" funds so that they can involve Elders and knowledge keepers in activities such as feasts, assemblies, seasonal camps and classroom activities. Due to COVID-19 restrictions Elders will be restricted to interactions that could involve virtual interactions but will vary on network and technology accessibility and technical support in all Dehcho communities.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with an ILE Committee	100%		
% of schools with Elders hired for regular school programming, scheduled on a daily basis	100%		
% of schools hosting community gatherings rooted in local cultures	100%		

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency *(part-time or full-time)*	EDS	10 visits		
	DGESS	10 visits		
	LKES	10 visits		
	LKRHS	10 visits		
	LNS	10 visits		
	KLS	10 visits		
	CYS	10 visits		
	CTS	10 visits		
	CJYS	10 visits		
Types of events/ projects involving cultural resource people per grade level	EDS	Two land and culture based camps for JK-12 with Elders involved in planning and teaching traditional activities. Telling stories		

		and sharing historical information.		
		Elders to teach Dene Yatie language and skills around home activities such as cooking, sewing and cutting wood.		
		Drum-making and drumming for the boys.		
		Sewing and beading mittens for the girls.		
	DGESS	The school will facilitate three land and culture based camps for JK-12 with Elders involved in planning and teaching traditional activities.		
		A Jordan's Principle grant will be used to fund after-school cultural activities.		
		These activities will be hands-on for students and will be led by local knowledge keepers. Staff and students will engage in story-telling and sharing historical 00information.		
		The staff and students will continue to welcome Elders into the school to teach language and skills around home activities such as		

		cooking, sewing and cutting wood. The JK-12 classroom involvement remains dependent upon individual class plans. *Telling stories, and sharing historical information. *Elders to teach language and skills around home activities such as cooking, sewing and cutting wood. *K-12 classroom involvement dependent on individual class plans.		
	LKES	Two on the land camps with Elders and knowledge keepers involved with planning and teaching traditional skills. Telling stories and sharing historical information K-6 classroom involved dependent on individual classroom plans.		
	LKRHS	Grade 7-9 Elders and Knowledge Keepers to teach Dene Zhatie language and skills around home activities such as cooking, sewing and cutting wood.		

		Elders and Knowledge Keepers will share stories and historical information.		
		Elders and Knowledge Keepers participate during lunchtime to teach and guide staff and students in traditional sewing a and hand games at least twice a week.		
	LNS	Back to school feeding the fire.		
		Seasonal on the land camps with Elders involved in planning and teaching traditional skills and Dene Zhatie language.		
		Community events based on the Dene Laws such as Thanksgiving feast, preparing treats for and visiting Elders.		
		Cutting firewood for Elders with local knowledge keepers.		
		Nature hikes and consulting with Elders and knowledge keepers on local plants and animals.		
		All grade levels included from JK-8.		

	KLS	One culture camp with Elders involved in planning and teaching traditional skills. Telling stories and sharing historical information incorporated into other subject areas. Elders to teach language and skills around cooking, sewing, and cutting wood. K-9 classroom involved. Sometimes the community holds a family moose hunt. Students and community members participate in that event as well.		
	CYS	Two cultural camps with Elders involved in planning and teaching traditional skills such as drum making, jigging projects/ events. Telling stories and sharing historical information. Elders to teach Dene Zhatie and skills around home activities such as cooking, sewing and gathering and cutting wood.		

	CTS	Sambaa K'e is an active traditional Dene community. Many cultural activities can be spontaneous. Two on the land camps with Elders involved in planning and teaching traditional skill. Elders and knowledge keepers to teach Dene Yatie language and skills around home activities such as cooking, sewing and cutting wood. Telling stories and sharing historical information		
	CJYS	Elders to teach language and skills around home activities such as cooking, sewing and cutting wood. Telling stories and sharing historical information. K-10 classroom involvement dependent on individual classroom plans and availability of resource people.		
Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	EDS	At least three opportunities to connect with community groups to collaborate on cultural experiences. These can include: feasts, drum dances, Dene Yatie language		

		literacy events, storytelling nights, meet and greet events, concerts, feeding fire ceremonies and tea and bannock sharing.		
	DGESS	Staff will offer at least three opportunities to connect with community groups to collaborate on cultural opportunities. These can include feasts, drum dances, Dene language literacy events, storytelling nights, meet and greet events, concerts, and feeding the fire ceremonies etc.		
	LKES	At least three opportunities to connect with community groups to collaborate on cultural opportunities. These can include feasts, drum dances, Dene language literacy events storytelling nights, meet and greet events, concerts, and feeding the fire ceremonies, etc.		
	LKRHS	At least three opportunities to connect with community groups to collaborate on		

		cultural opportunities. These can include feasts, drum dances, Dene language literacy events storytelling nights, meet and greet events, concerts, and feeding the fire ceremonies, etc.		
	LNS	At least one community feast a month. At least one community breakfast a month. Back to school fishing trip to held in early fall. Literacy nights (book/movies) will be held monthly Monthly culture/nature craft night. Monthly events will be planned to ensure that there is a weekly school–community gathering outside of instructional hours)		
	KLS	At least three opportunities to connect with community groups to collaborate on cultural opportunities. These can include feasts, drum dances Dene language literacy events storytelling nights, meet and		

		greet events, concerts, and feeding the fire ceremonies, etc.		
	CYS	At least three opportunities to connect with community groups to collaborate on cultural opportunities. These can include feasts, drum dances, Dene language literacy events, storytelling nights, meet and greet events, concerts, feeding the fire ceremonies etc.		
	CTS	At least four opportunities to connect with community groups to collaborate on cultural opportunities. These can include feasts, drum dances, Dene language literacy events, storytelling nights, meet and greet events, concerts, and feeding the fire ceremonies etc.		
	CJYS	At least three opportunities to connect with community groups to collaborate on cultural opportunities. These can include feasts, drum dances, Dene language literacy		

		events storytelling nights, meet and greet events, concerts, and feeding the fire ceremonies, etc.		
# of ILE Plan goals met, not yet met or still in progress	EDS	ILE Committee is established and will meet and plan based on the ILE team checklist.		
	DGESS	ILE Committee is established and will meet and plan based on the ILE team checklist.		
	LKES	ILE Committee is established and will meet and plan based on the ILE team checklist.		
	LKRHS	ILE Committee is established and will meet and plan based on the ILE team checklist.		
	LNS	Workshops to support and develop ILE plan will be supported and an ILE Committee will be formed. Once established the ILE Committee will meet and plan based on the ILE team checklist.		
	KLS	Workshops to support and develop ILE plan will be supported and an ILE Committee will be formed. Once established the ILE Committee will meet and plan based on the ILE team checklist.		

	CYS	Workshops to support and develop ILE plan will be supported and an ILE Committee will be formed. Once established the ILE Committee will meet and plan based on the ILE team checklist.		
	CTS	Workshops to support and develop ILE plan will be supported and an ILE Committee will be formed. Once established the ILE Committee will meet and plan based on the ILE team checklist.		
	CJYS	ILE Committee is established and will meet and plan based on the ILE team checklist.		

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.

Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.	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 is 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. Due to the COVID-19 restrictions this year regional orientation will be hosted virtually for all Dehcho staff.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools holding Teacher Cultural Orientation Days.	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	N/A Occurs regionally every 2 years. Completed during 2019 school year.		
% of Indigenous language staff participating in *Our Languages* in-servicing, when offered.	100%		
Areas of Strength for the region			

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	EDS	100% of staff participate in Cultural Orientation Days		
	DGESS	100% of staff participate in Cultural Orientation Days		
	LKES	100% of staff participate in Cultural Orientation Days		
	LKRHS	100% of staff participate in Cultural Orientation Days		
	LNS	100% of staff participate in Cultural Orientation Days		
	KLS	100% of staff participate in Cultural Orientation Days		
	CYS	100% of staff participate in Cultural Orientation Days		
	CTS	100% of staff participate in Cultural Orientation Days		
	CJYS	100% of staff participate in Cultural Orientation Days		
Number of local resource people and type of involvement in Cultural Orientation activities.	EDS	Activities and other resource people will be determined after specific plans are completed. 100% of staff will attend Dene Kede /ILE training by ECE.		
	DGESS	Activities and other resource people will be determined after		

		specific plans are completed. 100% of staff will attend Dene Kede /ILE training by ECE.		
	LKES	Activities and other resource people will be determined after specific plans are completed. 100% of staff will attend Dene Kede /ILE training by ECE.		
	LKRHS	Activities and other resource people will be determined after specific plans are completed. 100% of staff will attend Dene Kede /ILE training by ECE.		
	LNS	100% of staff will attend Dene Kede/ILE training by ECE.		
	KLS	Will include as many resource people as possible (limited numbers in community) once plans have been determined. 100% of staff will attend Dene Kede/ILE training by ECE.		
	CYS	Four to eight Elders and staff will be exploring traditional fishing areas and sharing the history of the local camp and trapping areas of Netla and Swan Point. Other activities and resources will be determined after specific plans are completed. 100% of staff will attend Dene Kede/ILE training by ECE .		
	CTS	Many different resource people will be used throughout the year depending		

		on the seasonal community activities.		
	CJYS	Activities and other resources. People will be determined after specific plans are completed. 100% of staff will attend Dene Kede/ILE training by ECE.		

F. *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. (Required in 2021)	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 Teachers will also help and support the ILE Committee. 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			

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

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	Staff will learn greetings and two other statements in Dene Yatie relating to the school environment. Provide the opportunity to use Dene Yatie in morning announcements, (student conversations will be said in both English and Dene Yatie, so staff and students will be able to pick up new phrases), assemblies and special events such as prayers, feeding the fire. Encourage Dene Language Instructors to offer impromptu language lessons outside of the Dene language classroom. Display Dene Yatie Language written signage throughout the school and in		

		classrooms. Dene Language Teacher will teach staff phrases at the end of each staff meeting.		
	DGESS	Staff will continue to learn greetings and at least two other statements in Dene Zhatie relating to the school environment. Continue to say morning announcement and Morning prayer in Dene Zhatie. Continue to use Dene Zhatie in school assemblies, and special events such as prayers and feeding the fire. Dene Language Teachers will continue to offer impromptu language lessons outside of the Dene language classroom. Will continue to display Dene Language written signage throughout the school and in classrooms.		
	LKES	Staff will continue to learn greetings and two other statements in Dene Zhatie relating to the school		

		environment. Encourage Dene Language Teacher to offer impromptu language lessons outside of Dene Zhatie language classroom. Continue to display pictures and written signage throughout school and in classrooms. ILE Committee and classroom teachers will meet regularly to coordinate and incorporate the traditional cultural activities and themes introduced in Dene Zhatie class to core subject areas.		
	LKRHS	Staff will learn greetings and two other statements in Dene Zhatie relating to the school environment. Provide the opportunity to use Dene Zhatie in morning announcements, assemblies and special events such as prayers, and feeding the fire. ILE Committee and classroom teachers will coordinate to incorporate traditional		

		activities and themes introduced in the Dene Zhatıe class into their core subject areas.		
	LNS	Staff will learn greetings and two statements in Dene Zhatie relating to the school environment. Use Dene months, seasons, days of the week and numbers during morning calendar. Dene word of the day. Work with students to learn words and update /create new labels/signage for the school.		
	KLS	Each morning school begins with the National Anthem in Dene Zhatie. Items in the school are labelled in Dene Zhatie. Our daily calendar is labelled and done in Dene Zhatie. The students do traditional activities such as beading and sewing.		
	CYS	Staff will learn greetings and five other statements in Dene Zhatie relating to the school		

		environment. Provide the opportunity to use Dene Zhatie in morning announcements, assemblies, on-land camps, and special events such as prayers and feeding the fire. Encourage Dene Language Instructors to offer impromptu language lessons outside of the Dene language classroom. Display Dene Language written signage throughout the school and in the classrooms.		
	CTS	Staff will learn greetings and two other statements in Dene Yatie relating to the school environment. Provide the opportunity to use Dene Yatie in morning announcements, assemblies and special events such as prayers and feeding the fire. Dene laws will be promoted in all school activities.		

	CJYS	Encourage Dene Language Instructors to offer impromptu language lessons outside the Dene Language classroom. Display Dene Language written signage throughout the school and in the classrooms.		

G. *Indigenizing Teaching & 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.

Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic. (required 2021)	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. 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. 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.

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	100%		
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%		

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. *(e.g. holistic, relational, spiral and experiential)*	EDS	At least 1 STIP time (part of the STIP collaboration day)a month will be used to collaborate with Dene Language instructors on how to incorporate Indigenous teaching methods such as talking circles into classroom activities. Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities. Staff will provide opportunities for students to participate in community events such political		

		meetings, winter carnival, Elder's birthdays, Treaty Day, Chief and council meetings (if open to public or invited)		
	DGESS	At least 1 STIP time a month will be used to collaborate with Dene Zhatie Language instructors on how to incorporate Indigenous teaching methods such as talking circles into their classroom activities. Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities. Staff will provide opportunities for students to participate in community events such as political or regional meetings, Treaty Days, Elder's birthdays, etc.		
	LKES	At least 1 STIP time a month will be used to collaborate with the Dene Language		

		instructor on how to incorporate Indigenous teaching methods such as talking circles into their classroom activities. Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities. Staff will provide opportunities for students to participate in community events such as political and regional meetings, Elders birthdays, Treaty days.		
	LKRHS	At least 1 STIP time a month will be used to collaborate with the Dene Language instructor on how to incorporate Indigenous teaching methods such as talking circles into their classroom activities. Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities. Staff will provide		

	opportunities for students to participate in community events such as political and regional meetings, Elders birthdays, Treaty days.	
	When opportunities arise, staff and students will bring in guest speakers and participate in community and regional meetings.	
LNS	Integrate Dene Kede curriculum into all subject areas.	
	Staff will seek professional development to allow collaboration with schools that have Dene Zhatie Language teacher as well as with local Elders/Knowledge keepers.	
	Research and integrate opportunities to include Indigenous approaches to education (hands-on, student-led inquiry, on land culturally relevant camps, and small trips).	
	Build on learning by expanding	

		topics, and building on previous experiences building curriculum on common themes to ensure spiral approach to learning. Foster opportunities through student led inquiry, cultural programming, hands on skills to help students build confidence, skills and resiliency.		
	KLS	Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities. Staff will provide opportunities for students to participate in community events such as political and regional meetings, Elders birthdays, Treaty days.		
	CYS	At least 2 STIP periods a month will be used to collaborate with elders and knowledge keepers on how to incorporate Indigenous teaching methods such as talking circles into their classroom		

		activities. Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities. Staff will participate with their class while Elders are sharing stories or demonstrating activities. Staff will provide opportunities for students to participate in community events such as political and regional meetings, Elders birthdays, Treaty days and Municipal Day.		
	CTS	At least 1 STIP time a month will be used to collaborate with the Dene Language instructor on how to incorporate Indigenous teaching methods such as talking circles into their classroom activities. Staff will participate with their class while Elders and knowledge keepers are sharing stories or demonstrating traditional		

		activities. Staff will provide opportunities for students to participate in community events such as political and regional meetings, Elders birthdays, Treaty days.		
	CJYS	At least 1 STIP time a month will be used to collaborate with the Dene Language instructor on how to incorporate Indigenous teaching methods such as talking circles into their classroom activities. Staff will participate with their class while Elders are sharing stories or demonstrating traditional activities. Staff will provide opportunities for students to participate in community events.		
Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.	EDS	Spiral learning (For example in debating the intrinsic value of Dene Laws when comparing to the Social emotional learning curriculum).		
	DGESS	IBID		
	LKES	IBID		

	LKRHS	IBID		
	LNS	IBID		
	KLS	IBID		
	CYS	IBID		
	CTS	IBID		
	CJYS	IBID		

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.

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. 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.	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. 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. 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. Incorporating simple Dene language instruction and signage in the whole school relevant to COVID 19 health precautions will be encouraged (e.g. "wash your hands", directional arrows, etc.)

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	EDS	25% of collaboration STIP will be dedicated to Indigenizing content. Staff will meet one-on-one or in small groups to collaborate with Dene Yatie teacher to develop a plan that will support Indigenizing content in other subject areas. One day of Professional Development in October will be allocated for Indigenizing curriculum.		
	DGESS	DDEC and ECE will facilitate workshops that will continue to build upon goals and activities establish in workshops. Dene Kede, Our Languages Curriculum and Dene Laws will continue to guide and direct the language and cultural learning experiences of the student in all grades.		
	LKES	An ILE component will be included in all staff meetings. ILE committee will		

		meet once a month. Schedule and plan STIP days purposefully to work on developing cross curricular class and school wide themes.		
	LKRHS	An ILE component will be included in all staff meetings. The ILE committee will be once a month. Schedule and plan STIP days purposefully to work on developing cross curricular class and school wide Indigenous themes.		
	LNS	Consultation with schools that have Dene Zhatie language teachers at least twice a year. Dedicate one monthly STIP (half day) to plan for/research strategies for Indigenizing course content in all subject areas. Dene Kede and other resources (ECE web site, apps, books, articles.		
	KLS	Regular discussions will be held on ways to incorporate Dene Kede and Dene Laws into all subject areas Staff will receive in-service training for Dene Kede/ILE Committee formation.		

	CYS	Staff involved in planning for Indigenizing of content of curriculum during STIP days of 2 Monday mornings per month.		
	CTS	Staff will include Dene Kede in daily plans within all subject areas. Dedicate 1 monthly STIP (half day) to plan for specific strategies for Indigenizing content in all subject areas. Dene Kede, Our Languages Curriculum, and Dene Laws and other resources such as ECE website, apps, books, articles, etc.		
	CJYS	Dene Kede will be included in daily programming from JK-9 across all subject areas. Staff meeting and STIP will allocated for planning indigenizing content. Principal will participate in related sessions during principal conferences. All staff will participate in relevant sessions during regional orientation All staff will receive in-service training for Dene Kede and meet as the ILE		

		Committee.		
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	EDS	100%		
	DGESS	100%		
	LKES	100%		
	LKRHS	100%		
	LNS	100%		
	KLS	100%		
	CYS	100%		
	CTS	100%		
	CJYS	100%		

Type of Indigenous content visible within school within school and % of school used to display content. *(e.g. artifacts, Indigenous role models, Elders' wall, etc.)*	EDS	The school will display posters in hallways and classrooms in Dene Yatie (common phrases, conversation, instructions and Dene Laws). The school will display artifacts and pictures of community members/Elders/role models in front foyer.			
	DGESS	Dene Zhatie language signage, and cultural displays will continue to be evident throughout the school. Examples will be: a welcoming friends sign as you enter the school, all classrooms and other doors have Dene Zhatie signage identifying the what the room is, bulletin boards in main foyers will be changed regularly to reflect community seasonal and school activities, Covid-19 information will be available, and traditional artifacts will be displayed in glass case in foyers and other areas of the school.			
	LKES	Dene Zhatie signage throughout the school. Updated pictures of			

		Elders in the center of the school. Display new traditional artifacts in school library and hallway glass cabinets.			
	LKRHS	Artifacts continued to be displayed throughout school in the foyer and main school entrance. School library will have a dedicated section for Indigenous reading materials.			
	LNS	Artifacts, Elder's wall, student's work that contain a focus on Dene cultures and traditions 50% of display content. Dene Laws displayed throughout school.			
	KLS	School has a community Elder's wall. School will continue to display traditional hunting tools, Dene Zhatie signage such as calendars, Dene Laws throughout the school. This takes up 40% of classroom space.			
	CYS	Signage, artifacts, Dene Laws wall, pictures of active Indigenous role models and traditional arts and other cultural items.			
	CTS	Glass display cabinets will continue to share			

		community made artifacts such as sewing and beading projects, drums, Dene Dolls, art pictures, and hunting tools such bows, moose hide tanning tolls and fish nets. Signage of calendars, Dene Laws and phrases continue to be displayed throughout the school.			
	CJYS	Staff will display signage about phrases, posters in Dene Zhatie in the school. Pictures of Elders and community cultural activities will be displayed in classrooms and school.			

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.

Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.	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, and to Dene Kede.
	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 deliver below in the classroom, or on the land, will vary depending on the availability of fluent Dene Zhatie speakers.
	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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to			

the COVID-19 pandemic.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(If applicable)*
Type and frequency of relevant and authentic key cultural experiences occurring **on the land**, by grade level, and % of Indigenous language included in experience.	EDS	Echo Dene School will have spring and fall cultural camps available for all students Gr JK-12. Other cultural opportunities and experiences such as making drums, dog sled race training, tanning moose hides, hand game tournaments, arctic sports and Dene games will be offered. The students and staff will be introduced to Dene language specific to land-based themes being introduced.		
	DGESS	All students JK- 12, and staff will receive authentic and key cultural experiences throughout daily school programming. This will include language relevant		

		to the themes.		
		Other cultural opportunities and experience such as making drums, tanning moose hides, competing in hand game tournaments, Arctic sports and Dene games will continued be frequently offered.		
		At least three on-the land camps will be offered for all students JK-12. This will include Take A kid Trapping, seasonal camps, and varying experiential opportunities on the river.		
	LKES	All students Gr JK-6 and staff will receive authentic and key cultural experience throughout daily school programming.		
		The students and staff will be introduced to Dene language specific to on the land themes being introduced.		
		Two seasonal on-the-land camps in the spring and fall will be offered teaching traditional skills, playing traditional games,		

		and assisting in gathering and preparing food.		
	LKRHS	One seasonal on-the-land camp for GR 7-12 will be offered to facilitate teaching traditional skills, and gathering/assisting in food preparation. Students will participate in Take a Kid Trapping. Opportunities to engage in Dene language for the land based activities will be shared.		
	LNS	Daily opportunities for meaningful cultural experiences will be provided for all grades levels JK-8. This will include two seasonal on land camps and daily opportunities to enjoy local nature experiences. The two seasonal camps will include learning traditional skills, playing traditional games, learning the importance of water, and assisting with food gathering and preparation.		
	KLS	One seasonal on-the-land camp will be offered for all staff and students		

		and will include learning traditional skills from Elders, such as playing traditional games, learning how to tie knots for fish nets, and assisting with food gathering and preparation with fish, ducks and geese.		
	CYS	Two fall and spring seasonal on the land camps will offered to Gr JK-9 and will teach traditional skills; such as hide and food preparation, camp activities, survival techniques, chicken hunting, gathering medicinal plants, skinning (Take a Kid Trapping), playing traditional games, and assisting with food gathering and traditional celebrations.		
	CTS	Three seasonal on-the-land camps for GR JK-9 will offer traditional skills, Dene language development, playing traditional games, making drums, tanning moose hides, and assisting in food gathering and preparation. Students will also participate in Take a Kid Trapping and		

		the Scotty Creek Science Camp.		
	CJYS	One on-the-land seasonal camp will be offered for all staff and students Gr JK-9		
Type and frequency of relevant and authentic key cultural experiences occurring in the **classroom setting or school** by grade level and % of Indigenous language included in experience.	EDS	All students JK- 12 and staff will receive authentic and key cultural experiences throughout daily school programming. The students and staff will be introduced to Dene language specific to the themes being introduced.		
	DGESS	All students JK- 12, and staff will receive authentic and key cultural experiences throughout daily school programming. This will include language relevant to the themes.		
	LKES	All students Gr JK-6 and staff will receive authentic and key cultural experience throughout daily school programming. All students and staff Gr JK-6 will participate in a moose theme. Activities will be planned around		

		the moose theme: a community moose feast, learning about moose habitat, learning about the parts of the moose, etc. Dene Zhatie language lessons will be incorporated throughout the theme and school.	
	LKRHS	All students Gr 7-12 and staff will receive authentic and key cultural experiences throughout the school year. A section in the library will be dedicated to Indigenous stories, novels and graphic novels written by Indigenous authors.	
	LNS	All students K-9 and staff will receive authentic and key cultural experiences throughout daily school programming. Connections with Elders/ Knowledge Keepers will occur at least once a month to share specific topics related to school learning at the time.	

	KLS	All students Gr K-9 and staff will receive authentic and key cultural experiences bi-weekly throughout the regular school year. Elders and Knowledge Keepers will be invited to share stories, local crafts (such as fish scale art) and traditional foods (such as dry fish).		
	CYS	All students and staff will receive authentic and key cultural experiences throughout daily school programming. Elders are scheduled on a weekly basis for Gr K-9. During this time Elders discuss Dene Laws and expose children to Dene Zhatie. Activities with the Elders will include storytelling, teaching community history, and preparing traditional foods. Families will be encouraged to participate in all activities with Elders.		
	CTS	All students Gr JK-9 and staff will receive authentic and key cultural experiences throughout daily school		

		programming. Curriculum connections in other core subjects are made within the classroom and at the community fall camp. Students and staff will integrate land based traditions and information to core subjects, such as science, math and social studies. Descriptions of concepts in the other core subjects are delivered in Dene Yatie.		
	CJYS	All students JK-9 and staff will receive authentic and key cultural experiences throughout daily school programming. This will include Dene language relevant to the daily school programming.		

% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.	EDS	Involving community members, including Elders and Knowledge Keepers is a key aspect of developing cultural experiences for staff and students. The % of key cultural experiences that will involve community members and their responsibilities/duties will vary depending on activities, seasons and resources available in each school. Implementation will also be dependent on ensuring all COVID 19 restrictions are met.		
	DGESS	Same as above		
	LKES	Same as above		
	LKRHS	Same as above		
	LNS	Same as above		
	KLS	Same as above		
	CYS	Same as above		
	CTS	Same as above		
	CJYS	Same as above		

J. Strengthening Indigenous Language Instruction

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.	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 Teachers (ILT) and all others 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 ILT in the schools. 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(If applicable)*
% of schools offering core language programming using OLC	100%		
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	100% ILI staff will receive three regional face-to-face workshops and any workshops (webinar, courses)		

	provided by ECE. Staff will be encouraged to take post-secondary courses offered from Aurora College and CILLDI.		
Type of Indigenous language resources being developed to support OLC.	All materials produced in Dene Zhatie/Yatie such as books, games, posters, radio lessons, camp kits, school signage, Elder supports, and theme-centered kits.		
Number of staff receiving training and support for development of Indigenous language resources.	6		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. 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	$15,105	$17,248	Distributed per student basis			
Fort Providence	$14,876	$22,002	Extensive language and land program			
Fort Simpson	$17,097	$33,652	Joint resources shared with smaller communities			
Jean Marie River	$11,876	$6,435	Resources shared from DDEC office			
Kakisa Lake	$11,436	$6,769	Resources shared from DDEC office			
Nahanni Butte	$12,354	$6,697	Resources shared from DDEC office			
Sambaa k'e	$14,204	$8,321	Resources shared from DDEC office			
Wrigley	$13,213	$8,643	Resources shared from DDEC office			
TOTAL	$110,160	$109,767				

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment
Dehcho Council/District Approved 2020-2021 Budget

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

	2020-2021 Budget	2019-2020 Approved Budget	2019-2020 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	12,766,337	11,977,108	12,470,228
Indigenous Languages Contributions		0	
French Language Contributions	55,000	50,000	50,000
ECE Other Contributions	135,000	300,000	0
Sub-Total ECE	**12,956,337**	**12,327,108**	**12,520,228**
GNWT Other Contributions	400,000	400,000	400,000
Total GNWT	**13,356,337**	**12,727,108**	**12,920,228**
Federal Government Jordan's Principle	**814,400**	**280,000**	**1,679,307**
Federal Government Other		**0**	
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals	36,000	36,000	76,000
School Fees		0	
Investment Income	30,000	20,000	70,000
Donations		0	
Other	82,000	137,000	82,000
Total Generated Funds	**148,000**	**193,000**	**228,000**
TOTAL REVENUES	**14,318,737**	**13,200,108**	**14,827,535**
EXPENSES			
Administration (see Schedule 2)	**1,075,842**	**832,569**	**825,000**
School Programs (see Schedule 2)	**9,118,088**	**8,989,221**	**9,894,307**
Operations and maintenance (see Schedule 2)	**0**	**0**	**0**
Inclusive Schooling (see Schedules 2&3)	**2,972,741**	**2,383,294**	**2,250,000**
Indigenous Languages and Education (see Schedules 2 & 4)	**1,698,266**	**1,530,493**	**1,514,789**
Student/Staff Accomodations (see Schedule 2)	**230,950**	**190,950**	**250,000**
Debt Service			
Other		**0**	
Sub-Total Expenses Before Amortization	**15,095,887**	**13,926,527**	**14,734,096**
Amortization (see Schedule 6)			
TOTAL EXPENSES	**15,095,887**	**13,926,527**	**14,734,096**
ANNUAL OPERATING SURPLUS (DEFICIT)	**(777,150)**	**(726,419)**	**93,439**
ACCUMULATED SURPLUS (DEFICIT) OPEN *	**1,581,823**	**948,743**	**1,488,384**
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	**804,673**	**222,324**	**1,581,823**

*Not required for YK1 and YCS - See Schedule 6

Department ofEducation, Culture & Employment
Council Approved 2020-2021 Budget

Dehcho Divisional Education Council/District Education Authority
Consolidated Expenses - (Schedule 2)
Annual Budget

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/ Cultural Programs	Student/Staff Accommodation	Total
SALARIES							
Teachers' Salaries		5,465,945		839,908			**6,305,853**
Regional Coordinators (RISC/RILE)				165,681	116,572		**282,253**
Program Support Teachers							**0**
Wellness Counsellors							**0**
Support Assistants		70,000		1,484,652			**1,554,652**
Indigenous Language Instruction					1,001,927		**1,001,927**
Cultural Resource Staff					`		**0**
Elders in Schools					65,000		**65,000**
Non Instructional Staff	545,362	1,645,244					**2,190,606**
Board/Trustee Honoraria	82,800						**82,800**
EMPLOYEE BENEFITS							
Employee Benefits/Allowances	46,680	252,587		90,000	70,000		**459,267**
Leave And Termination Benefits		226,987		100,000	100,000		**426,987**
STAFF DEVELOPMENT (Including Travel)		55,000		36,000	45,000		**136,000**
SERVICES PURCHASED/CONTRACTED							
Professional/Technical Services	35,000	5,000					**40,000**
Postage/Communication	40,000						**40,000**
Utilities							**0**
Heating							**0**
Electricity		40,000					**40,000**
Water/Sewage							**0**
Travel	150,000	493,000		49,000	35,000	30,000	**757,000**
Student Transportation (Busing)		62,000					**62,000**
Advertising/Printing/Publishing		20,000		95,000	95,000		**210,000**
Maintenance/Repair	85,000						**85,000**
Rentals/Leases	75,000	63,000					**138,000**
Other Contracted Services	16,000	111,000		70,000	20,000	200,950	**417,950**
MATERIALS/SUPPLIES/FREIGHT							
Assistive Technology				22,500			**22,500**
Materials		389,325		20,000	143,852		**553,177**
Freight					5,915		**5,915**
DEBT EERVICE							**0**
OTHER		219,000					**219,000**
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,075,842	9,118,088	0	2,972,741	1,698,266	230,950	**15,095,887**
AMORTIZATION							**0**
TOTAL	**1,075,842**	**9,118,088**	**0**	**2,972,741**	**1,698,266**	**230,950**	**15,095,887**

Department of Education, Culture & Employment
Council Approved 2020-2021 Budget

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

	General Inclusive Schooling	Magnet Facilities	Total
SALARIES			
Regional Coordinators	165,681		165,681
Program Support Teachers	839,908		839,908
Wellness Counsellors			0
Support Assistants	1,484,652		1,484,652
EMPLOYEE BENEFITS			
Employee Benefits/Allowances	190,000		190,000
STAFF DEVELOPMENT (Including Travel)	85,000		85,000
SERVICES PURCHASED/CONTRACTED			
Professional/Technical Services	95,000		95,000
Student Transportation (Busing)*			0
Other Contracted Services	70,000		70,000
MATERIALS/SUPPLIES/FREIGHT			
Assistive Technology	22,500		22,500
Materials	20,000		20,000
Freight			0
TOTAL	2,972,741	0	2,972,741

Department of Education, Culture & Employment
Council Approved 2020-2021 Budget

Dehcho Divisional Education Council/District Education Authority
Indigenous Languages and Education - (Schedule 4)
Annual Budget

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional ILE Coordinators		116,572		**116,572**
Indigenous Language Instruction	1,001,927			**1,001,927**
Cultural Resource Staff				**0**
Elders in Schools			65,000	**65,000**
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	150,000	20,000		**170,000**
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services				**0**
Travel	45,000	35,000		**80,000**
Student Transportation (Busing)*				**0**
Advertising/Printing/Publishing		95,000		**95,000**
Rentals/Leases				**0**
Other Contracted Services		20,000		**20,000**
MATERIALS/SUPPLIES/FREIGHT				
Materials		55,000	88,852	**143,852**
Freight		5,915		**5,915**
TOTAL	**1,196,927**	**347,487**	**153,852**	**1,698,266**

Department of Education, Culture & Employment
Council Approved 2020-2021 Budget

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

	Person Years
Administration Staff	4
Territorial Schools:	
Teachers	35.5
Consultants	2
Classroom Assistants	0
Secretaries	4
Custodians	9
School Community Counsellors	0
Other - Specify	
Inclusive Schooling:	
Regional Coordinator	1
Program Support Teachers	5.5
Wellness Counsellors	0
Support Assistants	14.6
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	1
Indigenous Languages Instruction Staff	7
Other - Specify	
Total Person Years	83.6

Department of Education, Culture & Employment
Dehcho Council/District Approved 2020-2021 Budget

INPUT	YK1
CALCULATED	YCS
FORMAT	BOTH

Divisional Education Council/District Education Authority
Reconciled Accumulated Surplus - (Schedule 6)
Annual Budget - Consolidated

	2020-2021 Budget	
TOTAL ACCUMULATED SURPLUS OPEN	1,581,823	**1,581,823**
Opening Balance Investment in Tangible Capital Assets	0	
Less : Amortization (enter negative)	0	
Plus : Capital acquisitions	0	
Plus : Debenture principal repayment	0	
Closing Balance Investment in Tangible Capital Assets	0	
Opening Balance LED Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	0	
TOTAL ACCUMULATED SURPLUS CLOSING		**804,673**
ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	**804,673**	**804,673**

REPRESENTED BY:

	2020-2021 Budget	
Opening Balance Operating Surplus	**1,581,823**	
Plus : Annual Surplus (enter positive) or	**0**	
Less : Annual Deficit (enter negative)	**(777,150)**	
Amortization	0	
Capital acquisitions	0	
Debenture principal repayment	0	
Plus : Transfer from Investment In Capital Assets	0	
Plus : Transfer from (to) Decentralized Accumulated Surplus	**0**	
Plus : Transfer from (to) Capital Fund Reserve	**0**	
Plus : Transfer from (to) LED Reserve	**0**	
Closing Balance Operating Surplus	**804,673**	**804,673**
Opening Balance Decentralized Surplus	**0**	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Surplus	**0**	**0**
Opening Balance Capital Fund Reserve	**0**	
Transfer from (to) operating fund surplus	0	
Closing Balance Capital Fund Reserve	**0**	**0**

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

_____

_ Education Body Chair

_____
Superintendent

_____September 28 2020_____
Date

_____September 28 2020_____
Date

Annual Report

_____
Education Body Chair

_____
Superintendent

_____
Date

_ Date

Education Accountability Framework

Ndıló District Education Authority

Operating Plan

For the 2020-21 School Year

Cadre de responsabilisation en éducation

Administration scolaire de district de Ndılǫ

Plan de fonctionnement

Année scolaire 2020-2021

Operating Plan - Executive Summary

The Ndılǫ District Education Authority'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 Ndılǫ District Education Authority's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year, including any specific information related to the COVID-19 pandemic:

The Ndılǫ District Education Authority (NDEA) is responsible for administering and maintaining the standards of educational programs in Ndılǫ 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 2020-21 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 Wıìlıìdeh Yatıì 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,
- Development of a Maker Space Lab,
- 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.

In March 2020, as recommended by the Minister of Education, the NDEA made a motion to close the school building due to the Covid-19 global pandemic. During this shut down, KDS staff worked diligently to remain connected and provide supports from a distance to students and families while providing learning packages. As of September 2020 KDS, reopened with an approved plan and staff have kept student, family and community health and safety as a top priority.

In addition to focusing on reopening the school and rebuilding relationships, the NDEA has set three goals for 2020-21 school year:

1. KDS will increase access to and time spent learning on-the-land. Grade one to nine students will spend a minimum of half a school day per week engaging in on-the-land programming by making use of the natural spaces within close proximity to the school. KDS will integrate Wıìlıìdeh language, in addition to classroom lessons, into daily on-the-land activities.

2. KDS education staff will increase their understanding of curriculum mapping, assessment activities and differentiation through the lens of NWT curriculum by engaging in professional development activities and setting goals for teaching and learning practices.

3. KDS will increase student and staff access to wellness and mental health services. Time will be spent focusing on community building and strengthening relationships following the closure of the school building and increased restrictions due to Covid-19. Students and staff will have access to a Child and Youth Care Counsellor. As well, KDS staff will participate in professional development to further deepen their understanding of trauma informed practices.

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 12e année dans les cinq collectivités de la région du Sahtú. Depuis 1998, elles toutes ces collectivités ont des classes de 10e à 12e 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 12ᵉ 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.
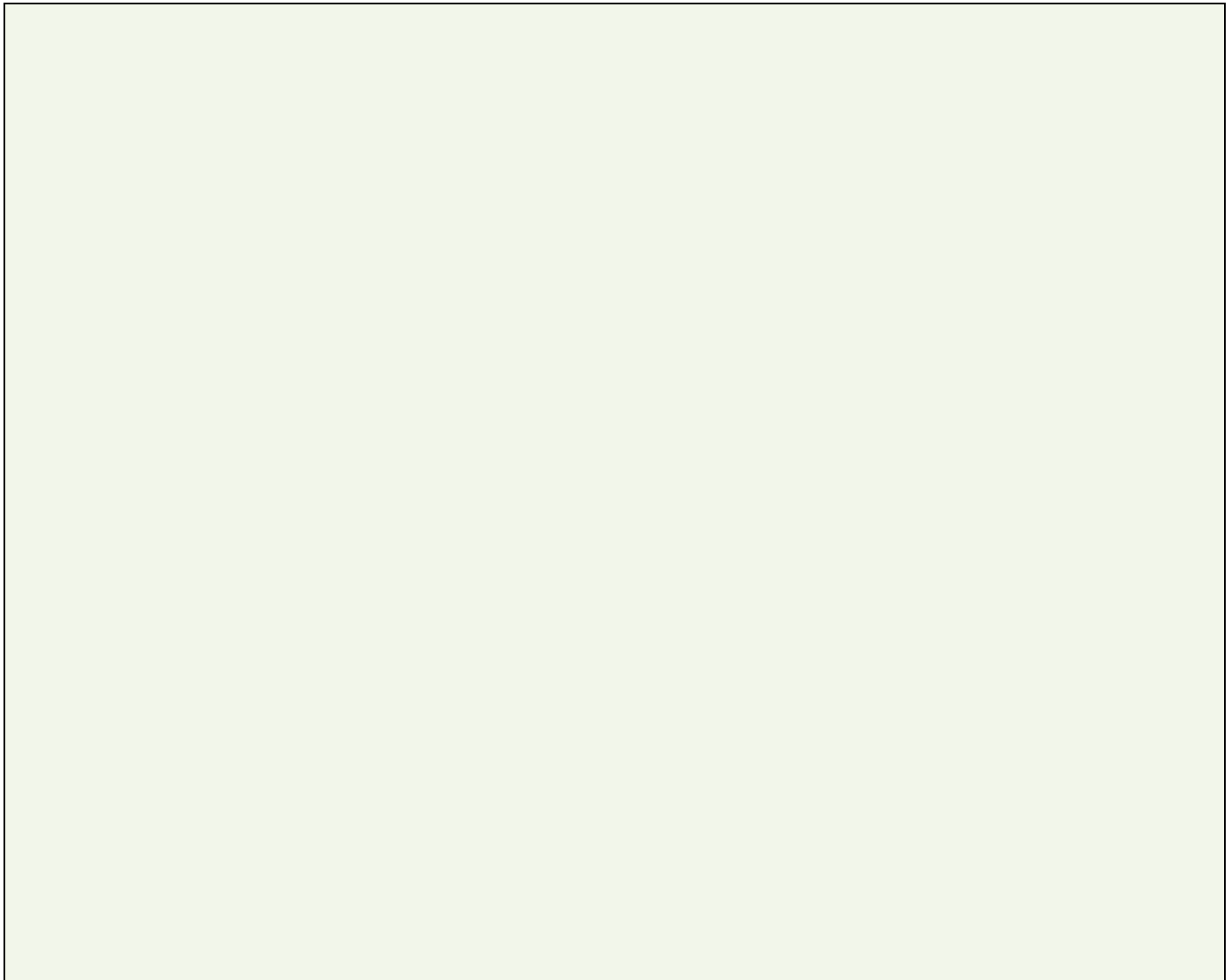
Faire la promotion d'un environnement d'apprentissage et de travail qui favorise les comportements respectueux et responsables. Nous voulons qu'il y ait un accès équitable à l'apprentissage et une variété de choix de programmes dans les petites écoles. Le Conseil scolaire de division du Sahtú cherchera 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.

Annual Report - Executive Summary

The Ndılǫ District Education Authority'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, including any specific information related to the COVID-19 pandemic:

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, such as elections membership terms, current membership:

The Ndılǫ 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 Ndılǫ as defined under the Act. A full range of instructional programs ranging from junior kindergarten through grade 12 are offered by the NDEA.

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

- Superintendent – Ed Lippert
- Last Election – May 2019
- Members serve a three-year term. An election is called every 3rd May.
- Meetings occur monthly, but more often as required.
- The number of staff at the Ndılǫ 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 Ndılǫ Education Committee (NEC) made up of Ndılǫ community members. This committee was established in 1998 when the school in Ndılǫ opened for its first year of operation. Over the years, the committee lobbied for a new building and then the creation of the District Education Authority. During this time, the Yellowknives Dene First Nation received funding from ECE for K'àlemì Dene School and in partnership with NEC contracted superintendent services from Yellowknife Education District Number One (YK1) to oversee the daily operations of the school.

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

It should be noted that the role of the principal is different than at most schools in the NWT. The KDS principal often receives direction directly from the NDEA and is responsible for reporting to the NDEA. With support from the superintendent, the principal is responsible for developing the school budget, reporting to ECE, overseeing the external audit, managing human resource issues and supervising building maintenance. For example, the development of this operating plan was completed by the principal at KDS and then approved by the NDEA.
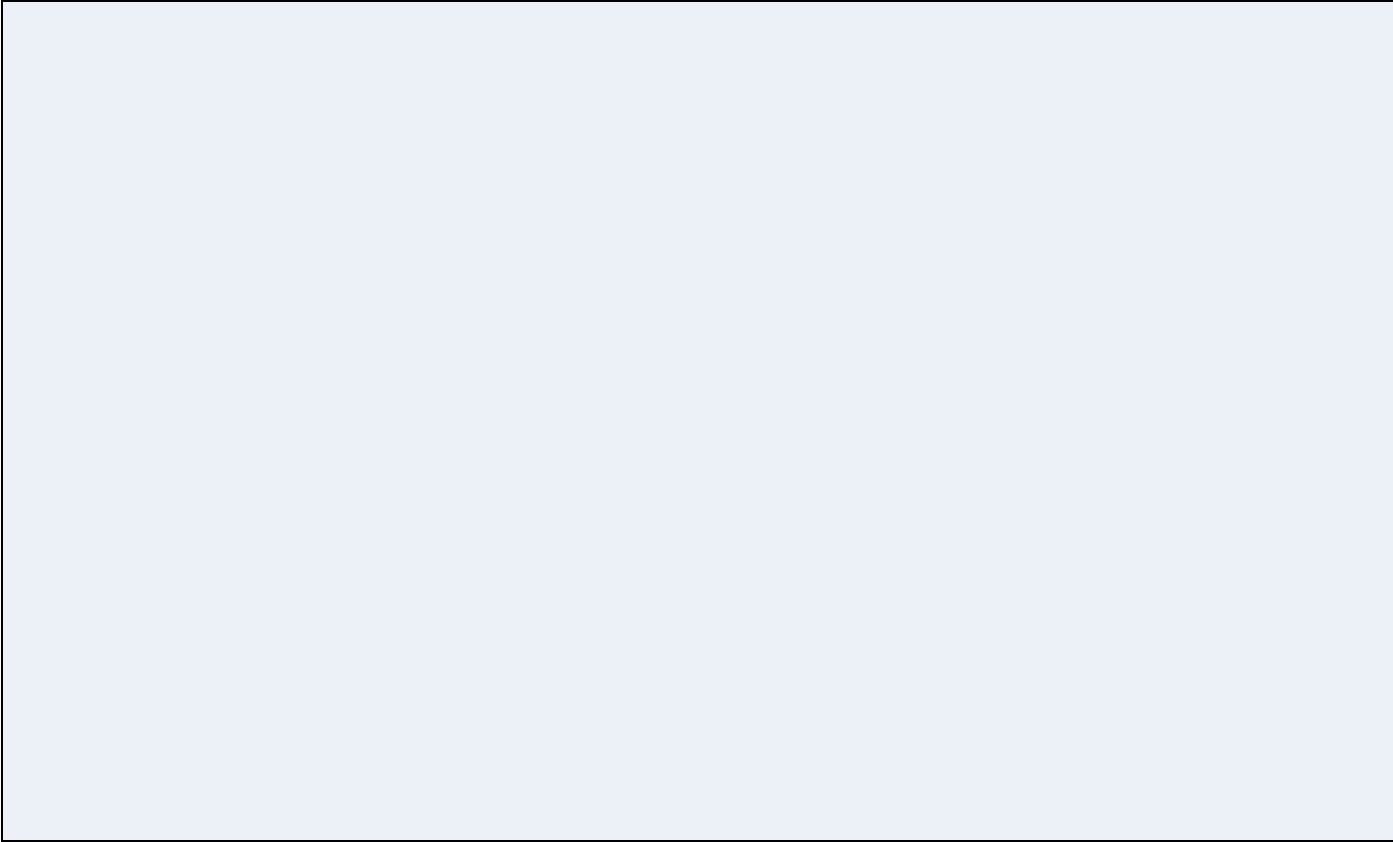
An NDEA election occurred during the month of May 2019, six positions were acclaimed. The NDEA

was sworn in June 2019 and will serve until May 2022. In February 2020, a seventh NDEA member was sworn-in after the advertising in different places in the community. Current Ndılǫ District Education Authority:

1. Cecilie Beaulieu, Trustee
2. Theresa Black, Trustee
3. Roberta Campbell, Trustee
4. Myra Conrad, Trustee
5. Lila Erasmus, Vice Chairperson
6. Sarah Erasmus, Chairperson
7. Nyra Mackenzie, Trustee

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 *(Superintendent, ECE, External Consultant, etc.)*	Audience Intended *(DEC/DEA)*	Planned Location & Date	Was the training held as planned? *(Yes/No)*	If No, why not?
Reviewing Mission and Vision Statement	External Consultant	DEA	TBD		
Strategic Planning with YKDFN Chief and Council	YKDFN	DEA	Chief Drygeese Centre Oct 28 & 29, 2020		

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 24, 2020	KDS		
October 22, 2020	KDS		
November 26, 2020	KDS		
January 28, 2021	KDS		
February 25, 2021	KDS		
April 22, 2021	KDS		
May 27, 2021	KDS		
June 17, 2021	KDS		

E. School Profiles

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

Total Number of Schools in District	1	Total Anticipated Student Head Count	113

School Name	Community	Grades Offered	Programming Highlights
K'alemi Dene School (KDS)	Ndılǫ	JK-12	• Priority on teaching and learning Wıìlıìdeh Yatıì 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 • Development of 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.

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 with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), 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 home schooled.

The Ndı̨lǫ District Education Authority consists of one school that will house approximately 110 to 130 students in 2020-21 school year. When K'àlemì Dene School (KDS) opened it's 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 Wıı̀lıı̀deh language and culture is 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 Wıı̀lıı̀deh Yatıı̀ lessons with a fluent speaker, seasonally appropriate culture camps and integrated lessons using Dene Kede. New for the 2020/21 school year, KDS is increasing the time grade one to nine classes spend on the land as way to enhance land-based education while encouraging healthy practices due to Covid-19 restrictions.

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 46% of students are working on regular education program with curriculum at their grade level.

Being so close to the community of Yellowknife, KDS often attracts families from Yellowknife for the variety 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 olds. At this time, KDS is providing transportation for more than 60 students from Yellowknife to Ndı̨lǫ.

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.

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 teachers and one (1) principal. KDS did not experience a large staff turn over from 2019-20 to 2020-21.

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, seven (7) members of our teaching staff have been employed at KDS for five (5) 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.

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, including any specific information related to the COVID-19 pandemic.	K'àlemì Dene School Mission Statement
	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: • 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. Through discussions with the NDEA and KDS staff the following goals, which align with ECE's five shared priorities, have been set for the 2020-21 school year: 1. KDS will increase access to and time spent learning on-the-land. 2. KDS education staff will increase their understanding of curriculum mapping, assessment activities and differentiation through the lens of NWT curriculum. 3. KDS will increase student and staff access to wellness and mental health services.

Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of regional priorities and goals that align with the 5 Shared Priorities.	100%		
KDS will increase access to and time spent learning on-the-land.	Grade one to nine students will spend a minimum of half a school day per week engaging in		

	on-the-land programming. KDS will make use of the natural spaces within close proximity to the school. KDS will integrate Wıìlıìdeh language, in addition to classroom lessons, into daily on-the-land activities.		
KDS education staff will increase their understanding of curriculum mapping, assessment activities and differentiation through the lens of NWT curriculum.	KDS education staff will engage in professional development activities to increase their understanding curriculum mapping and backwards design. When lesson planning, teachers will be expected to set goals for students based on curriculum-based assessments then implement activities that to support learning. KDS staff will examine ways to approach curriculum from an Indigenous perspective.		
KDS will increase student and staff access to wellness and mental health services.	KDS will focus on community building and strengthen relationships following the closure of the school building and increased restrictions due to Covid-19. Students and staff will have access to a Child and Youth Care Counsellor. KDS staff will participate in professional development to further deepen their understanding of trauma informed practices.		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19			

pandemic.	

B. School Improvement Planning

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

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

Regional approach to **School Improvement Planning** and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.	K'àlemì Dene School develops a yearly school improvement plan 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 above.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

C. *Annual School Reviews*

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

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

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.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

D. *Staff Evaluations*

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

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

Regional approach to the completion of **Staff Evaluations**, including any specific information related to the COVID-19 pandemic.	The KDS principal follows the process provided by ECE by using three formal observations that include a pre- and post- observation meeting and finishing with a Teacher Evaluation Report. KDS also uses a ten-minute walk thru observations method, where the principal performs 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. Due to Covid-19, staff evaluations were not complete during the 2019/20 school year. These are included in the ten needed to be completed for 2020/21.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	10		
Number of principals and assistant principals formally evaluated in the school year.	0		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	0		
Number of Superintendents formally evaluated in the school year.	0		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

E. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers' Instructional Practices (STIP). (This <u>does not</u> 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.	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. For the 2020/21 school year, additional training and in-service will be provided around the Return-to-School Plan and other Covid-19 related safety topics.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on shared priorities	100%		
Number of administration days dedicated to training and in-service.	0		
% of collaborative STIP time dedicated to regional priorities	50%		
Number of schools which implemented STIP as per the Ministerial Directive	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

F. Literacy Coordinators

Literacy 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 *(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		0.25			

* 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.

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, including any specific information related to the COVID-19 pandemic.	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. At this time, it is not feasible to top the Literacy Coach position up to 0.50 as is expected by ECE. In the past, it has been difficult to fill part-time positions.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
Regional Literacy Action Plan in place for the school year. *(Yes or No)*	Yes		
Areas of Strength for the region			
Areas for Development for the region			

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

G. *Healthy Food for Learning*

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

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

Relevance of **the Healthy Foods for Learning program** to regional priorities and strategies for program implementation, 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. We hope as we manage the new restrictions and routines that we will be able to serve hot lunches too. The menu is developed using the Canadian Food Guide and when possible, locally sourced products are used.

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

Type of food program(s) offered in the school *(Breakfast, Lunch, Snack, etc.)*	Days per week program is offered in the school *(Monday – Friday)*	Average number of children / youths served daily	Criteria for participation *(Low income, fee, Everyone welcome, etc.)*	Was the program delivered as planned? *(Yes/No)*	If No, why not?
Breakfast Yogurt Muffins Toast **Snack** Fruit Granola Bars Cheese and Crackers **Lunch** Sandwiches Veggies Cookies	Monday to Friday	90-100	Everyone welcome		

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 NDEA has completed a three-year SSI Project Proposal. KDS continues to develop a Maker Space Program for teachers and students to access. Maker Spaces provides hands-on, creative way to encourage students to design, experiment, build and invent as they engage in science, engineering and tinkering. A Maker Space contains elements of a science lab, woodshop, computer lab and/or art room. For the third year of our program, we plan to connect the Maker Space pedagogy with our growing On-the-Land program. We will explore how students can develop their planning and design skills though on-land experiences.

SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of teaching staff from across the region that participate in SSI PD activities.	100%		
% of support staff from across the region that participate in SSI PD activities.	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? *(Yes/No)*	If No, why not?
KDS Maker Space Project	2018-2021		

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:

2020-2021	2021-2022	2022-2023
BDEC SSDEC	CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. 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.	Currently KDS staff have chosen 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. For grade 8-12, KDS will continue to use the Fourth R – Health Physical Education and Healthy Relationships Plus Program.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of schools with JK-3 students offering WITS.	0		
% of schools with grade 4-6 students offering LEADS.	0		
% of schools with grade 7-9 students offering the Fourth R.	100%		
% of schools with grade 10-11 students offering HRPP.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School Target	Achieved Results	Explanation for variance *(if applicable)*
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4thR, and HRPP, and the grades they are being used in (*if applicable*).	JK to grade 7 will use Second Step lessons and pedagogy weekly. Grade 8-12 will use The Fourth R Program with their Health and CALM courses.		

K. Second Language Education

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

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

Language of SL *(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłįchǫ)*	**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)*
Wıìlıìdeh Yatıì	Core	JK-K	100%	45 minutes		Please note this is our goal. We are currently using technology to have an Elder present for each lesson via video-conference.
Wıìlıìdeh Yatıì	Core	Gr. 1-7	100%	90 minutes		
Wıìlıìdeh Yatıì	Core	Gr. 8-12	100%	75 hours/year		

*Please include a row 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			

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.

Allocated *(PY)*	Budgeted *(PY)*	Explanation for Difference *(if applicable)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
1.00	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.

Allocated *(PY)*	Budgeted *(PY)*	Explanation for Difference *(if applicable)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
1.76	5.00	Additional Educational Assistants are essential to the success of KDS programming.		

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)*
$10,757	$10,757			

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

Type of Training	Audience Intended *(PSTs / Educators / Support Assistants / Principals)*	Planned Topic	Planned Date & Location	Was the training held as planned? *(Yes/No)*	If No, why not?
Non-violent Crisis Intervention Training	PST Educators EAs Principal	De-escalating behaviour in a safe, respectful manner.	TBD		
Autism Spectrum Disorder	PST Educators EAs Principal	Staff will work with an outside consultant to gain a better understanding of ASD and how to effectively plan	TBD		

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

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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference *(if applicable)*
% of educators that have been trained on developing and implementing IEPs this year.	100%		
% of educators that have been trained on developing and implementing SSPs this year.	100%		
% of educators that have been trained on the use of flexible strategies this year.	100%		
% of educators that have been trained on the School-based Support Team process this year.	100%		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%		
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%		
% of educators that have been trained on Assistive Technology this year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.			

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

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by	Length of Contract	Total *($)*

			Service		

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	Total Over / Under Allocation *($)*
$19,196			

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.

Allocated ($)	Budgeted ($)	Explanation for Difference *(if applicable)*	Actual ($)	Explanation for Difference *(if applicable)*
$16,948	$16,948			

G. *Alignment of Student Supports*

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

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

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.	KDS staff is piloting a new process for writing SSPs and IEPs for 2020/21. All support plans were completed in the spring prior to the school year starting by the teacher who knew the students best. SSPs and IEPs can then be implemented as soon as school starts in September. All plans will be reviewed and updated in November and February with the support of the RISC and PST.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	100%		
Number of students not able to participate in the Common Learning Environment in their home community.	0		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%		
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	0		
Number of times per month that the RISC meets with PSTs via video/phone conference?	0		

Number of times per year that the RISC meet with the PSTs in person	Daily		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

H. *Flexible Instructional Strategies*

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

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

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.	At KDS, we strive to meet the needs of all our students. This process starts by developing transition plans as they move to different classrooms and teachers, working together to complete strength-based class reviews, developing and implementing student support plans as required and ensuring teachers are using flexible instructional strategies. Flexible teaching strategies are supported by the RISC and PST through co-teaching and planning, consultation (SBST and other meetings) and organized professional development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers who receive support through equitable scheduled time with PST.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100%		
% of classroom teachers who will meet with the PST at least once a month.	100%		
% of support assistants who will meet with PST at least once a month.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities.	100%		
Areas of Strength for the region			

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

I. *School-based Support Team*

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

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

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.	The KDS SBST meets monthly and follows the 30-minute problem solving process. The team meets for one morning 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.

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%		
% of teachers accessing the SBST	100%		
% of schools that are using referral forms to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
% of SBST meetings that focus on developing strategies to support classroom teachers (can this or the ones below be planned for or have targets set?)	100%		
% of SBST meetings that focus on solving specific problems	100%		
% of SBST meetings that address systemic issues in the school	100%		
Areas of Strength for the region			
Areas for Development for the region			

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

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

J. *Review of SSPs and IEPs*

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

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

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.	KDS has a standardized approach to developing SSPs and IEPs that all teachers follow with the support of the principal and PST. Classroom teachers start by contacting parents regarding their child's SSP or IEP. 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers completing SSPs for student requiring them in consultation with parents.	100%		
% of teachers completing IEPs for student requiring them in consultation with parents.	100%		
% of parents participating in developing SSPs for those students requiring them.	100%		
% of parents participating in developing IEPs for those students requiring them.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to			

the COVID-19 pandemic.

K. *PST Activities*

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

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

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.	At KDS, we strive to meet the Priority Time-Use targets through scheduled meeting time including professional learning communities, assessment-to-instruction and class reviews. These meetings help determine how support will be directed to maximize priority time use targets. PST is responsible for managing time-use through a year plan.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for variance** *(if applicable)*
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%		
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 *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference** *(if applicable)*
0.50	0.50			

B. *Indigenous Language Instructors*

Indigenous Language Instructors 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 Indigenous Language Instructors (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

Allocated *(PY)*	Budgeted *(PY)*	Explanation for difference *(if applicable)*	Actual *(PY)*	Explanation for difference *(if applicable)*
1.30	1.30			

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 Indigenous language Instructor positions.	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	The Indigenous Language Instructor is an Elder and fluent Wıìlıìdeh speaker, but does not have any training in education. The 2020/21 school year, will be her second 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 *Our Languages Curriculum*.
What plans do you have to recruit and train language teachers in the future?	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 language teachers for the school.
What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor 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, she is working from home and we are using technology to access her incredible knowledge.

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.

Allocated ($)	Budgeted ($)	Explanation for difference *(if applicable)*	Actual ($)	Explanation for difference *(if applicable)*	3rd Party Funding *($)* & Source *(If applicable)*
$30,300	$30,300				

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.

Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.	In the 2020/21 school year, KDS will create an Indigenous Language and Culture Education Committee that will meet quarterly. Membership will include the school principal, language and culture coordinator, language instructor and any school staff who wish to volunteer. This committee's goal will help ensure the school's Indigenous Language and Culture school improvement goal is being achieved, professional development is connecting to classroom instruction and whole school/community events are planned regularly.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for difference** *(if applicable)*
% of schools with an ILE Committee	100%		
% of schools with Elders hired for regular school programming, scheduled on a daily basis	100%		KDS would love to have an Elder in the school daily, but KDS is also a small school with a limited budget. As well, Covid-19 will affect our ability to bring Elders into the school.
% of schools hosting community gatherings rooted in local cultures	100%		
Areas of Strength for the region			

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

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference *(if applicable)*
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency *(part-time or full-time)*	Part-time and event specific		
Types of events/ projects involving cultural resource people per grade level	**JK-grade 12** • Language Instruction • Classroom visits • Cultural expertise • Key Culture Experiences		
Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	• 3 Feasts/year • 1 Family Fun Nights/year • Inviting community to join 3 culture camps/year (e.g. duck plucking)		Please note this is what KDS has offered in the past. The 2020/21 school year will be different and it will take time to plan and implement new school-community gatherings.
# of ILE Plan goals met, not yet met or still in progress	All performance indicators met		

Type of Indigenous content visible within school within school and % of school used to display content. (e.g. artifacts, Indigenous role models, Elders' wall, etc.)	• 100% of schools. • Welcome sign as you enter school. • Artifacts from local community people on display. • Posters include pictures of KDS students and local landscapes.		

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.

Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.	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. At this time, 82% of staff have completed the Residential School Awareness Training.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools holding Teacher Cultural Orientation Days.	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	100% of staff will participate in a Residential School Awareness Training to be determined.		
% of Indigenous language staff participating in *Our Languages* in-servicing, when offered.	100%		

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

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	100% of staff will participate in Cultural Orientation Days. Activities may include: learning Wıìlıìdeh Yatıì, YKDFN history and the Akaitcho Treaty history, culturally appropriate skills (beading, duck plucking, snaring, etc.).		
Number of local resource people and type of involvement in Cultural Orientation activities.	4		

F. *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. (Required in 2021)	KDS continues to use a Whole School Approach to Language Use. At the start of the year, KDS staff will work collaboratively to develop an action plan to increase the use of Wıìlıìdeh Yatıì in our building. Teachers will participate in Wıìlıìdeh Yatıì lessons with their students so that they may reinforce what is being learned in the classroom. A Wıìlıìdeh Yatıì lesson will be included in all professional development days (optional for teacher based STIP days). Finally, we will continue with Wıìlıìdeh Phrase of the Week and ensuring that we include Wıìlıìdeh in our daily activities.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		Please note these activities will be different this year due to Covid-19.
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Initiatives in place to promote a Whole School Approach to Language Use.	• Development of a collaborative ILE plan • Teachers to participate in Wıılıìdeh Yatıì with their students • Wıılıìdeh Yatıì lesson included for all PD days. • Phrase of the week for whole school • Translate KDS Mission and Vision Statement		

G. *Indigenizing Teaching & 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. (required 2021)	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. This will help staff recognize the Indigenous principles of holism, spiral learning, relational and experiential learning. Dene Kede will remain the foundational planning document with additional support from the Our Languages Curriculum. KDS staff will continue to participate in Cultural Orientation Days, Key Cultural Experiences, additional professional development activities and have access to community cultural experts.

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	100%		
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. *(e.g. holistic, relational, spiral and experiential)*	• All teachers will participate in PD focused on Indigenous teaching and learning practices. Two days/year. • JK-grade 9 teachers will include a section in their long-range plans specifically for Dene Kede.		
Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.	To be determined as the school develops it's ILC plan.		

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.

| 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.

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. | 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 integrated Indigenous (specifically YKDFN focused) content into their long range, unit and lesson plans.

Teachers will also have access to our School Elder, Language and Culture Coordinator, and community resource people as needed. KDS also has a regular staff meeting agenda where teachers share what is happening in their classrooms to help cross-pollinate ideas. |

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	• All teachers will participate in 0.5-day PD focused using Dene Kede with planning time. • JK-grade 9 teachers will include a section in their long-range plans specifically for Dene Kede. • All teachers will plan a unit that includes a minimum of one community expert.		
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	100%		
Type of **classroom-based** activities that infuse Indigenous content into the curriculum including Dene Kede / Inuuqatigiit and other	• Classroom teachers use Dene Kede when unit and lesson planning. • When planning for learning, teachers start units based on an Indigenous idea, concept or theme; or they integrate Indigenous ideas, concepts or themes into their units and lessons. • Teachers invite Community Experts when teaching cultural skills like mitten		

resources as required.	making, plant harvesting, etc. • When providing examples, teachers use place-based examples from the students lives.		

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.

Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.	KDS will continue to provide several Key Cultural Experiences throughout the 2020-21 school year as they are the cornerstone of our cultural programming. These experiences are coordinated and organized with YKDFN community members and cultural experts. In line with the recommendations made by the OCPHO, KDS will increase the time students spend on the land. The NDEA feels this is an excellent opportunity to grow our land-based programming and to make more classroom connections with land-based education. Grade one and nine will spend a half day per week in the developing KDS camp. The focus will be on developing students on-the-land skills and integrating Wìlììdeh Yatìì. This is in addition to our regularly scheduled culture camps.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for difference** *(if applicable)*
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School Targets	Achieved Results	Explanation for difference *(If applicable)*
Type and frequency of relevant and authentic key cultural experiences occurring **on the land**, by grade level, and % of Indigenous language included in experience.	• Grade one to nine will spend one day on the land berry picking and plant harvesting with 10% Wıìlıìdeh Yatıì use. • Grade one to nine will spend one day on the land learning how to fish with a net with 10% Wıìlıìdeh Yatıì use. • Grade one to nine will spend two days on the land trapping and snaring with 10% Wıìlıìdeh Yatıì use. • Grade one to nine will spend one day on the land learning to tap birch trees with 10% Wıìlıìdeh Yatıì use. • Grade one to nine will spend a half day on the land plucking ducks with 10% Wıìlıìdeh Yatıì use. • Please note Key Cultural Experiences depend on the availability of community cultural experts. • JK/K class will participate in modified versions of key culture experiences to meet their developmental needs. We aim to provide 5 culture camps for this age group. • At this time, KDS is not prepared to offer overnight trips in light of the Covid-19 restrictions.		Our goal is to always use as much Wıìlıìdeh Yatıì as possible when on the land, however, there is often a reluctance from our cultural experts to use language with students. Each camp will start all students introducing themselves and their families as an "icebreaker" to get everyone using the language.
Type and frequency of relevant and authentic key cultural experiences occurring in the	• The activities listed in the section depend on the availability of community cultural experts, resources and weather (we strive to do as much on the land as possible). As well, there is		

classroom setting or school by grade level and % of Indigenous language included in experience.	an aspect of spontaneity. For example, if a caribou is donated to the school, KDS takes full advantage of the opportunity to learn how to butcher the meat and make dry meat. • KDS is also growing our ability to offer on-the-land programming as we develop a camp on the school grounds. • JK-grade nine will experience cleaning and filleting fish with different levels of participation and 10% Wıìlıìdeh Yatıì use. • JK-grade nine will experience skinning and tanning fur bearing animals with different levels of participation and 10% Wıìlıìdeh Yatıì use. • JK-grade nine will experience handling duck meat with different levels of participation and 10% Wıìlıìdeh Yatıì use.		
% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.	100%		

J. *Strengthening Indigenous Language Instruction*

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.	KDS will continue to use the *Our Languages* curriculum to provide language instruction. At this time, we have partnered an a fluent Wıìlıìdeh Yatıì speaker with a teacher to provide classroom instruction.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(If applicable)*
% of schools offering core language programming using OLC	100%		
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	KDS Indigenous Language Instructors will participate in all PD and in-serving offered by ECE. We will also seek out opportunities to strengthen Wıìlıìdeh Yatıì skills, these are still being determined.		

Type of Indigenous language resources being developed to support OLC.	All suggested OLC phrases have been translated to Wıìlıìdeh Yatıì Teachers have access to new resources from ECE Additional card games and activities are being developed.		
Number of staff receiving training and support for development of Indigenous language resources.	3		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. 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)*
Ndılǫ	$13,524	$13,524				

Appendix B: Operating Plan - Operating Budget

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

_____   _____

Education Body Chair   Superintendent

_____   _____

Date   Date

Annual Report

_____   _____

Education Body Chair   Superintendent

_____   _____

Date   Date

Education Accountability Framework

Sahtu Divisional Education Council

Operating Plan

For the 2020-21 School Year

Cadre de responsabilisation en éducation

Conseil scolaire de division du Sahtú

Plan de fonctionnement

Année scolaire 2020-2021

Operating Plan - Executive Summary

The Sahtu 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 Sahtu Divisional Education Council's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year including any specific information related to the COVID-19 pandemic:

The Sahtu Divisional Education Council is the Education Authority that has, since 1988, been responsible for the delivery of all JK- 12 programs in the five communities of the Sahtu region. Since 1998, grades 10 -12 have been introduced in all Sahtu communities.

For the 2020-2021 school year, the Sahtu Divisional Education Council has identified the following priorities through the Strategic Planning process:

Increasing Academic Achievement through Advocacy and Support. The Education Authority will strive to ensure equitable access to learning for all students. The Education Authority will advocate through the DEA, DEC, the GNWT, and other political arenas to strengthen equitable access to education for all Sahtu 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 Authority 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 Education Authority will support schools in strengthening Sahtú 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. Indigenous language, culture and traditions will be a focal point in all five Sahtú schools through the implementation of the Whole School Approach. In addition to a focus on wellness and identity, schools will prepare students with integrated skills, attitudes and capabilities to better mark use of postsecondary and work opportunities after Grade 12.

Strengthening Language, Culture & Identity. Schools within the Education Authority 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. Schools will strengthen the focus on North Slavey language development through various opportunities. Two of the five Sahtú schools, with the potential of a third, will offer a Junior Kindergarten / Kindergarten language immersion program. 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.

Promoting a Respectful & Responsible Learning & Working Environment. The Education Authority will advocate for equitable access to learning and diverse choices in programming in small schools. The Sahtú DEC would be looking to advocate for improvements to school facilities and grounds, an increase in the availability of Northern Distance Learning programs, 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 proponent to student success. Sahtú schools will look to strengthen parental engagement to improve student attendance and to support and improved 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.

The Return to School Plans for each Sahtú school have been finalized and approved by the Office of the Chief Public Health Officer. We are hoping for as little disruption as possible during the course of the school year. Sahtú schools and the Sahtú DEC will begin planning in case of an outbreak that may lead to school closures in 2020-2021. If school closures do occur, the priorities laid out in this Operating Plan will need to be modified to reflect our ability and access.

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 12e année dans les cinq collectivités de la région du Sahtú. Depuis 1998, elles toutes ces collectivités ont des classes de 10e à 12e 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 12ᵉ 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.

Annual Report - Executive Summary

The Sahtu 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 including any specific information related to the COVID-19 pandemic:

1. Administration and School Services

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

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

A. Governance of Education Bodies

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

The Sahtú Divisional Education Council (SDEC) is a corporate body and an agency of the government of the Northwest Territories. It was created under the authority of the NWT Education Act and has a mandate to provide Junior Kindergarten to grade 12 education for all children in the Sahtu communities of Colville Lake, Fort Good Hope, Norman Wells, Tulita and Deline. In each of these communities, a District Education Authority (DEA) is elected every three years during the month of October. The most recent elections were held in October 2018 and the term for the current DEAs will run till October 2021.

Each DEA selects a trustee representative to the Sahtú regional education body, the SDEC. At their first meeting in December of the election year, the SDEC selects a chair. At all subsequent meetings of that DEC, the Chair's community sends a second trustee as the Chair doesn't usually vote and takes a more regional view on most questions.

The SDEC 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.

Currently, the Sahtú District Education Council membership is: Karea Peachey (Norman Wells) - Chair; Jennifer Waterhouse (Norman Wells) - Member; Heather Bourassa (Fort Good Hope) - Alternate Chair / Member; Isabel Orlias (Colville Lake) - Member; David Little (Deline) - Member; and Sally Ann 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 *(Superintendent, ECE, External Consultant, etc.)*	Audience Intended *(DEC/DEA)*	Planned Location & Date	Was the training held as planned? *(Yes/No)*	If No, why not?
Governance & Policy Development	ECE	DEC	November 2020		
Policies and Practices	Alberta School Councils' Association	DEC	January 2021		

D. Education Body Meetings

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

Planned Date	Planned Location	Was the meeting held as planned? *(Yes/No)*	If No, why not?
Aug 20, 2020 (full day)	Video Conference		
Oct 8, 2020 (half day)	Video Conference		
Nov 26, 2020 (half day)	Video Conference		
Jan 21, 2021 (half day)	Video Conference		
Mar 18, 2021 (full day)	In person (if possible)		
May 20, 2021 (half day)	Video Conference		

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	525

School Name	Community	Grades Offered	Programming Highlights
Colville Lake School (CLS)	Colville Lake	JK - 12	• Extensive on the land programming • Full-time foods preparation program • Individualized targets in Reading and Numeracy through the support of a Coach
Ɂehtseo Ayha School (EAS)	Délı̨nę	JK - 12 and Alternate High School	• North Slavey Language JK/K Immersion • Alternate High School Program • Enhanced North Slavey Language Program • Grade 8-12 on-the-land program
Chief Tselehye School (CTS)	Fort Good Hope	JK - 12	• Guided reading blocks • Naiɂeɂe 15 and 25 courses • Career and Education programming • Winter on-the-land camp
Chief Albert Wright School (CAWS)	Tulita	JK - 12 and Alternate High School	• North Slavey Language JK /K Immersion • Alternate High School Program • Skills Canada curriculum • Integrated North Slavey Language throughout the school
Mackenzie Mountain	Norman Wells	JK - 12	• Guided reading • Numeracy blocks

School (MMS)			• Increased electives in high school • Significant offering of -1 courses in high school

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 with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), 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 have 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 in 2019 as follows:

Sahtú Total	2 645
Colville Lake	149
Délı̨nę	625
Fort Good Hope	582
Norman Wells	768
Tulita	521

Average personal income in 2017 in the Sahtú, as reported by NWT Bureau of Statistics was:

Sahtú	$53 913.00
Délı̨nę	$42 213.00
Fort Good Hope	$38 744.00
Norman Wells	$85 730.00
Tulita	$39 554.00
Colville Lake	-

An August 2020 snapshot of Sahtú community school demographics shows ethnic backgrounds as follows:

Student Total	506
Dene	398
Inuit	6
Métis	26
Non-Aboriginal	58
Southern Aboriginal	1
Unclassified	17

In 2018 - 2019,* Sahtú Inclusive Schooling demographics show that there were 15 students (3%) on Individualized Education Plans and 216 students on Student Support Plans (43%). The number of students on support plans for enrichment was below 1% of the school population.

*Due to COVID-19 disruptions March - June 2020, complete data is only available for the school year 2018-19.

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 Sahtú has 60 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 14 Northern teachers. Eight northern educators are Indigenous language instructors and six are northern trained teachers in JK-9 roles.

Seven teachers left the Sahtú in 2019 - 2020 which included two retirements; this is approximately a 12% turnover rate. By July 2020, 11 teachers were newly hired. Through Jordan's Principle funding, five teaching positions were newly created for the 2020 - 2021 school year.

In 2020 - 2021, one teacher is a first-year teacher, approximately 20 teachers are in the first 10 years of teaching careers, with the remainder of teachers having more than 10 years teaching experience.

The teacher turnover rate fluctuates between 10 and 25%. 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. The latter include access to adequate affordable housing which is another 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 10:1 in the 2020 - 2021 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.

Regional priorities and goals, including any specific information related to the COVID-19 pandemic.	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. 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. 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.

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%		

Professional Learning Communities in five schools use evidence and student data to inform changes in teaching and learning which enhance student achievement. This professional practice will move from an introductory to emergent stage in 2020/21.	100%		
School-based literacy targets in reading and writing, and targets in numeracy/mathematics allow for learning growth in all students and improved academic achievement.	100%		
North Slavey Language learning will be supported in five schools through the whole school approach of language use and JK/K immersion classes in two schools; Indigenization of content and pedagogy will move from introductory to emergent stages in five schools.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

B. *School Improvement Planning*

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

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

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.	Each school will develop school improvement plans by September 30, 2020. These plans will be developed in consultation with the school DEA and community. School improvement planning will reflect the concerns and needs of individual schools, but align with overall regional goals. These overarching strategic goals include: 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			

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

C. Annual School Reviews

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

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

Regional approach to the completion of **Annual School Reviews**, including any specific information related to the COVID-19 pandemic.	In 2020/21, a plan will be developed to institute Annual School Reviews in the Sahtu. This year is therefore a consultation and planning year, with the expectation being that in the spring of 2022, Annual School Reviews will be held in all five Sahtu schools.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula are being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

D. Staff Evaluations

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

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

Regional approach to the completion of **Staff Evaluations**, including any specific information related to the COVID-19 pandemic.	Teacher and principal evaluations are conducted according to the evaluation cycle. In March 2020, school operations were interrupted by the COVID-19 pandemic. Evaluations scheduled for completion in June 2020 will now be completed by December 01, 2020. In addition, teacher and principal evaluations scheduled to take place according to the evaluation cycle in 2020 - 2021, will be completed by June 2021. Where the number of evaluations for one individual to conduct is unduly / overly large, accommodations will be made.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	31		
Number of principals and assistant principals formally evaluated in the school year.	5		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	3		
Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information			

related to the COVID-19 pandemic.	

E. *Regional Training and In-Service*

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers' Instructional Practices (STIP). (This <u>does not</u> 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.	All regional in-service and training will be virtual in 2020-21. In-service was scheduled for all teachers in August 2020 to coincide with mandatory self-isolation in regional centres for new and returning teachers. Focus areas include workplace and student safety protocols under COVID-19 public health requirements; promoting mental health and wellness in schools during COVID-19; leadership of teaching and learning during COVID-19, including establishing baseline data and measuring growth; JK-9 numeracy and literacy training in interventions and focus areas to address gaps and ensure growth; leveraging technology for teaching and learning, including Google Classroom, in blended learning.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of Regional training and in-service focused on regional priorities	75%		
% of Regional training and in-service focused on shared priorities	25%		
Number of administration days dedicated to training and in-service.	1.5		
% of collaborative STIP time dedicated to regional priorities	75%		
Number of schools which implemented STIP as per the Ministerial Directive	5		
Areas of Strength for the region			
Areas for Development for the region			

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

F. Literacy Coordinators

Literacy 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 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	0.5	$156,906			

* 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, including any specific information related to the COVID-19 pandemic.	With travel restrictions in place due to the COVID-19 pandemic, the role of the Literacy Coordinator has been brought to the school-level as opposed to a regional-level. The role of the Literacy Coordinator will be to oversee the implementation of a comprehensive literacy program from JK to Grade 9 and to offer instruction to Grade 10 - 12 in the area of English Language Arts at Chief T'Selehye School. For one year only, this program will be delivered at the school-level to build teacher capacity.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
Regional Literacy Action Plan in place for the school year. *(Yes or No)*	Yes		
Areas of Strength for the region			

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

G. *Healthy Food for Learning*

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

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

Relevance of **the Healthy Foods for Learning program** to regional priorities and strategies for program implementation, 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. Colville Lake School, through a Jordan's Principle grant, has a full-time support assistant in 2020 - 2021 in the role of food preparation daily for students. One Sahtú school offers lunch programming for students unable to go home for lunch due to bussing constraints. Under COVID-19 safety protocols, food programming in Sahtú schools strictly adheres to the Office of the Chief Public Health Officer guidelines. In place of school-hosted events such as community feasts and parent events, food hampers will be safely delivered to families.

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

School Name	Type of food program(s) offered in each school *(Breakfast, Lunch, Snack, etc.)*	Days per week program is offered in each school *(Monday – Friday)*	Average number of children / youth served daily	Criteria for participation *(Low income, fee, Everyone welcome, etc.)*	Was the program delivered as planned? *(Yes/No)*	If No, why not?
CLS	Breakfast / Snacks twice daily	Daily	46	Everyone		
EAS	Breakfast / Snacks	Daily	90	Everyone		
CTS	Breakfast / Snacks	Daily	125	Everyone		
CAWS	Breakfast / Snacks twice daily	Daily	91	Everyone		
MMS	Breakfast / Lunch for bussed students	Daily	142	Everyone		
TOTAL		Daily	506	Everyone		

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	Sahtú education body leadership and principals are entering the third year working with an educational leadership contractor. Over two years, Sahtú schools have identified their individual core missions and school priorities while working with the contractor. Professional Learning Communities (PLCs) have been established and are in an introductory to emergent phase in the five schools. In 2020 - 2021, schools have set aside collaborative STIP time to work in divisional school teams (functioning as PLCs) to identify priorities, collect evidence and data, analyze how the information can be used to improve teaching and learning, and measure effectiveness of changes and resulting growth. Focus areas are taken from Sahtú regional priorities which include reading, writing, and JK-9 numeracy; Indigenous Language, culture and whole school approaches to language use; student mental health and wellness; and becoming a capable person in the NWT.

SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of teaching staff from across the region that participate in SSI PD activities.	100%		
% of support staff from across the region that participate in SSI PD activities.	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? *(Yes/No)*	If No, why not?
Educational Leadership and Professional Learning Communities	2020 - 2023		

I. *Safe School Plans*

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

The current cycle is:

2020-2021	2021-2022	2022-2023
BDEC SSDEC	CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. 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**, including any specific information related to the COVID-19 pandemic.	School principals review Safe School Plans with school staff within the first month of school. The Safe Schools Committee is established in each school to support and monitor implementation of the safe school plan, including healthy relationship programming within the school. Principals identify if staff training is needed. In 2020 - 2021, requested training will be virtual as and when available. Due to turnover of school staff, training in WITS and LEADS is needed to achieve regional implementation targets. COVID-19 safety protocols will be reflected in all healthy relationship programming delivery e.g. classroom bubbles will be maintained and social distancing in grades 7-12; EBS assemblies will be cancelled at this time, but recognition of positive behaviours will be implemented in classroom bubbles.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of schools with JK-3 students offering WITS.	100%		
% of schools with grade 4-6 students offering LEADS.	100%		
% of schools with grade 7-9 students offering the Fourth R.	100%		
% of schools with grade 10-11 students offering HRPP.	100% in years when CALM is offered.		
Areas of Strength for the region			

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance *(if applicable)*
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4thR, and HRPP, and the grades they are being used in (*if applicable*).	CLS	The Rainbow Run JK-8; WITS JK-3; LEADS, 4thR 7-9; HRPP 10-12		
	EAS	WITS JK-3; LEADS 4-6; 4th R 7-9; HRPP 10-12		
	CTS	4th R 7-9; HRPP 10-12		
	CAWS	EBS 1-6; 4th R 7-9; HRPP 10-12		
	MMS	EBS 1-6; WITS JK-3; 4thR 7-9; LGBTQ2S+/GSA Advisor		

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		
EAS	North Slavey	Immersion	JK/K	100%	1650		
	North Slavey	core	1-9 / 10	100%	200 / 375		
CTS	North Slavey	core	K-9	100%	200		
CAWS	North Slavey	Immersion	JK/K	100%	1650		
	North Slavey	core	1-9	100%	200		
MMS	North Slavey	core	JK/K-9	60%	200		
	French	core	JK/K- 9 High School	40%	200 / 375		

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 the 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)
EAS	$33,500	$0	$33,500		
CTS	$33,500	$0	$33,500		
CAWS	$33,500	$0	$33,500		
TOTAL	$100,500	$0	$100,500		

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

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.	Three Sahtú schools have enrolled students in NDL courses during first and second semester – Chief Albert Wright School, Chief T'Selehye School, and ?ehtseo Ayha School. Currently, the two remaining Sahtú schools will be discussing the possibility of offering NDL courses during the second semester – Colville Lake School and Mackenzie Mountain School.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of eligible high schools offering NDL classes.	60%		
% of NDL course credits acquired within the school year.	100%		
% of NDL students passing diploma exams (*for NDL courses*) written within the school year.	0		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance *(if applicable)*
Number of students taking NDL courses, per school.	EAS	1 student		
	CTS	No students registered to date		
	CAWS	2 students		

Number of NDL endpoints actively in use, per school.	EAS	1		
	CTS	1		
	CAWS	1		

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			

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)*	Actual (PY)	Explanation for Difference *(if applicable)*
CLS	1.00	1.00			
EAS	1.00	1.00			
CTS	1.03	1.00	Balance used to supplement support assistants		
CAWS	1.00	1.00			
MMS	1.33	1.00	Balanced used to supplement support assistants		
TOTAL	5.36	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.

School Name	Allocated *(PY)*	Budgeted *(PY)*	Explanation for Difference *(if applicable)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
CLS	0.47	0.40			
EAS	1.32	1.60			
CTS	1.91	2.00			
CAWS	1.25	1.20			
MMS	2.46	2.40			
TOTAL	7.40	7.60			

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)*
$68,856	$36,280	Due to COVID-19, we are anticipating less travel and therefore less in-person in-service. To be determined after the new RISC has been hired.		

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

Type of Training	Audience Intended *(PSTs / Educators / Support Assistants / Principals)*	Planned Topic	Planned Date & Location	Was the training held as planned? *(Yes/No)*	If No, why not?
Virtual Conferencing	PST/Principals	SSP,IEP,Tienet	TBD		
Virtual Conferencing	PST /Educators / SA	Supporting ASD in the Classroom	TBD		
Virtual Conferencing	PST /Educators / SA/ Principals	Collaborative Professional Learning and Teaching	TBD		
Virtual Conferencing	PST /Educators / SA	Visuals in the Classroom	TBD		
Virtual Conferencing	PST /Educators /SA	Multi-sensory environments	TBD		

Virtual Conferencing	PST /Educators / SA/ Principals	Educator Wellness	TBD		
Virtual Conferencing	PST /Educators	Understanding Psycho-educational assessment	TBD		
Virtual Conferencing	PST /Educators /SA	Fine Motor Development Gross Motor Development	TBD		

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

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 Sahtú will conduct inclusive schooling professional development virtually until COVID-19 restrictions are lifted. The Regional Inclusive Schooling Coordinator (RISC) works closely with the Program Support Teacher (PST) in each school to identify training needs for teachers and support assistants. Virtual 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 and 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 advocacy and support.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference *(if applicable)*
% of educators that have been trained on developing and implementing IEPs this year.	100%		
% of educators that have been trained on developing and implementing SSPs this year.	100%		
% of educators that have been trained on the use of flexible strategies this year.	100%		
% of educators that have been trained on the School-based Support Team process this year.	100%		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%		
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%		
% of educators that have been trained on Assistive Technology this year.	As/where needed, 100%		

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

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

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total ($)

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	Total Over / Under Allocation ($)
$66,997			

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)*	Actual ($)	Explanation for Difference *(if applicable)*
CLS	$20,532				
EAS	$20,234				
CTS	$23,249				
CAWS	$19,852				
MMS	$25,324				
TOTAL		$56,467	To be determined after meeting with the Principals and Program Support Teachers in September 2020.		

G. *Alignment of Student Supports*

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

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

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.	In-person visits to schools in communities, by the RISC, will be curtailed due to COVID-19. However, the RISC monitors alignment of student supports through frequent virtual check-ins with PSTs. 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	Common learning environment is prioritized.		
Number of students not able to participate in the Common Learning Environment in their home community.	0		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	One school will implement Class Profiles in their lesson planning.		
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100		
Number of students in temporary residency situations or homebound for whom education programs are provided.	0		

Number of times per month that the RISC meets with PSTs via video/phone conference?	2		
Number of times per year that the RISC meet with the PSTs in person	3 in a non-COVID year		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

H. Flexible Instructional Strategies

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

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

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.	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 in schools through the school year.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers who receive support through equitable scheduled time with PST.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100%		
% of classroom teachers who will meet with the PST at least once a month.	100%		
% of support assistants who will meet with PST at least once a month.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%		
% of schools that have a fair process for equitable access to extracurricular activities.	100%		
Areas of Strength for the region			
Areas for Development for the region			

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

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 two times 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. During the COVID-19 pandemic, all health and safety requirements will be met through social distancing in meetings or holding meetings virtually.

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%		
% of teachers accessing the SBST	100%		
% of schools that are using referral forms to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		

% of SBST meetings that focus on developing strategies to support classroom teachers	100%		
% of SBST meetings that focus on solving specific problems	50%		
% of SBST meetings that address systemic issues in the school	50%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

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 two monthly / 45 minutes each		
	EAS	minimum two monthly / 45 minutes		
	CTS	minimum two monthly / 45 minutes		
	CAWS	minimum two monthly / 45 minutes		
	MMS	minimum two monthly / 45 minutes		

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.

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.	Despite the challenges of the pandemic, parents and students (where appropriate) will be included in the development of SSPs and IEPs through teleconference calls or virtual meetings where technology is accessible. A safety protocol for parental signing of SSPs and IEPs will be developed at each school. 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers completing SSPs for students requiring them in consultation with parents.	100%		
% of teachers completing IEPs for students requiring them in consultation with parents.	100%		
% of parents participating in developing SSPs for those students requiring them.	100%		
% of parents participating in developing IEPs for those students requiring them.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. PST Activities

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

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

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.	PST priority time-use targets in the Sahtú align with ECE guidelines. However, during the 2020 - 2021 COVID-19 pandemic school year, operational requirements may cause temporary changes in how a PST prioritizes time use, in the best interests of students and overall operational safety. This is a temporary state and will revert to recommended benchmarks as quickly as possible and as safety protocols in schools allow.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for variance** *(if applicable)*
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%		
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 *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference** *(if applicable)*
1.00	1.00			

B. *Indigenous Language Instructors*

Indigenous Language Instructors 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 Indigenous Language Instructors (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	0.75	1.00			
EAS	1.04	2.00			
CTS	1.38	1.40			
CAWS	1.03	1.00	Balance was used to offset another school		
MMS	1.25	1.00	Balance was used to offset another school		
TOTAL	5.45	6.40			

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 Indigenous language Instructor positions.	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	N/A
What plans do you have to recruit and train language teachers in the future?	Succession planning conversations will start in 2020/2021.
What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?	No impact.

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 ($)	Explanation for difference *(if applicable)*	3rd Party Funding *($)* & Source *(If applicable)*
CLS	$43,500	$11,000				
EAS	$40,200	$16,000				
CTS	$40,200	$15,000				
CAWS	$40,200	$16,000				
MMS	$39,000	$8,000				
TOTAL	$203,100	$66,000	Balance of the funds was used to cover the additional costs for instructors			

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.

Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.	During the COVID-19 Pandemic, Sahtú schools will apply creativity and ingenuity to the tasks of building the school-community relationship safely under the guidelines set out by the CPHO. As Elders and community experts are unable to be physically present in the school, and traditional school community cultural gatherings are currently not allowed, school staff will rely on virtual, outdoor, and original approaches and activities that comply with safety requirements. 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 N/A this pandemic year, but we envisage safe creative replacement activities will happen. ILE Committees will review ILE Plan Goals and devise new ways to accomplish goals, or adapt goals to our new circumstances under COVID-19.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with an ILE Committee	100%		
% of schools with Elders hired for regular school programming, scheduled on a daily basis	N/A		

% of schools hosting community gatherings rooted in local cultures	N/A	
Areas of Strength for the region		
Areas for Development for the region		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency *(part-time or full-time)*	CLS	N/A under COVID-19		
	EAS	N/A under COVID-19		
	CTS	N/A under COVID-19		
	CAWS	N/A under COVID-19		
	MMS	N/A under COVID-19		
Types of events/ projects involving cultural resource people per grade level	CLS	N/A under COVID-19		
	EAS	N/A under COVID-19		
	CTS	N/A under COVID-19		
	CAWS	N/A under COVID-19		
	MMS	N/A under COVID-19		
Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build	CLS	N/A under COVID-19		
	EAS	N/A under COVID-19		

school-community relationships	CTS	N/A under COVID-19		
	CAWS	N/A under COVID-19		
	MMS	N/A under COVID-19		
# of ILE Plan goals met, not yet met or still in progress	CLS	ILE Plan goals still in progress; adaptations made due to COVID-19		
	EAS	ILE Plan goals still in progress; adaptations made due to COVID-19		
	CTS	ILE Plan goals still in progress; adaptations made due to COVID-19		
	CAWS	ILE Plan goals still in progress; adaptations made due to COVID-19		
	MMS	ILE Plan goals still in progress; adaptations made due to COVID-19		
Type of Indigenous content visible within school and % of school used to display content. *(e.g. artifacts, Indigenous role models, Elders' wall, etc.)*	EAS	Indigenous authors, Indigenous content in books, Indigenous local artefacts, murals by Indigenous artists, photos of Elders, student handiwork reflecting local culture, traditional camp scene in lobby. Lobby, admin		

		area, library used for displays		
	CTS	Indigenous authors, Indigenous content in books, Indigenous local artefacts, murals by Indigenous artists, photos of Elders, student handiwork reflecting local culture. Lobby, admin area, library used for displays		
	CAWS	Indigenous authors, Indigenous content in books, Indigenous local artefacts, murals by Indigenous artists, photos of Elders, student handiwork reflecting local culture, traditional moose skin boat. Lobby, admin area, library used for displays		
	MMS	Indigenous authors, Indigenous content in books, Indigenous local artefacts, murals by Indigenous artists, student handiwork reflecting local culture. Lobby, admin area, library used		

		for displays.		
	CLS	The school is extremely limited by space constraints. Elders' wall, Indigenous authors, Indigenous content in books, student artwork displayed. Where wall space allows.		

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.

Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.	Training for northern educators will be virtual in 2020 - 2021 due to COVID-19 restrictions. Areas of focus include: OLC in-service for ILES provided by the RILE three to four times in the year; Immersion teachers in-service and support provided monthly and as and when needed by the RILE and others; Residential Schools Awareness Training for 11 new hires; on-going training in Indigenization for northern educators; territorial-based support team in-service for all Sahtú educators in impacts of COVID-19 in northern contexts; 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. Any training or activities that occur will adhere to the safety requirements of COVID-19 for schools and employees.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools holding Teacher Cultural Orientation Days.	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	TBD/ 11 - 15 teachers & staff new to region		
% of Indigenous language staff participating in *Our Languages* in-servicing, when offered.	100%		
Areas of Strength for the region			

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	CLS	Physically distanced, outdoor activities on the land. 100%		
	EAS	Physically distanced, outdoor activities on the land. 100%		
	CTS	Physically distanced, outdoor activities on the land. 100%		
	CAWS	Physically distanced, outdoor activities on the land. 100%		
	MMS	Physically distanced, outdoor activities on the land in a winter and spring camp setting. 100%		
Number of local resource people and type of involvement in Cultural Orientation activities.	CLS	#5. Safely assisting with on the land activities and providing instruction and insights into local		

		culture.		
	EAS	#5. Safely assisting with on the land activities and providing instruction and insights into local culture.		
	CTS	#6. Safely assisting with on the land activities and providing instruction and insights into local culture.		
	CAWS	#3. Safely assisting with on the land activities and providing instruction and insights into local culture.		
	MMS	#6. TBD.		

F. *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. (Required in 2021)	ILE Committees in Sahtú Schools will meet in September 2020, and monthly thereafter, to determine and guide each school's *whole school approach to language use.* 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 in place 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			

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

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	TBD in September by ILE Committee, meeting COVID-19 requirements. Explicit teaching/learning of language embedded in *on the land* cultural activities. Signage in North Slavey.		
	EAS	TBD in September by ILE Committee, meeting COVID-19 requirements. School announcements in North Slavey; teachers learning greetings and phrases; Immersion in JK/K with 100% North Slavey requirement in conversations; Elders / community leaders use North Slavey first in school presentations		
	CTS	TBD in September by ILE Committee, meeting COVID-19 requirements Word & phrase of the week for students and teachers; school announcements in North Slavey; Community radio		

		school announcements in North Slavey first; Signage in school; school newsletter includes an ILE message including phrases of the month		
	CAWS	TBD in September by ILE Committee, meeting COVID-19 requirements. Language learning/teaching embedded in outdoor cultural activities; word/phrase of the week; signage and school motto in North Slavey; school announcements / opening prayer / O Canada in North Slavey; JK/K Immersion requiring 100% spoken North Slavey; Little kids language videos to share with older kids.		
	MMS	TBD in September by ILE Committee, meeting COVID-19 requirements. Word/phrase of the week for teachers and students; North Slavey signage; school announcements.		

G. *Indigenizing Teaching & 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. (required 2021)	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 2020 - 2021 will strengthen teachers' abilities to Indigenize practices. A draft document *Sahtu Ways of Doing* can be further developed in each Sahtú community context to assist in the Indigenization of teaching and learning.

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	100%		
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100% in an introductory to emergent phase of implementation		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. *(e.g. holistic, relational, spiral and experiential)*	CLS	TBD due to Covid-19 interruption of school operations and planning.		
	EAS	TBD due to Covid-19 interruption of school operations and planning		
	CTS	TBD due to Covid-19 interruption of school operations and planning		
	CAWS	TBD due to Covid-19 interruption of school operations and planning		
	MMS	TBD due to Covid-19 interruption of school operations and planning		
Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.	CLS	TBD in September 2020 due to COVID-19 interruption of school operations and planning in the spring of 2020. Dene Kede themes and Dene Laws embedded in teaching and learning throughout school.		
	EAS	TBD in September 2020 due to COVID-19 interruption of school operations and planning in the spring of 2020. Partnership with Indigenous government to create connections between local culture and school		

		curriculum. Visits to seasonal cultural camps for teachers and students.		
	CTS	TBD in September 2020 due to COVID-19 interruption of school operations and planning in the spring of 2020. Dene Laws infused in school goals for student behaviours and outcomes. Mentorship of new teachers by local Indigenous teachers.		
	CAWS	TBD in September 2020 due to COVID-19 interruption of school operations and planning in the spring of 2020. Permanent outside camp available for teaching and learning.		
	MMS	TBD in September 2020 due to COVID-19 interruption of school operations and planning in the spring of 2020. Permanent outside camp available for teaching and learning.		

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.

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. 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.	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. In February 2020, seven ILEs and classroom teachers worked with the RILE and ECE ILS team to deepen understanding of integrating Dene Kede into core subject areas. Key people in each school are now able to guide teachers with Dene Kede integration.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100% of schools are in an introductory stage of implementation.		
Areas of Strength for the region			

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	CLS	TBD. Planning begins in September 2020.		
	EAS	TBD. Planning begins in September 2020.		
	CTS	TBD. Planning begins in September 2020.		
	CAWS	TBD. Planning begins in September 2020.		
	MMS	TBD. Planning begins in September 2020.		
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	CLS	25%		
	EAS	25%		
	CTS	25%		
	CAWS	25%		
	MMS	25%		

	CLS	Staff meet to plan how to indigenize education; cultural days every Friday which will include traditional games, moose hide tanning, fish harvesting-setting nets.		
Type of **classroom-based** activities that infuse Indigenous content into the curriculum including Dene Kede / Inuuqatigiit and other resources as required.	EAS	Monthly meeting of ILE Committee. Classroom-based: phrase of the week; monthly themes from Dene Kede integrated into subjects taught; partnering with Indigenous government for use of cultural camp for authentic traditional activities infused into daily teaching and learning.		
	CTS	Develop resources for Dene Kede with parents; inform parents about the Dene Kede which is being integrated into the school; cultural camp for experiential		

		learning activities aligned with classroom lessons		
	CAWS	ILE planning meeting with staff to Indigenize education; Orange Shirt Day lessons / experiential activities about residential schooling and reconciliation; Orange Shirt Day t-shirts with North Slavey slogan; Tent and teepee set up as alternate learning space throughout the year; On the land trip with high school students integrating cross-curricular connections.		
	MMS	Whole school activities dedicated to teaching about Orange Shirt Day in September; Integrate Dene Laws in school behaviour expectations		

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.

Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.	COVID-19 has severely impacted schools' abilities 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 pandemic restrictions.

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% as allowed by COVID-19 safety requirements		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(If applicable)*
Type and frequency of relevant and authentic key cultural experiences occurring **on the land**, by grade level, and % of Indigenous language included in experience.	CLS	TBD under COVID-19 safety requirements. Examples include: duck plucking; moose hide tanning for grades 7-12; berry picking JK-6; feeding the fire; cooking traditional food; ice fishing and setting nets.		
	EAS	TBD under COVID-19 safety requirements. Examples include: daily visits to culture camp; moose hide tanning; fishing and setting nets; hunting; story telling.		
	CTS	TBD under COVID-19 safety requirements. Examples include: visits to the culture camp; harvesting; smoking and drying food for winter; gathering wood; story telling; hunting.		
	CAWS	TBD under COVID-19 safety requirements. Examples include: beaver trapping; learning the seasons and		

		conditions for hunting, trapping and travel; hunting.		
	MMS	TBD under COVID-19 safety requirements		
Type and frequency of relevant and authentic key cultural experiences occurring in the **classroom setting or school** by grade level and % of Indigenous language included in experience.	CLS	TBD under COVID-19 safety requirements. Examples include: Slavey greetings; prayer songs; safety information for winter land travel; beading; making drums and snow shoes; dog sledding information; story telling; Indigenous authors		
	EAS	TBD under COVID-19 safety requirements. Examples include: STEM activities on the land with cultural connections; Indigenous authors		
	CTS	TBD under COVID-19 safety requirements. Examples include: Dene Laws and Dene Kede integrated in classroom learning.		
	CAWS	TBD under COVID-19 safety requirements; Indigenization of content e.g.		

		Indigenous authors and Indigenous choice in books/topics; school field trips that Indigenize the learning experience.		
	MMS	TBD under COVID-19 safety requirements. Examples include: virtual North Slavey language learning; Google Classroom as medium for language learning.		
% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.	CLS	TBD under COVID-19 safety requirements		
	EAS	TBD under COVID-19 safety requirements		
	CTS	TBD under COVID-19 safety requirements		
	CAWS	TBD under COVID-19 safety requirements		
	MMS	TBD under COVID-19 safety requirements		

J. Strengthening Indigenous Language Instruction

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 virtual in 2020 - 2021 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(If applicable)*
% of schools offering core language programming using OLC	100%		
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	100% PD and training provided by RILE and ECE.		
Type of Indigenous language resources being developed to support OLC.	ILEs create materials within their classroom to support OLC implementation. RILE		

	responds to requests from ILEs to develop needed resources.		
Number of staff receiving training and support for development of Indigenous language resources.	8		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. 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	$18,966	$18,966				
Délı̨nę	$16,817	$16,817				
Fort Good Hope	$18,325	$18,325				
Tulita	$16,627	$16,627				
Norman Wells	$19,162	$19,162				
TOTAL	$89,896	$89,896				

L. Teaching and Learning Centres (TLCs)

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum through the TLC, 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 the Our Languages curriculum through the TLC.	SDEC will be working with ECE to further train our Indigenous Language Educators virtually. There will be focus on JK/K Immersion which is being implemented this year in the Sahtu and the development of resources to support oral fluency. Resources will continue to be developed to support Our Languages Curriculum implementation.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for difference**
Type of Indigenous language resources being developed to support OLC.	Work on Pictionary Posters; play-based learning oral fluency prompts, games, sentence starters; parent resources for use at home to support classroom learning e.g. wordless picture books; scripts for school announcements		
Number of staff receiving training and support for development of Indigenous language resources.	7		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Appendix B: Operating Plan - Operating Budget

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

Divisional Euducation Council/District Education Authority
Statement of Revenues and Expenses
Proposed Budget For the Period Ending June 30 2021 - Consolidated

	2019-2020 Budget	2020-2021 Budget	2019-2020 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contribution	13,969,613	13,140,945	13,608,628
Indigeneous Languages Contributions			
French Language Contributions	55,000	55,000	55,000
ECE Other Contributions	90,000	263,000	764,584
Capital Contribution			
Sub-Total ECE	14,114,613	13,458,945	14,428,212
Federal Government Jordan's Principle	80,600	2,888,407	364,537
Federal Government Other			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals	10,000	11,000	9,500
School Fees			
Investment Income	45,000	55,000	61,118
Donations			
Other			434,029
Total Generated Funds	55,000	66,000	869,184
TOTAL REVENUES	14,250,213	16,413,352	15,297,396
EXPENSES			
Administration (see Schedule 2)	1,210,869	1,393,947	1,285,185
School Programs (see Schedule 2)	9,139,974	8,827,888	9,743,637
Inclusive Schooling (see Schedules 2 & 3)	2,533,573	4,768,700	2,761,950
Indigenous Languages and Education (see Schedules 2 & 4)	1,357,699	1,309,419	1,314,568
Student/Staff Accomodations (see Schedule 2)	-		
Debt Services	-		
Other			
Sub-Total Expenses Before Amortization	14,242,115	16,299,953	15,105,340
Amortization (see Schedule 6)			
TOTAL EXPENSES	14,242,115	16,299,953	15,105,340
ANNUAL OPERATING SURPLUS (DEFICIT)	8,098	113,398	192,056
ACCUMULATED SURPLUS (DEFICIT) OPEN	458,406	458,406	266,350
ACCUMULATED SURPLUS (DEFICIT) CLOSE	466,504	571,804	458,406

Department of Education, Culture & Employment
Council Approved Budget

Divisional Education Council/District Education Authority
Details of Expenses - Consolidated (Schedule 2)
As of June 30 2021

	Administration	School Programs	Inclusive Schooling	Aborginal Languages	Total
SALARIES					
Teachers' salaries		6,337,490			6,337,490
Instruction Assistants					-
Regional Coordinators			179,653	174,220	353,873
Program Support Teachers			854,919		854,919
Wellness Counsellors					-
Support Assistants			902,797		902,797
Indigenous Language Instruction				848,264	848,264
Cultural Resource Staff					-
Elders in Schools				66,000	66,000
Non Instructional Staff	936,688	1,342,482			2,279,170
Board/Trustee Honorarium					-
EMPLOYEE BENEFITS					
Employee Benefits/ Allowances					-
Leave And Termination Benefits		364,112			364,112
SERVICES PURCHASED/CONTRACTED					
Professional/Technical Services			56,467		56,467
Postage/Communication	4,000				4,000
Utilities					-
Heating					-
Electricity					-
Water/Sewage					-
Travel	30,000		17,576	-	47,576
Student Transportation (Busing)		150,536			150,536
Advertising/Printing/Publishing					-
Maintenance/Repair					-
Rentals/Leases	154,952				154,952
Other Contracted Services	10,000				10,000
MATERIALS/SUPPLIES/FREIGHT					
Assistive Technology					-
Materials	253,807	633,268	2,757,288	220,934	3,865,297
Freight	4,500		-	-	4,500
TRANSFERS TO CAPITAL					
TOTAL	1,393,947	8,827,888	4,768,700	1,309,419	16,299,953

Department of Education, Culture & Employment
Council Approved Budget

Divisional Education Council/District Education Authority
Details of Inclusive Schooling Expenses - (Schedule 3)
As of June 30 2021

	General Inclusive Schooling	Magnet Facilities	Total
SALARIES			
Regional Coordinator	179,653		179,653
Program Support Teachers	854,919		854,919
Wellness Counsellors			
Support Assistants	902,797		902,797
EMPLOYEE BENEFITS			
Employee Benefits/Allowances			
SERVICES PURCHASED/CONTRACTED			
Professional/Technical Services	56,467		56,467
Student Transportation (Busing)			-
Other Contracted Services			
MATERIALS/SUPPLIES/FREIGHT			
Assistive Technology			
Materials	2,774,864		2,774,864
Freight	-		-
TOTAL	4,768,700	-	4,768,700

Department of Education, Culture & Employment
Council Approved Budget

Divisional Education Council/District Education Authority
Details of Indigenous Languages and Education Expenses - (Schedule 4)
As of June 30 2021

	General Indigenous Languages and Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional ILE Coordinator		174,220		174,220
Indigenous Language Instruction	848,264			848,264
Cultural Resource Staff				
Elders in Schools	66,000			66,000
EMPLOYEE BENEFITS				
Employee Benefits/Allowances				
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services				
Travel		-		-
Student Transportation (Bussing)				
Advertising/Printing/Publishing				-
Rentals/Leases				
Other Contracted Services				
MATERIALS/SUPPLIES/FREIGHT				
Materials		131,038	89,896	220,934
Freight			-	-
TOTAL	914,264	305,258	89,896	1,309,419

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

**Divisional Education Council/District Education Autho
Schedule of Approved Person Years**

Annual Bt   As of June 30 2021

	Person Years
Administration Staff	4.00
Territorial Schools:	
Teachers	39.00
Consultants	2.00
Classroom Assistants	
Secretaries	4.00
Custodians	6.50
School Community Counsellors	
Other - Specify	-
Inclusive Schooling:	
Regional Coordinators	1.00
Program Support Teachers	5.00
Wellness Counsellors	
Support Assistants	7.60
Other - Specify	
Indigenous Languages and Education	
Regional Coordinators	1.00
Indigenous Languages Instruction Staff	6.40
Other - Specify	
Total Person Years	76.50

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

_____   _____

Education Body Chair   Superintendent

_____   _____

Date   Date

Annual Report

_____   _____

Education Body Chair   Superintendent

_____   _____

Date   Date

Education Accountability Framework

South Slave Divisional Education Council
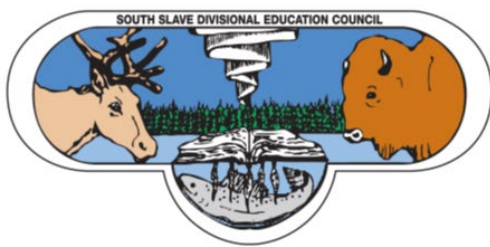
Operating Plan

For the 2020-21 School Year

Cadre de responsabilisation en éducation

Conseil scolaire de division du Slave Sud

Plan de fonctionnement
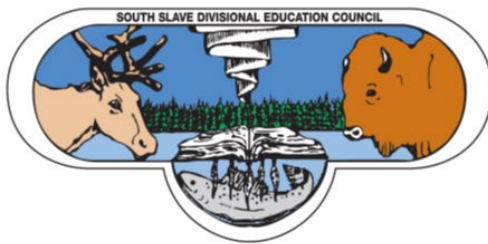
Année scolaire 2020-2021

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:

School Re-opening

There remains uncertainty and challenges that lie ahead for the 2020-21 school year. However, our top priority is in ensuring the health and safety of students, staff and the communities we serve.

Our key focus for the beginning of the 2020-21 school year is the re-opening of schools and ensuring the highest quality education for all students while also adhering to health and safety guidelines from the Chief Public Health Officer (physical distancing, staggered entry, PPE, enhanced cleaning; limited visitors, etc.).

Thereafter the focus will continue to be on providing the best quality education possible, while being prepared to pivot to blended and remote learning on short notice in the case of illness and potential class cancellations or school closures.

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 structure, Regional approach offered a common Cultural Orientation day, utilizing community resource people (Elders) contributing to strengthening *School-Community relationships*.

Under the umbrella of *Student Wellness*, all schools had Safe School Plans that clarified their bullying responses and LGBTQ2S+ support. Promoting Social Responsibility is a Regional priority and our RISC and RILE both supported 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 through the Division Principal positions, and wellness is always a component of our Regional In-service.

Our Regional goals/targets and our comprehensive Literacy and Numeracy initiatives, in particular, supported 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 supported our commitment to *Quality Education* in all schools, and our expansion of NDL further supported our smaller communities.

In the area of *assessment and accountability* we engaged in systemic assessment (AAT's, CAT-4, Whole School Writes, Diploma Exams) and analysis, and regional and school administrators provided regular reporting and progress reports to their respective education governing bodies (SSDEC and DEAs).

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 10e année participent à au moins quinze séances

(ou dix heures d'enseignement) d'un programme de responsabilité sociale tel que les lois dénées, les Sept Enseignements Sacrés, l'outil DIRE (**d**emander de l'aide, **i**gnorer, **r**eculer et **e**n parler) (1^re-3e année), le programme Incredible Flexible You (de 4 à 7 ans), les zones de régulation (maternelle-3e année), MindUp (prématernelle-8e année), Second Step (maternelle-9e année), Mindful Schools (de la maternelle à l'adolescence), Superflex (3e année), MENTOR DIRE (4e-6e année), Quatrième R (7e, 8e et 9e année), le programme sur les relations saines Plus (7e -11e année), ou le programme de leadership et de résilience (7e-12e année)

bjectif que 5 % plus d'élèves affichent un taux de présence d'au moins 90 %

bjectif 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 12e 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*
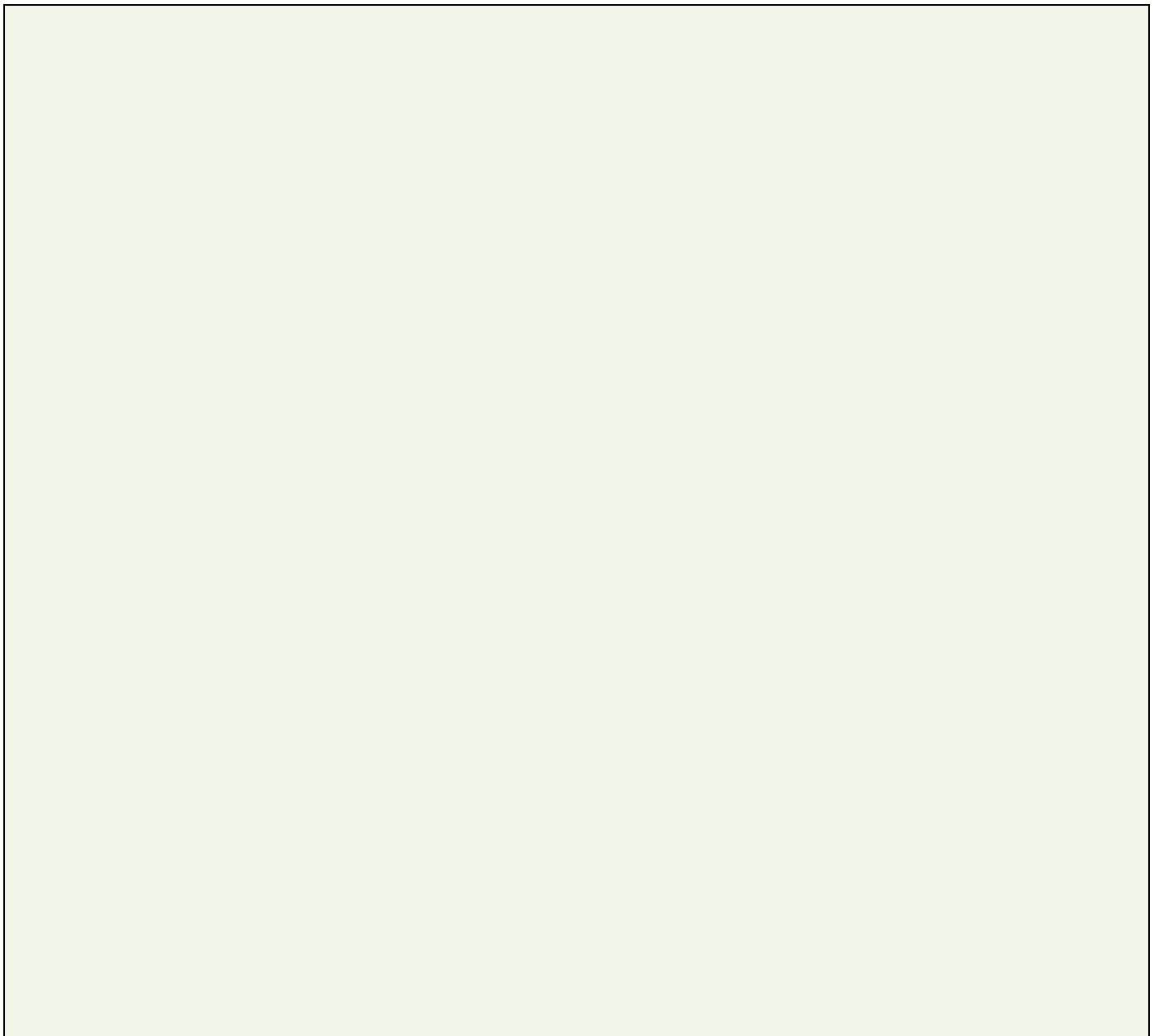
de l'éducation dans toutes les écoles, et les petites collectivités profiteront également de l'expansion prévue du programme d'enseignement à distance.

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).

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 including any specific information related to the COVID-19 pandemic:

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 2020-21 representatives are as follows:

Fort Smith	Ann Pischinger (Chairperson)	3-year term (Oct 2021)
Fort Resolution	Bess Ann McKay (Vice-Chairperson)	2-year term (Dec 2021)
Hay River	Pennie Pokiak	3-year term (Oct 2021)
Kátł'odeeche	Julia Fabian	3-year term (Jun 2021)
Łutsel K'e	Thomas Lafferty	3-year term (Jun 2020)

Each member is elected by their respective DEA and the lengths of the member's term on the SSDEC coincides with the length of their terms on their respective DEA's as per the requirements of the Education Act and Regulations and the Local Authorities Elections Act. A member can be renewed on the SSDEC is if they are elected or appointed again to be on their respective DEA, and then their DEA chooses them again as their representative on the SSDEC.

The SSDEC is a legislated corporate body responsible for developing direction for the Division in keeping with the requirements of government legislation. GNWT legislation defines what school boards must and may do.

The SSDEC meets five times a year, with each of the five communities being the host for one of those meetings each year.

Key senior management positions are:
    Superintendent – Dr. Curtis Brown
    Assistant Superintendent – Dr. Trudi Rowlands
    Comptroller – James Watts

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:

```
                            Superintendent

        Public Affairs Coordinator          Executive Secretary

    Comptroller          Info. Systems Manager       Assistant Superintendent

    Finance & Admin Clerk    Computer Technician        Program Coordinator

                             Computer Technician        Program Coordinator

        8 Schools - 7 Principals                        Program Coordinator

          JBT Elementary School
            PWK High School
           Harry Camsell and
        Princess Alexandra School
     Diamond Jenness Secondary School            Program Coordinator
             Deninu School
          Lutsel K'e Dene School
       Chief Sunrise Education Centre
```

C. *Governance Training*

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

Planned Topic	Delivered by *(Superintendent, ECE, External Consultant, etc.)*	Audience Intended *(DEC/DEA)*	Planned Location & Date	Was the training held as planned? *(Yes/No)*	If No, why not?
New Member roles and Responsibilities	Superintendent	DEA	Lutsel K'e (within 2 months of election)		
Formula Funding	Superintendent	DEA	Upon request		
Staffing	Superintendent	DEA	Upon request		
Policy Development	Superintendent	DEA	Upon request		
Leadership for Literacy	Superintendent	DEA	Upon request		
Community Education Planning	Superintendent	DEA	Upon request		
Education Act	Superintendent	DEA	Upon request		
Finance for Trustees	Comptroller	DEA	Upon request		
Successful Meetings	Superintendent	DEA	Upon request		
Lobbying	Superintendent	DEA	Upon request		
School Calendar Development	Superintendent	DEA	Upon request		
PR & Communications	Superintendent /Public Affairs Coordinator	DEA	Upon request		
Graduation Requirements	Superintendent	DEA	Upon request		
Code of Conduct	Superintendent	DEA	Upon request		

D. *Education Body Meetings*

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

Planned Date	Planned Location	Was the meeting held as planned? *(Yes/No)*	If No, why not?
Sep 19th, 2020	Kátł'odeeche – video-conference		
Nov/Dec	Hay River		
Jan/Feb	Fort Smith		
Mar/Apr	Fort Resolution		
May/Jun	Łutsel K'e		

E. School Profiles

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

Total Number of Schools in District	8	Total Anticipated Student Head Count	1143 (FTE)

School Name	Community	Grades Offered	Programming Highlights
Joseph Burr Tyrrell Elementary School (JBT)	Fort Smith	JK-6	• Single-grade, split-grade & multi-grade classes • Chipewyan • Cree • Core French • French Immersion
Paul William Kaeser High School (PWK)	Fort Smith	7-12	• 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	• Single-grade & split-grade classes • South Slavey • Core French
Princess Alexandra School (PAS)	Hay River	4-7	• Single-grade & split-grade classes • South Slavey • Core French (4-5) • Intensive French (6) • Post-Intensive French (7)
Diamond Jenness Secondary School (DJSS)	Hay River	8-12	• Single-grade, split-grade & multi-grade classes • South Slavey

			• Post-Intensive French (8-10)
Deninu School (DS)	Fort Resolution	JK-12	• Multi-grade classes • Chipewyan • Northern Distance Learning
Łutselk'e Dene School (LDS)	Łutselk'e	JK-12	• Multi-grade classes • Chipewyan • Northern Distance Learning
Chief Sunrise Education Centre (CSEC)	Kátł'odeeche FN (Hay River Reserve)	JK-12	• Multi-grade classes • Dene Yatie • Self Regulation • Self-paced Secondary programming

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 with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics.

The 5 communities of the South Slave encompass the following language groups:
- Chipewyan
- Cree
- South Slavey
- English
- French

Our Regional student ethnicity breakdown is (78% Indigenous):
- Dene 48%
- Metis 23%
- Inuit 7%
- Other 22%

Individual community demographics are as follows:

Fort Resolution (Chipewyan, English) (98% Indigenous)
- Dene 66%
- Metis 31%
- Inuit 1%
- Other 2%

Fort Smith (Chipewyan, Cree, English, French) (80% Indigenous)
- Dene 48%
- Metis 22%
- Inuit 10%
- Other 20%

Hay River (English, French, South Slavey) (68% Indigenous)
- Dene 35%
- Metis 27%
- Inuit 6%
- Other 32%

Kátł'odeeche (English, South Slavey) (100% Indigenous)
- Dene 94%
- Metis 6%

Łutselk'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.

Given the COVID-19 pandemic, we would not be surprised if student enrollment and attendance will drop, and that the number of parents opting for home-schooling may rise.

Early Development Instrument (EDI) Results for SSDEC & NWT Percentage of Children (5 year olds) Vulnerable

at least ONE or TWO domains (School Year 2018/19) (Taken from the Summary Report: Kindergarten Students in the Northwest Territories South Slave Divisional Education Council School year 2018/2019)

Percentage of Children Vulnerable by Domain
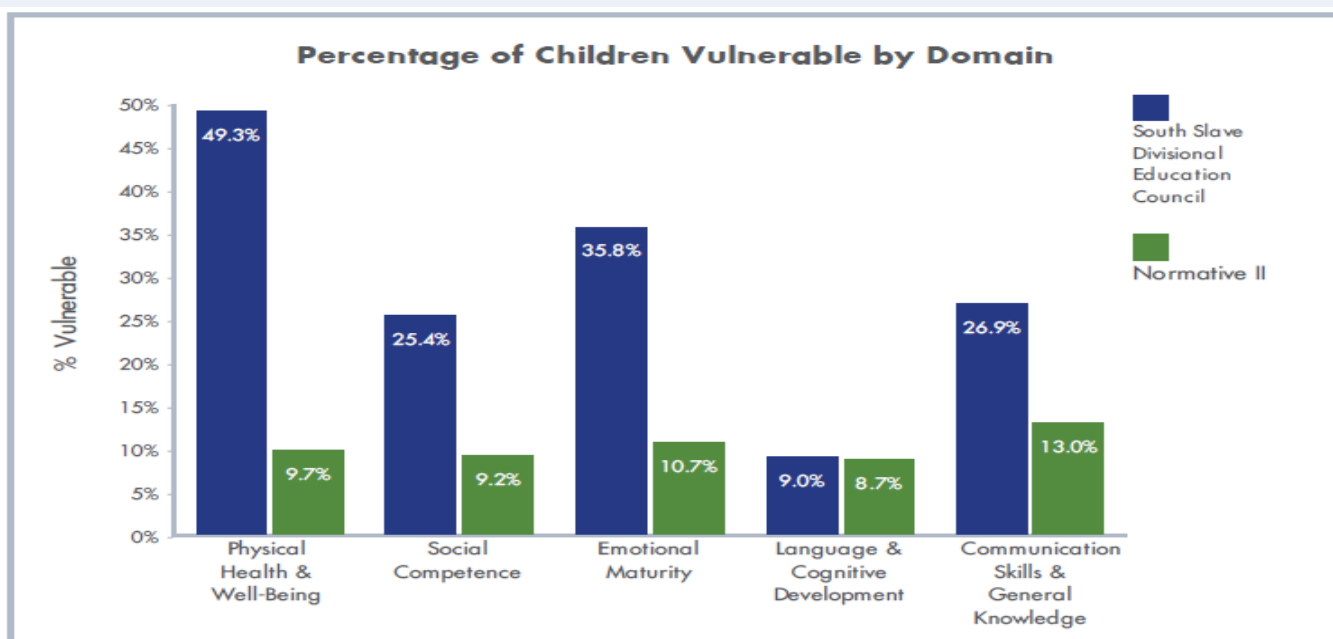
The graph below illustrates South Slave Divisional Education Council 2018/2019 results for the percentage of children vulnerable on at least one and at least two domains compared to the Normative II population.

Percentage of Children Vulnerable

Middle Years Development Index (MDI) - Well-Being Index Results for Grade 4 Students in SSDEC and NWT

(School Year 2018/19)

SOUTH SLAVE

36% Low
53 Children
42% Thriving
23% Medium

NWT AVERAGE

41% Low
505 Children
34% Thriving
25% Medium
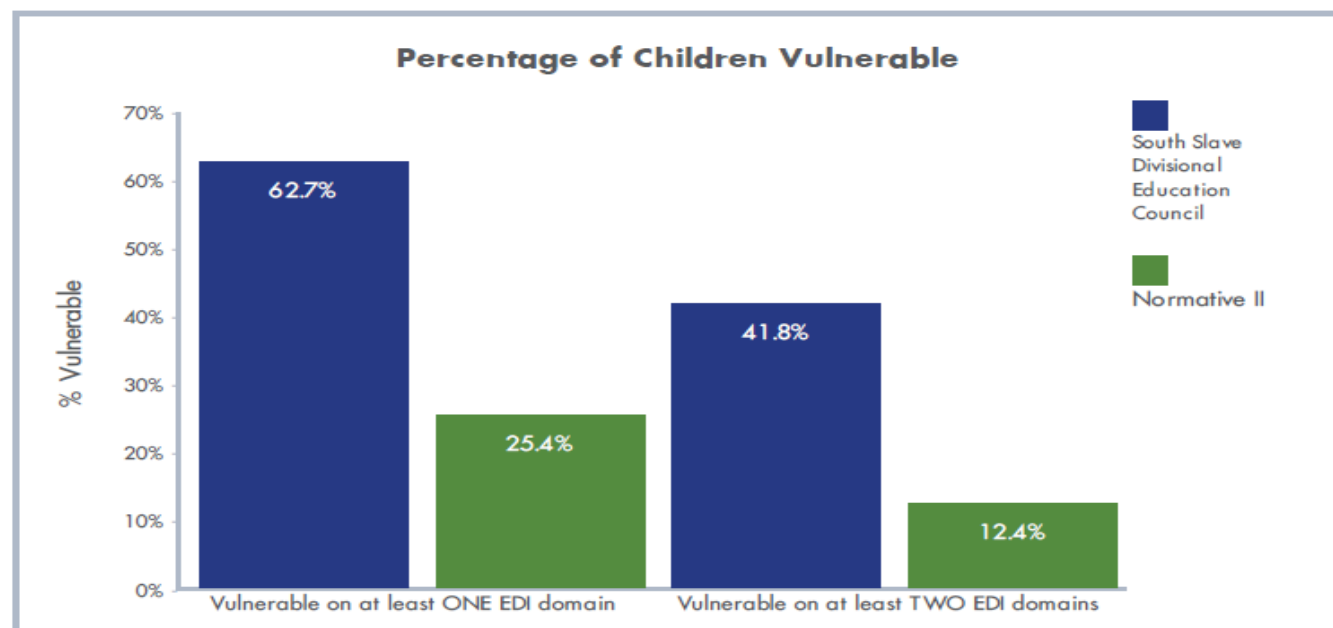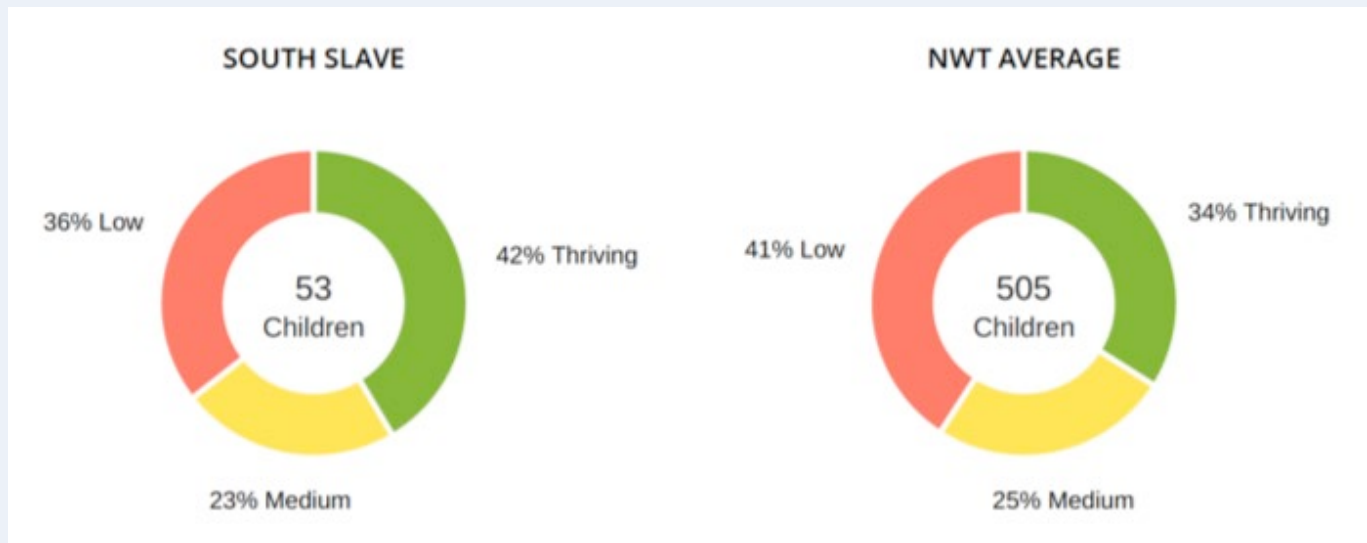
Middle Years Development Index (MDI) - Well-Being Index Results for Grade 7 Students in SSDEC and NWT (School Year 2018/19)
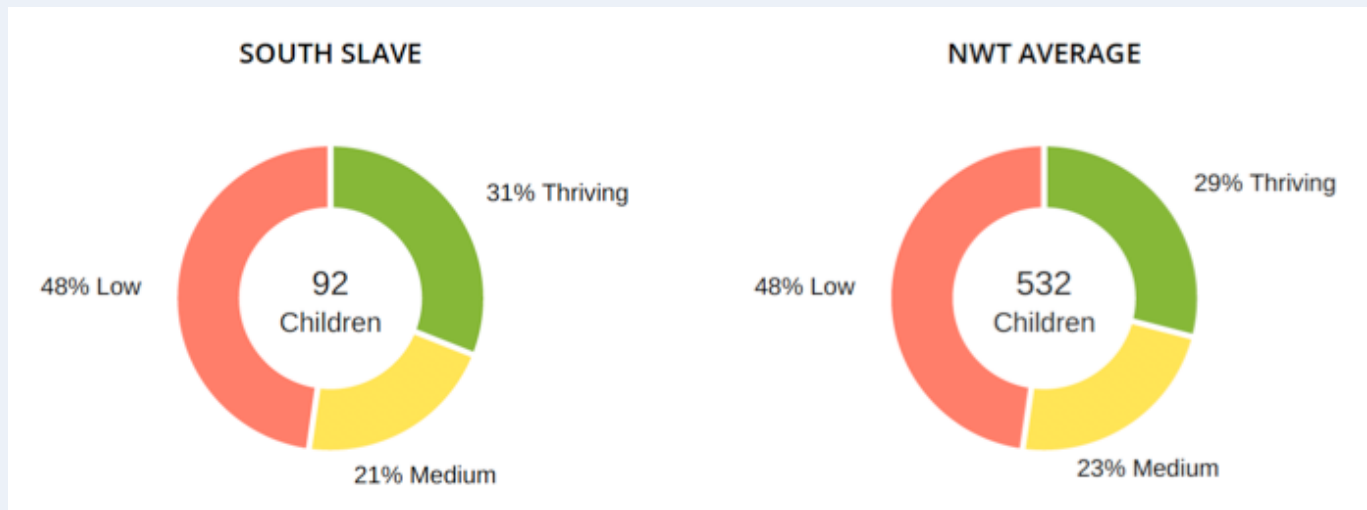
SOUTH SLAVE

48% Low
92 Children
31% Thriving
21% Medium

NWT AVERAGE

48% Low
532 Children
29% Thriving
23% Medium

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 2020-21 is 195.4 FTE, including Jordan's Principle funded positions. The average length of employment in our region is 11.3 years. Staff recruitment has resulted in 17 new teaching, consultant and senior admin staff joining the SSDDEC along with a further 22 Support Assistants joining the team. As well, approximately 50% 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) will be approximately 38%.

Issues/concerns with teacher recruitment include a recent trend of receiving less applicants in general for all competitions. In addition, it is becoming increasing 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.

There are a number of staff who are considered at-risk with regard to the pandemic as a result of age and/or pre-existing medical conditions. As long as COVID-19 cases remains low to none, there should not be any difficulty, however, should cases arrive in our communities, and community transmission be a factor, we anticipate a number of staff with justifiable reasons for working from home.

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: In addition to Council setting targets each year in relation to these goals, SSDEC Policy AE – *Key Priorities* solidifies literacy, including numeracy, as priorities for the foreseeable future.	**To maximize health and safety during the pandemic**
	To implement all Health and Safety Protocols as per Chief Public Health Officer (CPHO) approved school re-opening plans, and to ensure ongoing awareness of safety processes and procedures such as correct mask wearing, hand hygiene, physical distancing.
	To improve student success in *literacy*
	To increase the percentage of students meeting or exceeding expectations for literacy proficiency. This target directly aligns with the first two shared priorities above, and overlaps with the last three shared priorities above.
	To improve student success in *numeracy*
	To increase the percentage of students meeting or exceeding expectations for numeracy proficiency This target directly aligns with the first shared priority, and overlaps with the last three shared priorities above.
	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 This target directly aligns overlaps with all five of the shared priorities listed above.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
Literacy			
Percentage of students reading within grade according to the Fountas and Pinnell reading level chart	70%		
Percentage of students gaining at least one stanine increase in reading on the *Canadian Achievement Test* (CAT-4 Western and Northern Canada norm)	20%		
Percentage of students reading at or above the Canadian average on the *Canadian Achievement Test* (CAT-4 Western and Northern Canada norm)	67%		
Percentage of SSDEC trustees, staff, and students who will be able to engage and respond to greetings, express a word of appreciation, and use at least three more phrases of salutation/ thanks in the local Indigenous language(s) – [8 phrases in total]	80%		
Percentage of parents who say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in reading (with 80% or better survey response rate]	90%		
Percentage of parents who say they are satisfied with their child's growth as a reader (with 80% or better survey response rate]	90%		
Numeracy			
Percentage of students gaining at least one stanine increase in math on the *Canadian Achievement Test* (CAT-4 Western and Northern Canada norm)	20%		
Percentage of students at or above the Canadian average on the *Canadian Achievement Test* (CAT-4 Western and Northern Canada norm) in math	73%		

Percentage of parents who say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in math (with 80% or better survey response rate]	90%		
Percentage of parents who say they are satisfied with their child's growth in math (with 80% or better survey response rate]	90%		
Socially Responsible Behaviour			
Percentage of K-10 students participating in at least 15 lessons (or 10 hours of instruction) of a social responsibility program such as: • 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)	80%		
Percentage increase in students achieving at least 90% attendance *Council recognizes that the achievement of this target is a shared responsibility with parents, students and DEA's.*	45%		
Percentage of parents who participate in at least one of: • Community Education Planning days, • 3-Way Student-Parent-Teacher Conferences, and/or • Parent workshops (getting information or giving input) *Council recognizes that the achievement of this target is a shared responsibility with parents, students and DEA's.*	85%		

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

School 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.	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. SSDEC Policy AEA – *School Community Education Plans* requires that schools plan two Community Education Planning (CEP) days per year (dates submitted to Board Office when calendars are developed). Students, parent/guardians, and community groups are encouraged to participate and provide feedback on current programming and to suggest future areas of focus. Agendas (including any survey instruments) are developed by the principal and approved by the Superintendent prior to the planning days. The resulting plans, along with the school's *Focus & Alignment* document is updated and submitted to the Superintendent bi-annually. The latter summarizes each schools' data in relation to regional goals and allows for the setting of school specific targets in relation to the regional targets. Our Community Education Planning structure and our Social Responsibility priority, contributes to the Departmental priorities, strengthening School-Community relationships and Student Wellness. 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. 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

B. *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.

Regional approach to the completion of **Annual School Reviews.**	The Superintendent and Assistant Superintendent conduct two school visits per year (pandemic permitting), 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. In addition, after every systemic assessment (AAT's, CAT-4, and Diploma Exams), school teams are asked to analyse results, identify trends and propose instructional foci to address any issues: These analyses are submitted to the Superintendent as well. 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 regional office every two months.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

C. *Staff Evaluations*

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

The following tables detail the region's approach to completing staff evaluations, 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.**	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. On occasion (staff leaving mid-way through the year, teachers retiring, etc.) the evaluation may be waived. Some evaluations were not completed due to school closures in 2019-20 so most of those have been carried over to 2020-21 for completion. This summer there were a number of Jordan's Principle applications approved and the subsequent hire of many new Support Assistants who will need to be supervised and evaluated as well.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	38		
Number of principals and assistant principals formally evaluated in the school year.	2		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	5		

Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

D. *Regional Training and In-Service*

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers' Instructional Practices (STIP). (This <u>does not</u> 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.	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.
	The topic for our 2020-21 in-*service* was to be in reference to developing Collaborative Common Assessments (How will we know if students have learned?), however, the contractor had to be cancelled due to pandemic travel restrictions. Instead, the Superintendent provided two one-hour sessions via video-conference that intended to celebrate achievements of the past year, confirm the importance of following the new pandemic safety protocols, and reminding everyone of the Council's mandate and priorities for 2020-21.
	Over the past ten years of the *Leadership for Literacy* (L4L) initiative, we have added many research-based practices that have benefited our students and staff in their learning. However, this has also slowly shifted our focus away from what we determined ten years ago as most important: literacy, numeracy, *in their belief* and social responsibility. 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 home in on ELOs and know how to collaboratively assess and analyze results to inform instruction and interventions for improve 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.

We are reminded of four key questions to help us all focus individually and in collaboration (professional learning communities):
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?

Regional PD (to select groups) will primarily focus in the following areas:
- 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

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.

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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on shared priorities	100%		
Number of administration days dedicated to training and in-service.	2		
% of collaborative STIP time dedicated to regional priorities	100%		
Number of schools which implemented STIP as per the Ministerial Directive	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

E. 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 *(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			

* 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. 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 Pandemic related duty travel limitations will likely result in less in-person support and more video-conferencing support in 2020-21.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
Regional Literacy Action Plan in place for the school year. *(Yes or No)*	Yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

F. *Healthy Food for Learning*

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

The following tables detail the 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.

Relevance of **the Healthy Foods for Learning program** to regional priorities and strategies for program implementation.	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. 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). The COVID-19 pandemic has resulted in some rethinking of the kinds of food and the process of preparation and distribution. Lunch or food programs will likely be bagged, plated, prepackaged or single serve foods and ensure distancing is able to be maintained while accessing lunch programs.

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

School Name	Type of food program(s) offered in each school *(Breakfast, Lunch, Snack, etc.)*	Days per week program is offered in each school *(Monday – Friday)*	Average number of children / youth served daily	Criteria for participation *(Low income, fee, Everyone welcome, etc.)*	Was the program delivered as planned? *(Yes/No)*	If No, why not?
JBT	Snack	Daily (8/10 months)	Snack - 270	Open to all students		
PWK	Breakfast Lunch Snack/Open Cupboard	Daily (all year)	Breakfast – 60 Lunch – 20 Snack – 40	Open to all students		
HC	Breakfast Snack Lunch	Daily (all year)	Breakfast – 10 Snack – 160 Lunch – 20	Breakfast (on demand) Lunch (on demand)		
PA	Breakfast Snack Lunch	Daily (all year)	Breakfast – 10 Snack – 160 Lunch – 20	Breakfast (on demand) Lunch (on demand)		
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		
DN	Breakfast Snack	Daily (all year)	Breakfast – 15 Snack – 70	Open to all students		
LKDS	Breakfast Snack	Daily (all year)	Breakfast – 25-30 Snack – 50	Open to all students		
CSEC	Breakfast Snack	Daily (all year)	Breakfast – 45 Snack – 45	Open to all students		
TOTAL						

G. *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 opportunity to submit an action research proposal, that promises to bring about improved outcomes, for matching portion of the available SSI funds, that are further topped up with reallocation of regional SSDEC funding. We continue to measure the improvement in reading and numeracy proficiency of students, as well as the perceptions of parental satisfaction with their children's growth in reading and numeracy. The implementation process, involves regional and school PLC Collaborative Learning Teams, setting and reflecting on measurable improvement goals and SMART targets, collecting and using performance data to determine appropriate and timely interventions and/or enrichment, and professional learning aligned with current research. All SSDEC stakeholders (Council, Superintendent, Principals, Coordinators, school-based Program Support Teachers and Instructional Coaches, teachers, support assistants, parents and students are expected to be involved in the project.

SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of teaching staff from across the region that participate in SSI PD activities.	100%		
% of support staff from across the region that participate in SSI PD activities.	100%		
Areas of Strength			
Areas for Development			
Additional Comments			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? *(Yes/No)*	If No, why not?
PWK: Improving Teacher Efficacy Through Job-Embedded Professional Development	2018 – 2021		
LK: Improving Literacy and Numeracy	2018 – 2021		
JBT: Improving Numeracy Intervention on the Essentials	2018 – 2021		
PA: Intervention Program Support	2018 – 2021		
HC: Intervention Program Support	2018 – 2021		
DN: Numeracy Intervention	2018 – 2021		
DJSS: Powerful Guided Reading	2018 – 2021		
CS: Literacy – Filling the Gaps	2018 – 2021		

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:

2020-2021	2021-2022	2022-2023
BDEC SSDEC	CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

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. 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.**	As part of Council's targets in Social Responsibility, all schools are required to provide a minimum of 15 lessons (or 10 hours). 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*, *Incredible Flexible You* (ages 4-7), *Zones of Regulation* (K-3), **WITS** (gr 1-3), *Superflex* (gr 3), **WITS LEADerS** (gr. 4-6), *MindUp* (preK-8), *Second Step* (gr. K-9), *Mindful Schools* (K-adolescent), **Fourth** *R* (gr 7, 8, 9), **Fourth R Plus** (gr 7 - 11), or *Leadership and Resiliency Program* (LRP gr 7-12). The majority of schools integrate this programming into Health and CALM classes. With the current pandemic situation, the need for social emotional learning, mental heath 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 ended.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools with JK-3 students offering WITS.	25%		
% of schools with grade 4-6 students offering LEADS.	25%		
% of schools with grade 7-9 students offering the Fourth R.	75%		
% of schools with grade 10-11 students offering HRPP.	50%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance *(if applicable)*
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4thR, and HRPP, and the grades they are being used in (*if applicable*).	JBT	Second Step: JK-6		
	PWK	4th R:7-9 HRPP: 10-12 SCC: 7-12		
	HC	WITS: JK-3 We Thinkers: JK-K Zones of Regulation: 1-3		
	PA	LEADS: 4-6 Second Step: 4-6 Zones of Regulation: 4-6 4th R: 7		
	DJSS	4th R: 8-9 HRPP: 10 LRP: 8-9 Zones of Regulation		
	DN	JK-3: MindUp 4-6: Zones of Regulation WITS: JK-3 LEADS: 4-6 4th R: 7-9 HRPP: 10-12		
	LDS	We Thinkers: JK-2 Second Step: JK-5 Think Social: 3-6 4th R: 7-9 HRPP: 10-12		
	CSEC	MindUp: JK-12 Zones of Regulation: JK-12 4th R: 7-12		

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 *(Chipewyan, Cree, English, French, or South Slavey)*	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)*
JBT	Chipewyan	Core	K-6	100%	150		
	Cree	Core	K-6	100%	150		
	French	Core	K-6	100%	150		
	French	Immersion	K-6	13%	1125		
PWK	Chipewyan	Core	7-12	18%	200		
	Cree	Core	7-12	23%	200		
	French	Core	7-12	19%	200		
	French	Immersion	7-9	15%	700		
HC	South Slavey	Core	JK-3	43%	150		
	French	Core	JK-3	57%	120		
PA	South Slavey	Core	4-7	63%	120		
	French	Core	4-5	34%	90		
	French	Intensive	6	14%	1440 – Sem. I 390 – Sem. II		
	French	Post-Intensive	7	15%	225		
DJSS	South Slavey	Core	8-12	16%	Jr: 213 Sr: 398		
	French	Post-Intensive	8-10	35%	Jr: 336 Sr: 398		
DN	Chipewyan	Core	JK-12	96%	JK/K: 100 1-9: 150 10-12: 300		
CSEC	South Slavey	Core	JK-12	90%	225		
LKDS	Chipewyan	Core	JK-12	91%	225		

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

K. 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	$29,250	$30,750	$60,000		
LKDS	$31,250	in kind	$31,250		
TOTAL	$60,500	$30,750	$91,250		

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				
LKDS				

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.	The need for Northern Distance Learning in our region is very high, as much so in the regional centres as in the outlying communities. Three school are currently eligible to participate in the NDL program. The community that has not joined is simply because they don't currently have any students who would qualify and benefit from the program (only a few students in these grades; smallest school in the region). 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. To that end, we have begun a research project to explore potential options for distance/online education which may be used as a planned program option, or as an emergency option should the need arise.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for variance** *(if applicable)*
% of eligible high schools offering NDL classes.	67%		
% of NDL course credits acquired within the school year.	LK 66% DN 100%		
% of NDL students passing diploma exams (*for NDL courses*) written within the school year.	LK n/a DN 100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	**School**	**School Targets**	**Achieved Results**	**Explanation for variance** *(if applicable)*
Number of students taking NDL courses, per school.	DN	7		
	LDS	3		
Number of NDL endpoints actively in use, per school.	DN	2		
	LDS	1		

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			

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)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
JBT	2.20	2.00	0.2 funding added to SA support		
PWK	2.11	2.00	0.11 funding added to SA support		
HC	1.26	1.00	0.26 funding added to SA support		
PA	1.32	1.00	0.32 funding added to SA support		
DJSS	1.71	2.00			
DN	1.00	1.30			
CSEC	1.00	1.00			
LKDS	1.00	1.00			
TOTAL	11.60	11.30	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.		

C. Support Assistants

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

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

School Name	Allocated *(PY)*	Budgeted *(PY)*	Explanation for Difference *(if applicable)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
JBT	7.98	11.2			
PWK		3			
HC	7.95	5.3			
PA		8			
DJSS		6.6			
DN	1.44	6.9			
LKDS	0.95	3.2			
CSEC	0.53	2.4			
TOTAL	18.85	46.6	• Student needs greater than funding allocated to each school • Funding reallocated from other areas + supplemental Jordan's Principle funding		

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			
Support Assistants	1.0	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	$9561	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.		

E. Inclusive Schooling - Staff Development

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

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

Allocated ($)	Budgeted ($)	Explanation for Difference (if applicable)	Actual ($)	Explanation for Difference (if applicable)
$115,277	$110,752	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions.		

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

Type of Training	Audience Intended (PSTs / Educators / Support Assistants / Principals)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Annual In-service	SA's	SA Handbook, Growth Planning	Aug 27-28 Hay River	No	COVID travel restrictions
Small group, community, or school-level in-services	PST's, SA's, Teachers	NVCI/SIVA	Upon request		
		Behaviour Management			
		Self-Regulation			
		Reading Interventions			
		SCERTS			
		Understanding by Design			
		Assistive Technology			

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.	The Regional in-service at the beginning of the year reviews and celebrates our initiatives and has targets set for the upcoming school year. In-servicing and job-embedded PD is available throughout the school year in particular to PSTs and SAs, and at times parents. The RISC and the School Based Support Teams (SBST), are continuing to develop a 5-year work plan for our Region's priorities and training requirements. The 2020/2021 RISC work plan was been distributed to all principals to ensure they were informed of supports available.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference *(if applicable)*
% of educators that have been trained on developing and implementing IEPs this year.	100%	100%	
% of educators that have been trained on developing and implementing SSPs this year.	100%	100%	
% of educators that have been trained on the use of flexible strategies this year.	100%	100%	
% of educators that have been trained on the School-based Support Team process this year.	100%	100%	
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%	100%	
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%	100%	
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%	100%	
% of educators that have been trained on Assistive Technology this year.	100%	100%	
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.			

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

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total *($)*

** We also had funding from Jordan's Principle to offset some of the cost of Educational Psychology fees.

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	Total Over / Under Allocation *($)*
$103,839			

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)	Actual ($)	Explanation for Difference (if applicable)
DS	$18,194	$0			
JBT	$44,450	$0			
PWK		$108,540	Combined with Wellness PY funds to hire a student counsellor (social worker)		
DJSS	$42,662	$0			
HCS		$0			
PAS		$0			
CSEC	$13,124	$0	Paid by the band		
LDS	$17,075	$0			
Enterprise	$11,300	$0			
TOTAL	$146,804	$101,800	Funding reallocated within Inclusive Schooling to offset under-funding of UNW positions, and to supplement funding for Support Assistants.		

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.	The RISC, in collaboration with the PSTs, review all SSPs and IEPs to ensure supports are aligned with the stated goals. The regional office and schools consult and work with outside agencies such as SLP, OT and Ed Psych to ensure recommendations are being written into SSPs and IEPs. Travel restrictions due to the pandemic necessitate video-conference meetings to continue supports to PSTs as needed.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	varies		
Number of students not able to participate in the Common Learning Environment in their home community.	0		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%		
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	6		
Number of times per month that the RISC meets with PSTs via video/phone conference?	1 every 2 months		
Number of times per year that the RISC meet with the PSTs in person	3		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

I. *Flexible Instructional Strategies*

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

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

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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers who receive support through equitable scheduled time with PST.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100%		
% of classroom teachers who will meet with the PST at least once a month.	100%		
% of support assistants who will meet with PST at least once a month.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

J. School-based Support Team

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

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

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.

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%		
% of teachers accessing the SBST	100%		
% of schools that are using referral forms to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
% of SBST meetings that focus on developing strategies to support classroom teachers (can this or the ones below be planned for or have targets set?)	varies		
% of SBST meetings that focus on solving specific problems	varies		
% of SBST meetings that address systemic issues in the school	varies		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance *(if applicable)*
Please list the frequency and duration of planned SBST meetings by school. *(month/minutes)*	JBT	2/Month (30 min.)		
	PWK	Weekly (30 min.)		
	HC	Weekly (30 min.)		
	PA	Weekly (30 min.)		
	DJSS	Wee when required it's just me who is wanting to do who is this what are you doingkly (30-45 min.)		
	DN	Weekly (60 min.)		
	LDS	Weekly (30 min.)		
	CSEC	2/Week (45 min.)		

K. *Review of SSPs and IEPs*

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

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

Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.	The RISC reviews all SSPs and IEPs to ensure they have been reviewed, updated and finalized every term (3 or 4 times/year depending on the school). The regional office and schools consult and work with outside agencies such as SLP, OT and Ed Psych to ensure recommendations are being written into SSPs and IEPs and that they are reviewed at least 2 times/year. Parents are always informed of and have the opportunity to consult as part of the review process.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for variance** *(if applicable)*
% of teachers completing SSPs for student requiring them in consultation with parents.	100%		
% of teachers completing IEPs for student requiring them in consultation with parents.	100%		
% of parents participating in developing SSPs for those students requiring them.	100%		
% of parents participating in developing IEPs for those students requiring them.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

L. PST Activities

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

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

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	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** *(if applicable)*
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%		
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.			

Operating Plan

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			

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B. Indigenous Language Instructors

Indigenous Language Instructors 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 Indigenous Language Instructors (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	2.8	2.0 Instructors 0.8 IL Trainee		
PWK		2			
HC	3.21	1			
PA		1.8	1.0 Instructor 0.8 IL Trainee		
DJSS		1			
DN	1.12	1.8	1.0 Instructor 0.8 IL Trainee		
LDS	1.00	1			
CSEC	0.9	0.8			
TOTAL	10.24	12.2	2 more Indigenous Language Instructors / Trainees hired with freed up Indigenous Education and Community Support funding (see pgs 57 & 83)		

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 Indigenous language Instructor positions.	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	IL trainees have been hired to work in various schools (DN, HC/PA, JBT). These trainees have been participating in regional in-services/ECE workshops and taking a course through CILDII (UofA). This commitment to training is intended to enhance service delivery and maintain continuity through turnover.
What plans do you have to recruit and train language teachers in the future?	There is an ongoing effort throughout the region to identify and hire trainees into these ILE positions.
What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?	There has been no impact at this time as our IL positions were already filled. The potential for concern is many of these instructors are in the high risk category (health and age) as our Elders are often the language speakers in the communities. Retaining them in the position and ensuring their ongoing safety will be a priority in order to ensure ongoing IL instruction coverage.

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 ($)	Explanation for difference *(if applicable)*	3rd Party Funding *($)* & Source *(If applicable)*
JBT	$76,300	$36,476				
PWK		$36,476				
HC		$30,118				
PA	$94,500	$30,118				
DJSS		$30,118				
DN	$35,100	$33,560				
LKDS	$31,250	$29,879				
CSEC	$26,054	$26,054				
TOTAL	$264,400	$252,799	Funding reallocated within ILE to offset under-funding of positions. Indigenous Education funding supplements hiring of 2 more Indigenous Language Instructors / Trainees than funded (see page 55)			

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.

Regional approach to build the school-community relationship in all schools.	Council Policy AEA – *School Community Education Plans* 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. 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. 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). Council also has four annual 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 Cultural events/projects are encouraged but Elder safety is a priority and a potential impediment during the pandemic.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with an ILE Committee	100%		
% of schools with Elders hired for regular school programming, scheduled on a daily basis	100%		
% of schools hosting community gatherings rooted in local cultures	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency *(part-time or full-time)*	DN	Project/event specific		
	JBT	Part-time (2 aft/week), project/event specific		
	PWK	Project/event specific (monthly)		
	DJSS	Part-time (in Dene Yatie & NST), project/event specific		
	HC	Project/event specific (weekly)		
	PA	Project/event specific (weekly)		
	CSEC	Part-time (weekly), event specific		
	LKDS	Part-Time (bi-weekly) & project specific		

Types of events/ projects involving cultural resource people per grade level	DN	K-9: Dene Laws K-12: Peacekeeping Circles, Traditional Games, Culture Week, Feeding the Fire Ceremonies 10-12: Traditional skills		
	JBT	JK-6: language support, jigging, camp storytellers		
	PWK	7-12: camp elders, storytelling, cooking, beading, drumming, crafts, language support, hand games, language assessment		
	DJSS	8-9: drumming, art, language support, LRP field trips 10-12: NST/SST support 8-12: trapping camps, language assessment, ceremonies, assemblies		
	HC	JK-3: traditional music, jigging, storytelling, language support, crafts, survival skills, cooking, Dene games		
	PA	4-7: traditional music, jigging, storytelling, language support, crafts, survival skills, cooking, Dene games		
	CSEC	JK-12: Speaking the language, sharing stories, skills, talents, use of Elders/community members when planning units/lessons		
	LKDS	JK-6: in-class visits on tradition and culture/ nature walks (local plants and animals) JK-12: specific projects (sewing, drymeat/dryfish making, fish nets, culture camps)		
Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build school-	DN	Literacy Day, Family Day, Traditional Games, Hand Games, Assemblies, Sleepovers, Math Family Challenge, Heritage Fair, BBQ's, CEP Open House, Christmas Concert, Oratories, Awards Assembly		
	JBT	Literacy/Numeracy/Social Responsibility nights, Winter Concert, community BBQ's		

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community relationships		on portfolio nights, parent info night		
	PWK	Feeding the fire Ceremonies, Meet-the-Teacher Night & Feast, Christmas lunch & hockey, 3-Way conferences With feasts, Literacy read & feed, Heritage fair, Graduation, CEP days, Fine Arts showcases		
	DJSS	Feeding the Fire ceremonies, Elder's Tea, Elder's Feast, Hand Games, Cultural performances		
	HC	Assemblies, Dene Games day, cultural days, Christmas celebration, Drop-the-pop celebration, literacy celebration, meet-the-teacher evening (8-10 times/year)		
	PA	Assemblies, Dene Games day, cultural days, Christmas celebration, Drop-the-pop celebration, literacy celebration, meet-the-teacher evening (8-10 times/year)		
	CSEC	School Opening, Christmas Feast, Year-end Celebration Math /Literacy nights Culture camp, Elder's tea, traditional games and hand games, Heritage Fair, Awards Assembly, CEP, Meet the teacher activities, 3-way conference days		
	LKDS	Literacy/numeracy/cultural nights (monthly) Feasts (twice a year) Christmas Concert High School Graduation Kindergarten Graduation Awards Ceremony Assemblies (monthly) Meet-the-Teacher Night Fire Ceremony (beginning and end of year) Culture Camp Activities (weekly)		

		Fall/Spring Hunt		
# of ILE Plan goals met, not yet met or still in progress	DS	All goals will be met		
	JBT	Undertake ILE Action Planning workshop with ECE		
	PWK	All goals will be met		
	DJSS	All goals will be met		
	HCS	All goals will be met		
	PAS	All goals will be met		
	CSEC	All goals will be met		
	LDS	Undertake ILE Action Planning workshop with ECE		
Type of Indigenous content visible within school and % of school used to display content. *(e.g. artefacts, Indigenous role models, Elders' wall, etc.)*	DN	Artefacts, Language signage, children's books in all 3 Indigenous languages.		
	JBT	Artefacts, Language signage, children's books in all 3 Indigenous languages.		
	PWK	Artefacts, Language signage, children's books in all 3 Indigenous languages.		
	DJSS	Artefacts, Language signage, children's books in all 3 Indigenous languages.		
	HC	Artefacts, Language signage, children's books in all 3 Indigenous languages.		
	PA	Artefacts, Language signage, children's books in all 3 Indigenous languages.		
	CSEC	Artefacts, Language signage, children's books in all 3 Indigenous languages.		
	LKDS	Artefacts, Language signage, children's books in all 3 Indigenous languages.		

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.

Regional approach to strengthening training for northern educators.	Each school in the South Slave has a Literacy/Instructional Coach whose role is to provide ongoing, classroom-embedded professional development to teachers, and Regional Coordinators and Contractors visit schools at least three times per year (each) to support northern educators directly. In line with the direction from ECE, schools 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. 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. The SSDEC also has a *Leadership Capacity Building Fund* to supplement access to Regional NWTTA PD funding if a teacher is presenting at a conference. 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools holding Teacher Cultural Orientation Days.	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%)
% of Indigenous language staff participating in *Our Languages* in-servicing, when offered.	100%
Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	DN	Elders – history of area, local residential school, on-the-land activities, local beliefs, basic language 100%		
	JBT	On-the-land (river) activities led by Chipewyan & Cree Elders 100%		
	PWK	Local history, local government, on-the-land safety, drum making, traditional food preparation, Dene Kede (Indigenizing Education) 100%		

	DJSS	Indigenizing Education, ILE handbook review, Local Residential School history, community cultural activities 100%		
	HC	Feeding the Fire Ceremonies, Traditional food preparation, storytelling (Elders), crafts (beading, driftwood painting, drum making), traditional games, Fishing 100%		
	PA	Feeding the Fire Ceremonies, Traditional food preparation, storytelling (Elders), crafts (beading, driftwood painting, drum making), traditional games, Fishing 100%		
	CSEC	Fishing, local medicine, hand games 100%		
	LKDS	Fire ceremony, dry meat making, dry fish making, beading, fish scale art, fishing, community feast 100%		
Number of local resource people and type of involvement in Cultural	DN	5/day		
	JBT	4-6/day		

Orientation activities.	PWK	3-5/day		
	DJSS	3-5/day		
	HC	5/day		
	PA	5/day		
	CSEC	5/day		
	LKDS	3-4/day		

F. *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. (Required in 2021)	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) 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. 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.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for difference** *(if applicable)*
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			

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

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.	DN	Daily announcements Phrase of the week Reinforcement & practice of using the language in the halls 100% ILE class participation Use of language at all cultural activities Dene Kede in all classes		
	JBT	Daily announcements Language use at assemblies and in newsletters/calendars IL month Staff practice at meetings and during STIP time Culture camps Weekly cultural activities Taking learning outside – school cultural area		
	PWK	Signage in all languages Announcements/O Canada Weekly Staff language lessons and practice in the halls IE committee as part of our PLC Announcements, assemblies, feasts, celebrations, Dene Laws, Sharing Circles, Unit planning, Elder/community member visits		

	DJSS	Daily announcements Basic classroom requests by all staff Staff meeting use School assemblies Traditional Land acknowledgement		
	HC	Indigenous Language Intern Dene Yati taught JK-3 Culture classes for all students On-the-land experiences Greetings and common phrases taught to all students/staff Morning announcements in South Slavey Assemblies opened with South Slavey Greetings along with recognition of traditional lands Sharing Circles Dene Laws Awards for Dene Yati incorporating country food		
	PA	Indigenous Language Intern Dene Yati taught 4-7 Culture classes for all students On-the-land experiences Greetings and common phrases taught to all students/staff Morning announcements in South Slavey Assemblies opened with South Slavey Greetings along with recognition of traditional lands Sharing Circles Dene Laws		

		Awards for Dene Yati		
	CSEC	ILE in-service Morning & afternoon greetings Common classroom requests Monthly newsletters		
	LKDS	Weekly cultural activities Use of language in all classrooms/ hallways Elder visits Using Dene Laws as basis for PBIS Drumming/ prayer songs Weekly/monthly language challenges Maintaining ties with Elders, traditional ceremonies Invite Elder's and traditional knowledge holders to visit classes Create connections between student's life experiences and learning Incorporate traditional knowledge in all classes not just Chipewyan class		

G. *Indigenizing Teaching & 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.

Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices. (required 2021)	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…). 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. 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.

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	100%		
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. *(e.g. holistic, relational, spiral and experiential)*	DN	Inquiry, SmartLearning, Fisher & Frey		
	JBT	ECE ILE Handbook Action Planning wksp Feb 2020, Inquiry, SmartLearning, Balanced Literacy		
	PWK	Inquiry, Discipline Literacy, SmartLearning, Fisher & Frey		
	DJSS	ECE Dene Kede wksp Oct 2020, Discipline Literacy, Fisher & Frey Student Visible learning		
	HC	Inquiry, SmartLearning, Balanced Literacy		
	PA	Inquiry, SmartLearning, Balanced Literacy		
	CSEC	ECE ILE Handbook follow up wksp Nov 2020, Inquiry, SmartLearning, Fisher & Frey Balanced Literacy		
	LKDS	ECE ILE Handbook Action Planning wksp Oct 2020, Inquiry, Balanced Literacy, Discipline Literacy, SmartLearning		
Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.	DN	Cultural Orientation days, Aboriginal greetings, Dene Kede, Dene Laws, whole school signage, weekly cultural activities and ILE committee established.		
	JBT	Cultural Orientation days, Aboriginal greetings, Dene Kede, Dene Laws, whole school signage, weekly cultural activities.		
	PWK	Cultural Orientation days, Aboriginal greetings, Dene Kede, Dene Laws, whole school signage, weekly cultural activities and		

		ILE committee established.		
	DJSS	Cultural Orientation days, Aboriginal greetings, Dene Kede, Dene Laws, whole school signage, weekly cultural activities and ILE committee established.		
	HC	Cultural Orientation days, Aboriginal greetings, Dene Kede, Dene Laws, whole school signage, weekly cultural activities and ILE committee established.		
	PA	Cultural Orientation days, Aboriginal greetings, Dene Kede, Dene Laws, whole school signage, weekly cultural activities and ILE committee established.		
	CSEC	Cultural Orientation days, Aboriginal greetings, Dene Kede, Dene Laws, whole school signage , weekly cultural activities and ILE committee established.		
	LKDS	Cultural Orientation days, Aboriginal greetings, Dene Kede, Dene Laws, whole school signage, weekly cultural activities.		

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.

Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation. 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.	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. 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. 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	DN	Each teacher does integrated year planning (1 day) with the support of the Instructional Coach, complimented by: • CLT's meet weekly • 2 cultural orientation days • ECE Dene Kede Staff Training Workshop Oct 2020		
	JBT	• ECE ILE Handbook Action Planning wksp Feb 2021 • Cultural Orientation & PD Days • Each teacher integrates Dene Kede curriculum with explanation of how it will be interwoven in classroom (IC & Lang Teachers Support) • Culture & Language (ILE) Committee meets regularly (approx. bi-weekly) • Orange Shirt Day - lessons and discussions throughout school • Purchased "This Place: 150 Years Retold" for Staff Book Study • Created ILE focused display for main school entry • ILE Plan embedded in CEP		
	PWK	• 2 Cultural orientation Days • ILE Plan embedded in CEP/SIP (revisited/updated 2 days/year) • Instructional Coach works with all staff (on a scheduled basis) to provide support with Unit/LRP – PWK template includes a section re:		

		Indigenizing education (Process & Content) • ILE Collaborative Learning Team scheduled to meet bi-weekly		
	DJSS	• ECE Dene Kede Staff Training Workshop Oct 2020 • Minimum 1 per month ILE Committee meetings • New ILE section added to DJSS 2020-21 CEP Plan • Dene Kede integration in year planning and lesson planning • 2 cultural orientation days		
	HC	• Each teacher has weekly planning meetings with the Instructional coach • Cross curricular goals are integrated into year plans. • Teachers participate in weekly CLT meetings and share Indigenizing and other strategies • 2 cultural orientation days		
	PA	• Each teacher has weekly planning meetings with the Instructional coach • Cross curricular goals are integrated into year plans. Teachers participate in weekly CLT meetings and share Indigenizing and other strategies • 2 cultural orientation days		
	CSEC	Each teacher does integrated year planning (2 days) with the support of the Instructional Coach, complimented by: • CLT's meet weekly • 2 cultural orientation days, • ECE ILE Handbook follow up session Nov 2020		
	LKDS	• 2 cultural orientation days • It's part of our weekly PLCs/CLTs		

		• In Year plans, teachers must show how they are integrating culture and Dene Kede into their lessons/units • ECE ILE Handbook Action Planning wksp Oct 2020		
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	DN	100%		
	JBT	100%		
	PWK	100%		
	DJSS	100%		
	HC	100%		
	PA	100%		
	CSEC	100%		
	LKDS	100%		
Type of **classroom based** activities that infuse Indigenous content into the curriculum including Dene Kede / Inuuqatigiit and other resources as required.	DN	Process: • Experiential, hands-on activities outdoor lessons • spherical unit planning, relational (connecting to real-life experiences of students) • holistic (planning that includes addressing mind/body/spirit) Content: • Indigenous literature, crafts (beading/sewing), art, drumming • Dene Laws • local flora & fauna • story-telling • day-camps/hikes • cooking		

		• Elder participation • Hand Games, Traditional Games • language use (common classroom instructions) etc		
	JBT	Daily morning message using Cree & Chip language greetings and O Canada songs, Dene Laws explained and visited throughout year, Inquiry/Project based learning using Cree and Chip resources as identified by CT's year/unit plans, Various hands-on acitivities, outdoor lessons using JBT's cultural area, Indigenous Literature (including a staff book study), crafts, art, Indigenous role models/ artists, local Indigenous knowledge shared by Language teachers and Elders at cultural visiting area (*hope for this year), story telling, Cree & Chip greetings used by all throughout school		
	PWK	Process: Experiential, hands-on activities, outdoor lessons, spiral unit planning, relational (connecting to real-life experiences of students), holistic (planning that includes addressing mind/body/spirit) Content: Indigenous literature, crafts (beading/sewing), art, drum-making & drumming, Dene Laws, local flora & fauna, story-telling, day-camps/hikes, language use (common classroom instructions) etc.		
	DJSS	Infusion of basic Dene Yatie phrases in classroom and school conversation, restorative discipline practices, elders in the		

		classrooms, regularly referencing indigenous titles and resources		
	HC	Dene Laws, land activities, Inquiry Learning projects, local crafts, survival skills, cooking, stories, dance, language teaching, Dene games, music and lessons from Elders.		
	PA	Dene Laws, land activities, Inquiry Learning projects, local crafts, survival skills, cooking, stories, dance, language teaching, Dene games, music and lessons from Elders.		
	CSEC	Joint/shared lessons in ELA and SS, Sandy Creek cultural events infusing cultural understanding into reading and writing activities and citizenship. Use of social emotional lessons drawing on Dene Laws and DK		
	LKDS	• Indigenous authors/books • Chipewyan language throughout the classroom (labels, phrases) • On the land activities (lessons) • Practicing common phrases in the language (Can I get a drink of water? Etc.) • Hands on activities • Incorporating as much Indigenous material as much as possible throughout lessons (news, issues, science behind hunting and gathering, etc.) • art work		

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.

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.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for difference** *(if applicable)*
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	**School**	**School Targets**	**Achieved Results**	**Explanation for difference** *(If applicable)*
Type and frequency of relevant and authentic key cultural experiences occurring **on the**	DN	JK-10: daily Language use, mushing, oratories, traditional games. Drumming, fish camp, sewing, cooking, drumming, elders in the school		

land, by grade level, and % of Indigenous language included in experience.	JBT	JK-6: weekly Storytelling, snowshoeing, jigging, traditional crafts and food, on-the-land skills		
	PWK	7-12: weekly/seasonally Drum making, clothes making, drumming, hand games, Dene games, on-the-land: overnight hikes, canoe trips, winter camp, traditional food preparation, Elder visits		
	DJSS	8-9: weekly 10-12: seasonally Grade 10 weekly in 1 Semester Drumming project, sewing, beading, food preparation, hand games, ice fishing, trapping camps, medicine harvesting, jigging, snowshoeing, Elder's Tea, art, moccasin/mukluk/mitt making, feeding the fire ceremonies This year we hope to establish a Grade 11 Dog Sledding experience and a Grade 12 canoe trip.		
	HC	JK-3: weekly Traditional stories, crafts, jigging, music, games, performances, feasts, on-the-land skills, On-the-land experiences seasonally Weekly culture camp/Elder's visits		
	PA	4-7: weekly Traditional stories, crafts, jigging, music,		

		games, performances, feasts, on-the-land skills seasonally, Jigging Hand Games Crafts at Lunch country food On-the-land experiences Weekly culture camp/Elder's visits Art and writing		
	CSEC	JK-12: monthly Sandy Creek Culture Camp (fishing, trapping, snowshoeing …), authentic language use, storytelling School-wide Dene Kede themes with corresponding events (arts, storytelling, food preparation, traditional knowledge about local animals and local history) Ceremonies (feeding fire, showing respect for the land)		
	LKDS	JK-6: monthly/seasonally 7-12: weekly/seasonally Trips to culture camp (weekly/monthly) Hide tanning camp Community hunts (fall/spring) Elder visits (weekly)		
Type and frequency of relevant and authentic key cultural experiences occurring in the **classroom setting or school** by grade level and % of Indigenous	DN	JK-10: daily Language use, mushing, oratories, traditional games. Drumming, fish camp, sewing, cooking, drumming, elders in the school.		
	JBT	JK-6: weekly Storytelling, snowshoeing, jigging, traditional crafts and		

language included in experience.		food, on-the-land skills		
	PWK	7-12: weekly/seasonally Drum making, clothes making, drumming, hand games, Dene games, on-the-land: overnight hikes, canoe trips, winter camp, traditional food preparation, Elder visits		
	DJSS	8-9: weekly 10-12: seasonally Drumming project, sewing, beading, food preparation, hand games, ice fishing, trapping camps, medicine harvesting, jigging, snowshoeing, Elder's Tea, art, moccasin/mukluk/mitt making, feeding the fire ceremonies		
	HC	JK-3: weekly Traditional stories, crafts, jigging, music, games, performances, feasts, on-the-land skills, On-the-land experiences Weekly culture camp/Elder's visits		
	PA	4-7: weekly Traditional stories, crafts, jigging, music, games, performances, feasts, on-the-land skills, Jigging Hand Games Crafts at Lunch country food On-the-land experiences Weekly culture camp/Elder's visits Art and writing		
	CSEC	JK-12: monthly Sandy Creek Culture		

		Camp (fishing, trapping, snowshoeing …), authentic language use, storytelling		
	LKDS	JK-6: monthly/seasonally 7-12: weekly/seasonally Trips to culture camp (weekly/monthly) Hide tanning camp Community hunts (fall/spring) Elder visits (weekly)		
% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.	DS	100%		
	JBT	100%		
	PWK	100%		
	DJSS	100%		
	HCS	100%		
	PAS	100%		
	CSEC	100%		
	LDS	100%		

J. *Strengthening Indigenous Language Instruction*

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 promotes the use of the Neurolinguistic second language acquisition approach using simple sentence interaction/repetition, literacy-based order (listen-speak-read-write), and authentic situations. ILE are supported in-school by literacy coaches, regionally by the RILE (inc. school visits and 2 2-day workshops each year). We have

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(If applicable)*
% of schools offering core language programming using OLC	100%		
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	2 day inservice by ECE for 100% of ILEs		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. 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	$14,947	$14,291				
Fort Smith	$27,675	$26,461				
Hay River	$26,581	$25,415				
Kátł'odeeche	$11,672	$11,672				
Łutselk'e	$14,788	$14,139				
TOTAL	$96,002	$91,978	Funding reallocated within ILE to offset under-funding of positions. Community Support funding supplementing hiring of 2 more Indigenous Language Instructors / Trainees than funded (see page 55)			

L. *Teaching and Learning Centres (TLCs)*

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum through the TLC, 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 the Our Languages curriculum through the TLC.	As the SSDEC is comprised of 3 Indigenous Language groups along with their associated community dialects, a one-size-fits-all TLC model does not readily meet our Region's needs. Our RILE, ILE's and contracted individuals have been very effective in developing and publishing a huge range of support materials.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	• Winning IL Storywriter Contest published • Three Feathers movie finalized • Special Projects (KFN dictionary, translation of songs) • Family Bags • 2-3 units of study complete with resources & assessment tools • School language awards • Promotional language items		
Number of staff receiving training and support for development of Indigenous language resources.	13 (ILIs and Trainees)		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Appendix A: Operating Plan - Operating Budget

South Slave Divisional Education Council
Statement of Revenues and Expenditures
Annual Budget

	2020/21 **Budget**	2019/20 Approved **Budget**	2019/20 Projected **Actual**
Revenues			
Government of the NWT			
Regular Contribution	$24,103,092	$23,611,029	$23,691,407
French Language Contribution	$260,000	$288,000	$386,700
Indigenous Language and Education		$105,000	$0
Other ECE Contributions (includes NDL)		$290,000	$758,318
Total ECE Contributions	**$24,363,092**	**$24,294,029**	**$24,836,425**
Other GNWT Contributions	15,000	15,000	$31,077
Total GNWT	**$24,378,092**	**$24,309,029**	**$24,867,502**
Federal Government – Jordan's Principle	**$0**	**$0**	**$937,222**
Federal Government Other	**$0**	**$0**	**$1,000**
Council Generated Funds			
Investment Income	$150,000	$150,000	$175,000
Non-GNWT Contributions	70,000	70,000	100,868
Other			25,000
Total Council Generated Funds	**$220,000**	**$220,000**	**$300,868**
Total Revenues	**$24,598,092**	**$24,529,029**	**$26,106,592**
Expenditures			
Administration	$2,290,826	$2,307,570	$2,419,301
School Operations	16,221,070	16,053,932	16,601,109
Inclusive Schooling	5,140,009	4,867,067	6,067,882
Indigenous Languages and Education	2,312,840	2,151,411	2,541,744
Total Expenditures	**$25,964,745**	**$25,379,980**	**$27,630,036**
Surplus/(Deficit)	**($1,366,653)**	**($850,951)**	**($1,523,444)**
Accumulated Surplus/(Deficit) – Opening	**$2,817,835**	**$4,341,279**	**$4,341,279**
Accumulated Surplus/(Deficit) – Closing	**$1,451,182**	**$3,490,328**	**$2,817,835**

South Slave Divisional Education Council
Details of Expenditures – Consolidated
Annual Budget

	Administration	School Programs	Inclusive Schooling	Indigenous Languages and Education	Total
Salaries					
Teachers Salaries		$13,218,300	$1,968,561	$1,249,259	$16,436,120
Support Assistants			$2,325,988	$321,218	$2,647,206
Regional Coordinators		$333,406			$333,406
Counsellors			$108,540		$108,540
Non-Instructional Staff	$1,448,451	$1,389,417	$166,703	$166,703	$3,171,274
Board Trustee Honoraria	$10,000				$10,000
Employee Benefits					
Benefits/Allowances	$300,000				$300,000
Leave/Termination Benefits					$0
Staff Development			$100,000		$100,000
Acquired Services					
Professional/Technical	$37,000	$40,000	$22,000	$27,000	$126,000
Postage/Communications	$30,000				$30,000
Utilities					$0
Employee Travel	$80,000	$125,000	$20,000	$25,000	$250,000
Student Travel					$0
Student Transportation (bussing)		$308,742	$10,000		$318,742
Advertising/Printing/Publish.	$10,000	$30,000	$7,000	$250,000	$297,000
Maintenance/Repair	$15,000				$15,000
Rentals/Leases	$163,610	$40,000	$12,000	$20,000	$235,610
Other					$0
Contracted Services	$20,000	$200,000	$75,000	$40,000	$335,000
Materials/Supplies/Freight					
Assistive Technology			$140,000		$140,000
Materials	$172,765	$511,205	$181,217	$210,660	$1,075,847
Freight	$4,000	$25,000	$3,000	$3,000	$35,000
Total	$2,290,826	$16,221,070	$5,140,009	$2,312,840	$25,964,745

South Slave Divisional Education Council
Details of Inclusive Schooling Expenditures
Annual Budget

	General	Magnet Facilities	Total
Salaries			
Regional Coordinator	$166,703		$166,703
Program Support Teachers	$1,825,561	$143,000	$1,968,561
Support Assistants	$2,266,760	$59,228	$2,325,988
Counsellors	$108,540		$108,540
Employee Benefits			
Benefits/Allowances			$0
Staff Development	$100,000		$100,000
Purchased/Contracted Services			
Professional/Technical	$22,000		$22,000
Travel	$20,000		$20,000
Student Transportation (bussing)	$10,000		$10,000
Other Contracted Services	$94,000		$94,000
Materials/Supplies/Freight			
Assistive Technology	$140,000		$140,000
Materials	$181,217		$181,217
Freight	$3,000		$3,000
Total	$4,937,781	$202,228	$5,140,009

South Slave Divisional Education Council
Details of Indigenous Languages and Education Expenditures
Annual Budget

	Indigenous Education	Teaching and Learning Centres	Community Support	Total
Salaries/Honoraria				
Regional Coordinator		$166,703		$166,703
Teachers	$1,249,259			$1,249,259
Support Assistants	$321,218			$321,218
Elders in the School			$20,000	$20,000
Employee Benefits				
Benefits/Allowances				$0
Purchased/Contracted Services				
Professional/Technical	$27,000			$27,000
Travel		$25,000		$25,000
Student Transportation (bussing)				$0
Advertising/Printing/Publishing	$250,000			$250,000
Rentals/Leases	$20,000			$20,000
Other Contracted Services	$40,000			$40,000
Materials/Supplies/Freight				
Materials	$110,660		$80,000	$190,660
Freight	$3,000			$3,000
Total	$2,021,137	$191,703	$100,000	$2,312,840

South Slave Divisional Education Council
Schedule of Approved Person Years
Annual Budget

	_PY's_
Administration Staff	8.00
Territorial Schools	
Teachers	85.00
Secretaries	6.20
Custodians	10.00
School Community Counsellors	1.00
Consultants	2.00
Inclusive Schooling	
Consultants	1.00
Support Assistants	23.60
Magnet Facilities	1.80
Student Support Teachers	13.40
Aboriginal Languages	
Teachers	12.30
Classroom Assistants/ALS	
Regional Consultant	1.00
Total Person Years	165.30

Appendix B: Annual Report - Audited Financial Statements

Approvals

Operating Plan

_____   _____

Education Body Chair   Superintendent

_____   _____

Date   Date

Annual Report

_____   _____

Education Body Chair   Superintendent

_____   _____

Date   Date

Education Accountability Framework

Tłįchǫ Community Services Agency

Operating Plan

For the 2020-21 School Year

Cadre de responsabilisation en éducation

Agence de services communautaires tłįchǫ

Plan de fonctionnement

Année scolaire 2020-2021

Operating Plan - Executive Summary

The Tłı̨chǫ Community Services Agency'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 Tłı̨chǫ Community Services Agency's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year, including any specific information related to the COVID-19 pandemic:

The TCSA consists of 5 schools that house approximately 920 students. Our schools serve students from JK-12 and our programs include Tłı̨chǫ 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.

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 Tłı̨chǫ 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 programs;
- All schools within the TCSA adhere to Safe Schools Plans that are reviewed annually to ensure the safety of our students;
- Review and audit SSPs and IEPs to be responsive in creating differentiated instruction;
- Supporting the CYCCs and the NCTS in providing healing and counselling services to our students;
- All schools in the Tłı̨chǫ region have School-Based Support Teams (SBST) that meet biweekly; and
- Continue to support our student population which includes a significant number of students with complex needs such as speech and language, Occupational Therapy, 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 Tłı̨chǫ language; and
- Support quality career path programming for students in grades 7-12 (such as CPP, myBlueprint, and working with Career Education Advisors (CEA)).

As language and culture is such a vital part of the identity of our agency, staff, and community, the TCSA strives to be innovators and leaders in the area of Tłı̨chǫ 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 Tłı̨chǫ as a second language, and one school offers Tłı̨chǫ immersion in K-2;
- The Elders in Schools Program and Indigenous Health and Wellness Elder pilot provides activities such as storytelling, on-the-land camps, celebration days, and heritage fair, and most importantly create Tłı̨chǫ identity within the schools;
- TCSA schools plan events using the strengths of the educators, educational 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 Tłı̨chǫ 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);
- The TCSA will continue to support indigenizing education through regionally developed resources including CBIP, Tłı̨chǫ History, and numerous Tłı̨chǫ 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'.

2020-2021 brings unknown realities in light of the global COVID-19 pandemic. The TCSA is committed to providing a safe learning and working environment for all students, and staff by continuing to work with territorial partners to stay up to date on implementing recommendations from the OCPHO. This new reality may change how we do our work, but it does not change our 'why'; the TCSA is committed to its purpose, mission, and strategic goals. Two Tłı̨chǫ schools have moved to a blended learning platform for high school in order to meet the recommendations to reopen safely (CJBS and MCS).

Plan de fonctionnement – Sommaire

Le plan de fonctionnement de l'Agence de services communautaires tłįchǫ (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 tłįchǫ 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 12ᵉ année et nos programmes comprennent l'immersion en tłįchǫ, 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 Tłįchǫ

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 tłįchǫ, 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 tłįchǫ

Appuyer la création de programmes de cheminement professionnel de qualité pour les élèves de la 7e à la 12e 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 tłįchǫ. Par conséquent, l'ASCT poursuivra et étendra plusieurs initiatives clés :

Toutes les écoles de la région de l'ASCT offrent des cours de tłįchǫ langue seconde, et une école offre de l'immersion en tłįchǫ 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 tłįchǫ 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 tłįchǫ 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 tłįchǫ et de nombreux livres en langue tłįchǫ

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 tłįchǫ (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.

Annual Report - Executive Summary

The Tłı̨chǫ Community Services Agency'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, including any specific information related to the COVID-19 pandemic:

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 Tłįchǫ 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 Tłįchǫ people and having the longer term objective of transforming itself into an agency of the Tłįchǫ 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 *Tłįchǫ Community Services Agency Act*. A copy of this legislation is available in the GNWT website at http://www.justice.gov.nt.ca/.

As a result of the Agency delivering the health and social services as well as education programs, it is accountable to the Government of the Northwest Territories Department of Health and Social Services and the Department of Education, Culture and Employment. The deliveries for both health and education programs operate under two different year ends: March 31 and June 30, respectively. The Agency prepares annual audited financial statements for the combined health and education programs as at March 31 for the Government of the Northwest Territories fiscal year end, as well as audited statements solely for the education program year ending June 30.

The Agency, unlike other Education and Health & Social Services authorities in the NWT, has three dimensions, as outlined in Figure 1.

Figure 1: Three Dimensions of the TCSA
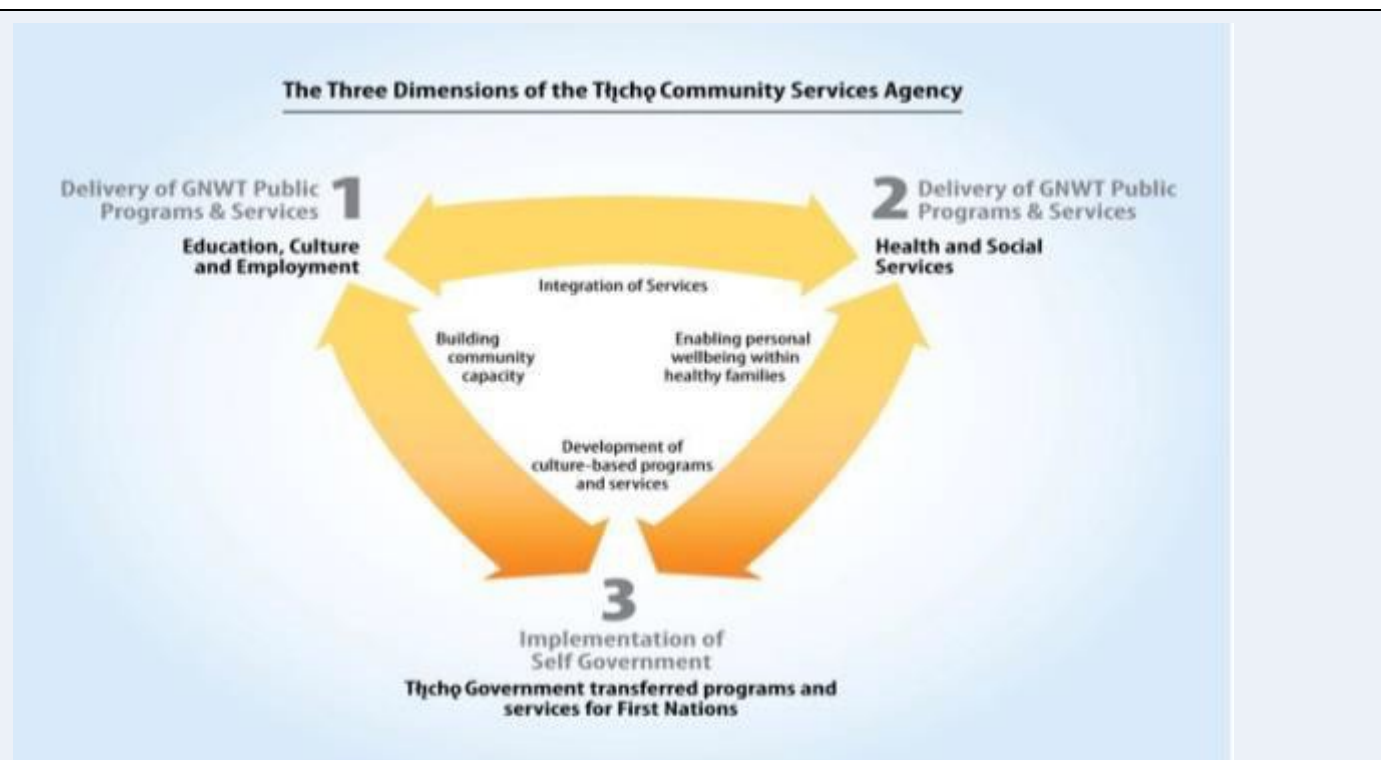
The Agency is governed by a Board made up of four members and a chairperson. The Tłı̨chǫ Community Governments (Behchokò, Gamètì, Wekweètì and Whatì) each appoint one member to represent their community on the Agency Board. The GNWT Minister of Aboriginal Affairs appoints the chairperson after consultation with the Agency appointees and the Tłı̨chǫ Government. The term for Agency Board members is determined by the entity appointing them and may not exceed four years. Members may be reappointed for consecutive terms. The TCSA Board meets quarterly throughout the year: additional meetings are scheduled as/when the need arises.

The current TCSA Board members include:

- Chairperson – Ted Blondin
- Behchokǫ̀ Representative – Janita Estemba
- Whatì Representative – Alex Nitsiza
- Gamètì Representative – Henry Gon
- Wekweètì Representative – Noella Kodzin

The term for the current Chairperson was extended on July 23, 2019. The terms for each of the current TCSA Board members end in the 2020-21 school year.

Figure 2: Governance Structure of the Tłı̨chǫ Community Services Agency
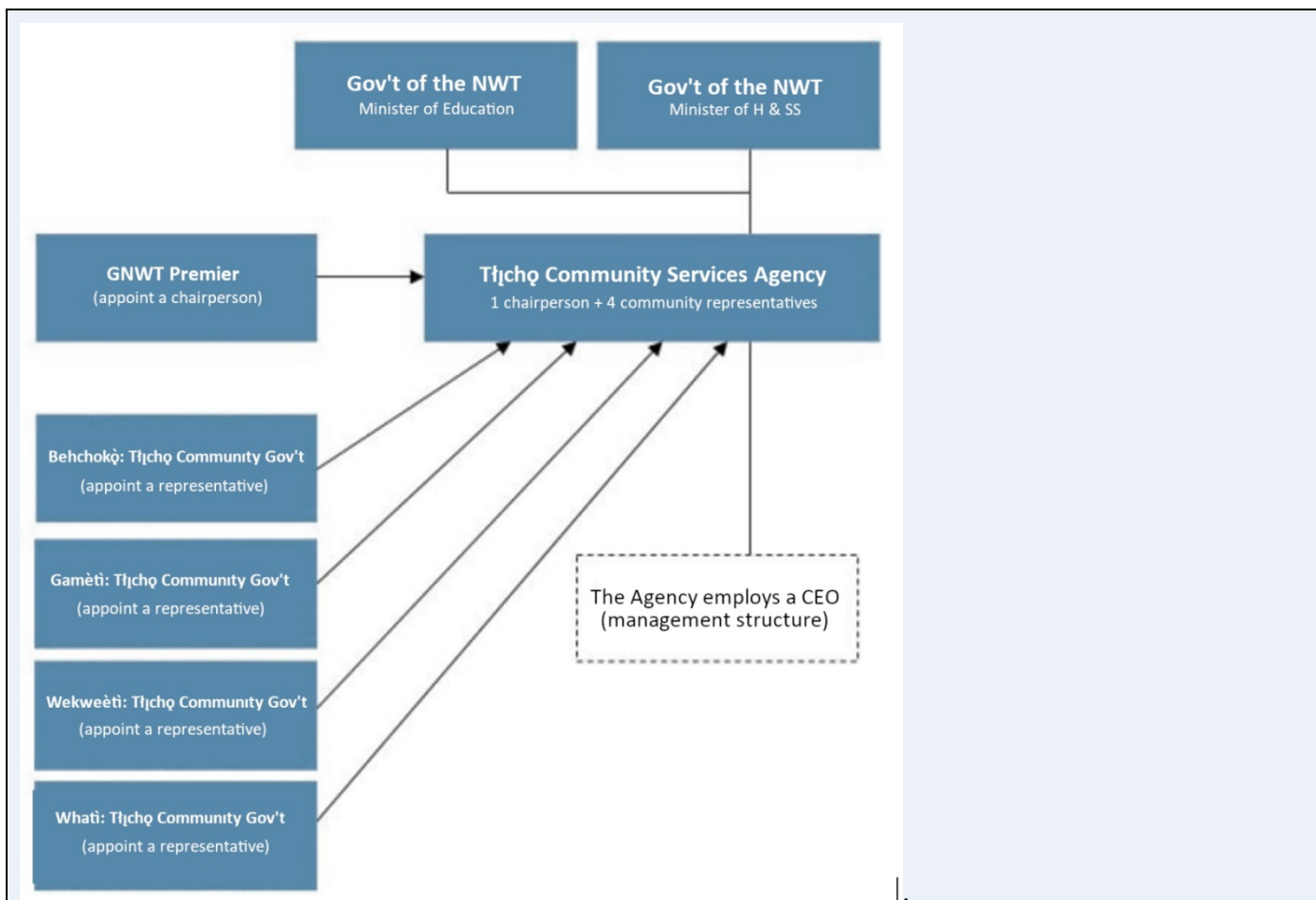
The TCSA is an intergovernmental services agency and delivers programs in the areas of Education, and Health and Social Services. Thus, the administrative structure is different than that of other education authorities. The Agency employs a Chief Executive Officer who is responsible to direct the work of a management team consisting of a Director of Education, a Director of Health and Social Services, and a Director of Corporate Services as outlined below:

- Chief Executive Officer – Shannon Barnett-Aikman
- Director of Education – Linsey Hope
- Director of Health and Social Services – 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 Tłı̨chǫ Government, were returned to the Tłı̨chǫ Government in 2012 as a step towards self-government.

B. Functional Organizational Chart

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

Tłı̨chǫ Community Services Agency Functional Organizational Chart

Figure 3: Management and Program Function Structure of the Tłı̨chǫ 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 *(Superintendent, ECE, External Consultant, etc.)*	Audience Intended *(DEC/DEA)*	Planned Location & Date	Was the training held as planned? *(Yes/No)*	If No, why not?
Board Meeting	Director of Education and Quality and Risk Manager	TCSA Board	September 2020, Yellowknife, NT		
Board Meeting	External Consultant	TCSA Board	December 2020 Yellowknife, NT		
Board Meeting	ECE	TCSA Board	March 2021 Yellowknife, NT		
Board Meeting	As Needed	TCSA Board	June 2021 Yellowknife, NT		

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 2020	Yellowknife, NT	Yes	
December 2020	Yellowknife, NT		
March 2021	Yellowknife, NT		
June 2021	Yellowknife, NT		

E. *School Profiles*

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

Total Number of Schools in District	5	Total Anticipated Student Head Count	920

School Name	Community	Grades Offered	Programming Highlights
Mezi Community School (MCS)	Whatì	JK – 10	- Culturally responsive programming - Tłıchǫ language whole school approach - Multi-grade programming - NDL School (2020-21) - Blended learning for HS students in response to COVID-19 and mature students will receive in person tutoring in a different location
Chief Jimmy Bruneau School (CJBS)	Behchokǫ̀	JK – 12	- Culturally responsive programming - NDL School - Tłıchǫ language whole school approach - Multi-, and split-grade programming - APPLE School - Blended learning for HS students in response to COVID-19 and mature students will receive in person tutoring in a different location
Elizabeth Mackenzie Elementary School (EMES)	Behchokǫ̀	JK – 6	- Tłıchǫ Immersion (K-2) - Culturally responsive programming - Tłıchǫ language whole school approach - Split-grade programming

Jean Wetrade Gamètì School (JWGS)	Gamètì	JK – 12	- Culturally responsive programming - Tłįchǫ language whole school approach - Multi- and split- grade programming - NDL School (2020-21 *2nd Semester)
Alexis Arrowmaker School (AAS)	Wekweètì	JK – 12	- Culturally responsive programming - NDL School (2019-20 *2nd Semester) - Tłįchǫ language whole school approach - Multi- and split-grade programming

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 with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), 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 home schooled.

The Tłı̨chǫ Community Services Agency (TCSA) consists of *5* schools with approximately *920* students for the 2020-2021 school year. Our schools house students from JK – 12 and include Tłı̨chǫ Immersion, and English programs. The student population is 99% Tłı̨chǫ; 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 Tłı̨chǫ region of the Northwest Territories is located between Great Bear Lake and Great Slave Lake, of which only two of five communities (Behchokǫ̀ and Edzo) are located on a year-round road. All other Tłı̨chǫ communities are geographically isolated, fly in communities with limited access by ice road in winter.

Table 1: Enrolment (FTE) by grade as of September 30, 2019.

							Grades								
School	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
TCSA Total	49	48	48	40	54	51	62	58	66	44	55	66	58	221

Table 2: Student Supports for Grade 1-9 as of April 2020

Program Type	# of Students
Regular Program	52
Regular Program with Accommodations for Difficulty	135
Modified Program	259
Individual Education Plan	22
Total	**468**

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.

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.

There are 87 NWTTA positions staffed within the TCSA including 5 principals (1 teaching principal), 2 vice principals, 6 Indigenous language instructors, 7 program support teachers, classroom teachers (including 2 Tłı̨chǫ immersion teachers), and 6 regional consultants, in addition to UNW school support staff. The average length of employment for staff is approximately 8.8 years. The turnover rate at the TCSA has been approximately 6-10 teachers (7-11%) each year, with fly-in communities having the most turnover. The TCSA boasts a large population of Indigenous educators (11% or 10 of 87), which has strengthened the cultural and language programming throughout the region.

The TCSA is planning for the succession of Tłı̨chǫ language instructors. Many of our current language instructors will retire in the next 1-3 years, an effort is underway to recruit Tłı̨chǫ teachers who may need mentoring to develop their Tłı̨chǫ language skills. We are looking to secure funding and partner with Tłı̨chǫ Government to provide for these mentorship opportunities.

Like most regions across Canada the Tłı̨chǫ is anticipating a teacher shortage. There has been a decrease in 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 and for vacancies. Securing safe, maintained, and available housing remains difficult in all five Tłı̨chǫ 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.

| Regional priorities and goals, including any specific information related to the COVID-19 pandemic. | The governance structures of the Tłı̨chǫ Community Services Agency (TCSA) are established in the Tłı̨chǫ Intergovernmental Services Agreement and in GNWT legislation, the Tłı̨chǫ Community Services Agency Act and associated regulations. The GNWT passed the Tłı̨chǫ Community Services Agency Act in 2005. This Act established the TCSA to perform functions related to the delivery of public education, health and social services in the Tłı̨chǫ communities and on Tłı̨chǫ lands.

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 Tłı̨chǫ 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.

The over-arching Strategic Plan for the TCSA were published in the TCSA Strategic Plan in 2019.

Strategic Plan Priorities:
1. Deliver Responsive Quality Programs and Services
2. Be Innovators in Strengthening Tłı̨chǫ Identity
3. Strengthening Partnerships
4. Implementing Operational Sustainability
5. Ensuring Integrated Accessible Standards and Services for All

In response to the strategic plan, education has set the following goals |
|---|---|

	and priorities for 2018-22:
	1. Culturally responsive programs and services: Indigenizing education in the support of developing capable Tłı̨chǫ people. 2. Literacy: Supporting high quality instruction, interventions, and training for oral language, reading, and numeracy through innovative and responsive strategies. 3. Wellness and Student Support: Ensure all students have equal opportunity to succeed by adapting programing in response to student centered decision making. 4. Lifelong Learning: Developing capable lifelong learners by providing professional development that supports innovative teaching, and quality career focusing. 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.

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%		
Culturally responsive programs and services: 1. Support for Our Language Curriculum Implementation 2. Strengthen ILE teams in every school to support whole school approaches to language.	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 Tłı̨chǫ language.		
Reading and Literacy: 1. Oral Language (TROLL) 2. Reading (Fountas and Pinnell) 3. Numeracy (CTBS)	1. TROLL: by Spring 2021, 60% of Kindergarten students at or above the 25th percentile with 25% above the 50th percentile 2. F&P Close the Gap: by Spring 2021, 50% of students will close their reading gap by improving more than one grade level. 3. CTBS Close the Gap: by Spring 2021, 50% of students will close their numeracy gap		

	by improving more than one grade level.		
Wellness and Student Support 1. Access to Counselling (CYCC/NCTS) 2. Monitoring of SSPs, IEPs, MEPs, and SBSTs. 3. Increase support for IEP and MEP students.	1. Continue participation in the territorial CYCC and NCTS initiative. 2. The RISC will work with PSTs to establish and provide on-going monitoring protocols. 3. Increase access to services that support the delivery of SSP, MEP and IEP goals.		
Lifelong Learning: 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.	1. Ensure every staff receives a variety of onsite coaching throughout the year to meet individual needs. 2. To participate in interagency efforts to align career programming. 3. Move to online platform and infrastructure upgrades that support teachers.		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

B. *School Improvement Planning*

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

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

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.	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, Tłı̨chǫ culture and language, and student wellness. The school improvement process is linked to the school review process. 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been	100%		

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

C. Annual School Reviews

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

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

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. During the 2019-2020 school year a new 'Annual School Review' process was developed and sections of the process were piloted. TCSA will continue to use and adapt this 'Annual School Review' process moving forward throughout 2020-2021. 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 2020-21 Annual School Review will include inspections of COVID-19 safety protocols.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in the region for which Annual Reviews are completed.	20%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			

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

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 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 *Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012) in conducting the evaluations. The TCSA does not expect an interruption to these evaluations due to COVID-19, however priority will be placed on completing evaluations for 1st and 2nd year staff.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	31		
Number of principals and assistant principals formally evaluated in the school year.	4		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	9		

Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

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 <u>does not</u> 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.	The TCSA dedicates a considerable amount of resources to providing training and in-servicing to our educators. For 2020-21 this includes: a regional conference, one language instructor in-service, two school based culture days, and collaborative STIP time. In addition to these offsite training activities, the TCSA also offers extensive onsite coaching in PLCs, literacy, numeracy, and Indigenizing education. COVID-19 may limit our ability to provide in person coaching, distance and online platforms will be used to ensure personalized training. Administrative days are used to complete administrative tasks not in-servicing or training.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of Regional training and in-service focused on regional priorities	100%		

% of Regional training and in-service focused on shared priorities	100%		
Number of administration days dedicated to training and in-service.	0		
% of collaborative STIP time dedicated to regional priorities	100%		
Number of schools which implemented STIP as per the Ministerial Directive	5		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

D. 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 *(PY)*	Education Body Contributed *(PY)*	Total Budgeted *(Allocated + Contributed = PY)*	Explanation if not 1.0 or 0.5 *(if applicable)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
0.50	0.5	1.0			

* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body.

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	The Literacy position is directly related to our reading and oral language regional priorities and goals which are stated

shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.	as "Literacy: Supporting high quality instruction, interventions, and training." This position will support oral language development in JK-2 classrooms in response to baseline data from the EDI, SLP screening, and early language assessments. This year the TCSA will support teachers with onsite coaching for reading intervention and reading behaviours (grades JK-9), as well as, strengthening instruction through Reading in the Disciplines (grades 7-12). This may be replaced with online coaching where in-person coaching is not available due to COVID-19. Should schools need to move towards a blended or learning at home model, literacy will continue to be a priority.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
Regional Literacy Action Plan in place for the school year. *(Yes or No)*	Yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

E. 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.

Relevance of **the Healthy Foods for Learning program** to regional priorities and strategies for program implementation, including any specific information related to the COVID-19 pandemic.	The Tłı̨chǫ Community Services Agency offers Healthy Food programming in all of our schools. Currently, the programs we offer are:
	<table><tr><th>Program Name</th><th>Schools Involved</th></tr><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></table> 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 and programs and purchasing has adjusted to reflect the new policy. The TCSA focus for 2020-21 will be to continue to provide healthy foods to our student population as per the Healthy Foods Policy. We also are working with our HSS partners to develop an 'Indigenous Foods in School' policy to increase traditional food available to students. 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).

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools offering healthy foods programming.	100%		
% of schools following regional wide programming and guidelines, *if applicable*.	100%		

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

School Name	Type of food program(s) offered in each school (Breakfast, Lunch, Snack, etc.)	Days per week program is offered in each school (Monday – Friday)	Average number of children / youth served daily	Criteria for participation (Low income, fee, Everyone welcome, etc.)	Was the program delivered as planned? (Yes/No)	If No, why not?
MCS	Breakfast Program Traditional Food Day Drop the Pop Food Basket (Open Snack)	Monday - Friday	170	Open to all		
CJBS	Breakfast Program Drop the Pop Apple Schools Lunch Program Food Basket (Open Snack)	Monday - Friday	450	Open to all		
EMES	Breakfast Program Traditional Food Day Elizabeth Mackenzie Day Drop the Pop Food Basket (Open Snack)	Monday - Friday	225	Open to all		
JWGS	Breakfast Program Traditional Food Day Drop the Pop Food Basket (Open Snack)	Monday - Friday	56	Open to all		
AAS	Breakfast Program Traditional Food Day Drop the Pop Food Basket (Open Snack)	Monday - Friday	19	Open to all		
TOTAL	5	5 days/week	920	Open to all		

F. 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	Through our contracted services we continue to train a "guiding coalition" (our regional leadership team), and then have these administrators and teacher-leaders lead the rest of the staff. We will continue with onsite embedded coaching whereby the consultant will continue to coach school staff to build capacity to continue the implementation of Professional Learning Communities to sustain and advance their work in common assessments to improve oral language, reading, and literacy.

Through our contracted services with Fountas and Pinnell consultants for the 2020-21 school year 3 of our 5 schools will receive onsite embedded coaching. The coaching focuses on strengthening Tier 1 instruction in reading as well as delivering the reading intervention program. Due to COVID-19 this coaching maybe delivered via distance. |

SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of teaching staff from across the region that participate in SSI PD activities.	100%		
% of support staff from across the region that participate in SSI PD activities.	25%		
Areas of Strength			
Areas for Development			
Additional Comments			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? *(Yes/No)*	If No, why not?
Response to Intervention – Tier 1, 2 and 3	September 2020- June 2021		

G. *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:

2020-2021	2021-2022	2022-2023
BDEC SSDEC	CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

H. *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 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.	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, WITS, HRPP, Second Step and Social Thinking. In addition to these programs the TCSA has embraced the philosophy of trauma-informed practices, has increased access to counselling services (CYCC and NCTS), and implementing self-regulation strategies.
	The TCSA uses 'Second Step and Social-Emotional Thinking' to support the Healthy Relationship Programming in JK-6.
	As students return after the school closure due to COVID-19, all schools have access to resources such as 'social stories' to support the transition back to in-person learning.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools with JK-3 students offering WITS.	0		
% of schools with grade 4-6 students offering LEADS.	0		
% of schools with grade 7-9 students offering the Fourth R.	4		
% of schools with grade 10-11 students offering HRPP.	3		

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance *(if applicable)*
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4thR, and HRPP, and the grades they are being used in (*if applicable*).	MCS	4thR HRPP+ Second Step K-8 Social Thinking K-12		
	CJBS	4thR HRPP+ Second Step		
	EMES	Second Step K-6		
	JWGS	4thR HRPP+ Second Steps K-6		
	AAS	4thR Second Step K-6		

I. *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 Tłįchǫ)*	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)*
MCS	Tłįchǫ	Core	JK-12	100%	35-45 mins/day 175-225 mins/week		
CJBS	Tłįchǫ	Core	JK-12	100%	JK-9: 25 mins/day (125 mins/week) 10-12: 300 mins/ week		
EMES	Tłįchǫ	Core	JK-6	100%	30 mins/4 day 120 mins/week		
EMES	Tłįchǫ	Immersion	K-2	10%	300 mins/day 1500 mins/ week		
JWGS	Tłįchǫ	Core	JK-12	100%	30 mins/day 150 mins / week		
AAS	Tłįchǫ	Core	JK-10	100%	30-45 mins /day 150 – 225 mins / week *Whole school language lesson 15 mins / day		

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

J. 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)
MCS	$30,250	In Kind	$30,250		
CJBS	$26,250	In Kind	$26,250		
JWGS	$31,250	In Kind	$31,250		
AAS	$33,500	In Kind	$33,500		
TOTAL	$121,250	In Kind	$121,250		

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
MCS				
CJBS				
JWGS				
AAS				

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 (NDL), 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.	CJBS and MCS were the first schools in the Tłı̨chǫ 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 are joining the NDL program. The TCSA is encouraged by the success of our NDL students and will continue to expand our delivery of NDL courses throughout the region.
	The COVID-19 pandemic has illustrated how important online platforms, like NDL, are to the education system in remote communities. Housing, internet, and space in schools are barriers to expanding this program in Tłı̨chǫ communities.
	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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of eligible high schools offering NDL classes.	100%		
% of NDL course credits acquired within the school year.	100%		
% of NDL students passing diploma exams (*for NDL courses*) written within the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance *(if applicable)*
Number of students taking NDL courses, per school.	MCS	4		
	CJBS	10		
	JWGS	1		
	AAS	2		
Number of NDL endpoints actively in use, per school.	MCS	1		
	CJBS	2		
	JWGS	1		
	AAS	1		

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			

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)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
MCS	1.34	1.00	Unable to staff partial position. Limited housing.		
CJBS	3.25	3.00	Unable to staff partial position. Limited housing.		
EMES	1.84	2.00	High level of complex needs.		
JWGS	1.00	1.00	-		
AAS	0.50	.50	-		
TOTAL	7.93	7.50	See above.		

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)*
MCS	2.49	2.61	Complex Needs		
CJBS	6.48	6.07	Difficulty staffing part time position.		
EMES	3.41	5.22	Complex Needs		
JWGS	0.87	1.74	Complex Needs		
AAS	0.27	0.87	One full SA position		
TOTAL	13.53	16.51	Complex Needs		

D. *Inclusive Schooling - Staff Development*

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

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

Allocated *($)*	Budgeted *($)*	Explanation for Difference *(if applicable)*	Actual *($)*	Explanation for Difference *(if applicable)*
$86,193	$100,000	Priority area to providing PD for teachers in area of literacy		

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

Type of Training	Audience Intended *(PSTs / Educators / Support Assistants / Principals)*	Planned Topic	Planned Date & Location	Was the training held as planned? *(Yes/No)*	If No, why not?
Onsite coaching	PSTs / Educators	Leveled Literacy Intervention (LLI) and Reading Behaviours	3 sessions planned (Sept. winter, spring) Date: TBD Location: CJBS / EMES/MCS		
Workshop	PSTs / Educators	SSP writing IEP writing	Dates: TBD Location: YK		
Workshop	PSTs	Transition Planning	Dates: TBD Location: YK		
Video conferencing	Support Assistants	SLP Training	2 Thursdays a month. Date will depend on SLP availability		
Workshop	Support Assistants	SLP Training	2 Thursdays a month alternating		

			with video conferencing		
Workshop	Support Assistants	OT training SLP training	2 times a year during clinics and when requested		
Onsite / video conferencing	Support Assistants / PSTs / Educator	Assistive Technology	As needed		

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

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.	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 Teams (SBST), the Regional Inclusive Schooling Coordinator (RISC), Program Support Teachers (PST), teachers, parents, and students. To support this priority, the RISC along with a contractor will provide training to PSTs in the development, review, and implementation of SSPs and IEPs. PSTs will then train educators at the school level. This approach will continue as the region makes progress in refining SSPs and IEPs. While additional Inclusive Schooling Professional Development does occur where appropriate, such as the use of class profiles, flexible strategies, MAP sessions, and assistive technology, the TCSA is focusing on training to improve SSPs, IEPs and SBSTs.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference *(if applicable)*
% of educators that have been trained on developing and implementing IEPs this year.	100%		
% of educators that have been trained on developing and implementing SSPs this year.	100%		

% of educators that have been trained on the use of flexible strategies this year.	As needed		
% of educators that have been trained on the School-based Support Team process this year.	100%		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%		
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%		
% of educators that have been trained on Assistive Technology this year.	As Needed		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.			

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

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total *($)*

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	Total Over / Under Allocation *($)*
$81,468			

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)*	Actual ($)	Explanation for Difference *(if applicable)*
MCS	$23,716				
CJBS	$36,740				
EMES	$24,297				
JWGS	$16,700				
AAS	$14,807				
TOTAL	$116,260	$100,000	This funding is directed to the regional level and is distributed as required to meet student need. The budgeted amount was based on 2019-20 and will change however this is the approved amount in the operating budget.		

G. Alignment of Student Supports

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

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

| Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic. | 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.

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) in the first report card (if not already shared) for signatures.

Making a Plan (MAP) sessions are a vital piece of SSP and IEP programming particularly for students in transition. |
|---|---|

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	15 - 30%		
Number of students not able to participate in the Common Learning Environment in their home community.	9		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	50%		

% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	1		
Number of times per month that the RISC meets with PSTs via video/phone conference?	1 and more if required		
Number of times per year that the RISC meet with the PSTs in person	4		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

H. *Flexible Instructional Strategies*

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

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

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.	As part of our regional strategic goals the TCSA has set a priority to foster lifelong learning. Principals will create conditions through the use of flexible instructional strategies to develop learning environments that reflect oral language, literacy and numeracy through embedded onsite coaching, work with PSTs and team planning (MAPS) to ensure a quality career path that support students throughout their school years. In order to prepare students for the possibility of learning online or in a blended learning environment, flexible instructional strategies in the use of these platforms will be supported.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers who receive support through equitable scheduled time with PST.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	70%		
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100%		
% of classroom teachers who will meet with the PST at least once a month.	65%		
% of support assistants who will meet with PST at least once a month.	100%		

% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

I. *School-based Support Team*

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

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

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.	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 in part by providing wrap-around services for students that are developed in effective SBST meetings. SBSTs have been established in every school. Efficient and collaborative processes will continue to be reinforced in the 2020-21 school year including refining the referral, recording keeping, and procedures associated with the SBST.

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%		
% of teachers accessing the SBST	100%		
% of schools that are using referral forms to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
% of SBST meetings that focus on developing strategies to support classroom teachers	30%		
% of SBST meetings that focus on solving specific problems	50%		
% of SBST meetings that address systemic issues in the school	20%		
Areas of Strength for the region			

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance *(if applicable)*
Please list the frequency and duration of planned SBST meetings by school. *(month/minutes)*	MCS	Weekly for 1 hour		
	CJBS	Weekly for 1 hour		
	EMES	Weekly for 1 hour		
	JWGS	Biweekly for 1 hour		
	AAS	Biweekly for 1 hour		

J. *Review of SSPs and IEPs*

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

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

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.	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 Regional Inclusive Schooling Coordinator (RISC), Program Support Teachers (PST), teachers, parents, and students. Through regular reviews and revisions the SSPs and IEPs, teachers will be responsible for creating responsive and appropriate support for students. The TCSA has identified the need to improve communication on the distinction and interpretation of program types (SSPs and IEPs) with parents/guardians. During the 2020-2021 school year the region will continue using MAPS sessions bringing a team approach involving family and other agencies to build supports and develop transition planning for students with complex needs.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers completing SSPs for student requiring them in consultation with parents.	100%		
% of teachers completing IEPs for student requiring them in consultation with parents.	100%		
% of parents participating in developing SSPs for those students requiring them.	100%		
% of parents participating in developing IEPs for those students requiring them.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		

% of students participating in developing their own IEP, when required and appropriate.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. *PST Activities*

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

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

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.	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 the 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 develop SSPs and IEPs for a very large percent of our population (75-85%), and coordinate additional student support activities (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%. Students with complex needs have additional barriers when schools are required to move to online and blended learning platforms. Should the COVID-19 pandemic response required this change, the TCSA is committed to supporting these families with additional resources.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	50%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	20%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	20%		

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

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)*
1.0	1.0			

B. *Indigenous Language Instructors*

Indigenous Language Instructors 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 Indigenous Language Instructors (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			
CJBS	4.03	3.0	Staff additional 0.87 SA position to support language and culture programming		
EMES	2.23	3.0	Tlicho Immersion program Staff 2.61 SA positions to support language and culture programming		
JWGS	1.00	1.0			
AAS	0.50	1.0			
TOTAL	9.51	9.0	Some positions are shared across region to allow for full positions and programing at each school.		

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

Some regions have indicated difficulty in filling Indigenous language Instructor positions.	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	We have accepted several young Tłı̨chǫ language speakers with experience working in our schools, that require a strong commitment from the TCSA to provide mentorship and coaching. The TCSA regularly supports language instructors to participate in professional development not only provided by the territory and region, but through programs like Canadian Indigenous Language and Literacy Development Institute (CILLDI), Program for the Education of Native Teachers (PENT), and the Mentor-Apprentice Program (MAP). Our Elders in schools (both IHWE and other Elders) are an additional level of support in schools for mentoring these new language instructors.

What plans do you have to recruit and train language teachers in the future?	Continued support for language instructors and school staff to access the above listed programs. Improving the quality of the Tłįchǫ language programs, including offering longer language rich camps to ensure new graduates have strong Tłįchǫ language. Working with partners to encourage university and college programs that prepare a new workforce who are equipped with strong pedagogy and language skills.
What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?	No impact in filling the positions, however as most positions are now filled with new ILE it is difficult to provide training online.

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 ($)	Explanation for difference *(if applicable)*	3rd Party Funding ($) & Source *(If applicable)*
MCS	$36,300	$36,300	-			
CJBS	$42,000	$42,000	-			
EMES	$31,500	$31,500	-			
JWGS	$31,250	$31,250	-			
AAS	$33,500	$33,500	-			
TOTAL	$174,550	$174,550	-			

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.

Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.	As part of our strategic goals, the TCSA has set a priority to promote Tłı̨chǫ language, culture, and way of life by contributing to revitalization, maintenance, and promotion of Tłı̨chǫ 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. 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 Tłı̨chǫ Aquatic Environmental Monitoring Program (TAEMP) camps, and Ìmbe Program. School facilities are often the location for community events like Tłı̨chǫ Government meetings at CJBS and the annual Tłı̨chǫ Gatherings. Tłı̨chǫ Government Youth Council gathering are also hosted in the schools. In 2020-2021, the TCSA will continue to offer a full time Elder in each school to support mental health and wellness. The Indigenous Health and Wellness program is a joint TCSA Education and Health and Social Services program that was originally started in 2018. It is currently funded by Jordan's Principle.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for difference** *(if applicable)*
% of schools with an ILE Committee	100%		
% of schools with Elders hired for regular school programming, scheduled on a daily basis	100%		
% of schools hosting community gatherings rooted in local cultures	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	**School**	**School Targets**	**Achieved Results**	**Explanation for difference** *(if applicable)*
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency *(part-time or full-time)*	MCS	Project or event specific		
	CJBS	Project or event specific		
	EMES	Project or event specific		
	JWGS	Project or event specific		
	AAS	Project or event specific		

Types of events/ projects involving cultural resource people per grade level	MCS	JK-10: Storytelling, on-the-land camps, celebration days, heritage fair		
	CJBS	JK-12: Storytelling, on-the-land camps, celebration days, heritage fair		
	EMES	JK-6: Storytelling, on-the-land camps, celebration days, heritage fair		
	JWGS	JK-12: Storytelling, on-the-land camps, celebration days, heritage fair		
	AAS	JK-12: Storytelling, on-the-land camps, celebration days, heritage fair		
Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	MCS	Authentic Tłįchǫ seasonal activities and celebration (Alexis Arrowmaker Day) Annual Tłįchǫ Yati Celebrations		
	CJBS	Authentic Tłįchǫ seasonal activities and celebration (Chief Jimmy Bruneau Day) Annual Tłįchǫ Yati Celebrations		
	EMES	Authentic Tłįchǫ seasonal activities and celebration (Elizabeth Mackenzie day) Annual Tłįchǫ Yati Celebrations		
	JWGS	Authentic Tłįchǫ seasonal activities and celebration (Jean Wetrade Day)		

	AAS	Annual Tłįchǫ Yati Celebrations		
		Authentic Tłįchǫ seasonal activities and celebration (Name sake day) Annual Tłįchǫ Yati Celebrations		
# of ILE Plan goals met, not yet met or still in progress	MCS	7		
	CJBS	9		
	EMES	9		
	JWGS	9		
	AAS	9		
Type of Indigenous content visible within school within school and % of school used to display content. *(e.g. artifacts, Indigenous role models, Elders' wall, etc.)*	MCS	Pictures of Elders Indigenous art work – by local artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials)		
	CJBS	Pictures of Elders Indigenous art work – by local artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials)		

		Birchbark Canoe on display Two outdoor culture cabins Poster and figurehead of namesake		
	EMES	Pictures of Elders Indigenous art work – by local artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials) Birchbark Canoe on display Poster with namesake and quote		
	JWGS	Pictures of Elders Indigenous art work – by local artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials) Birchbark Canoe on display		
	AAS	Pictures of Elders Indigenous art work – by local artists and students Teepee Culturally relevant objects in		

		classrooms (kindergarten kits, CBIP kits and materials)		
	MCS	Pictures of Elders Indigenous art work – by local artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials)		
Type of Indigenous content visible within school within school and % of school used to display content. *(e.g. artifacts, Indigenous role models, Elders' wall, etc.)*	CJBS	Pictures of Elders Indigenous art work – by local artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials) Birchbark Canoe on display Two outdoor culture cabins Poster and figurehead of namesake		
	EMES	Pictures of Elders Indigenous art work – by local artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and		

		materials) Birchbark Canoe on display Poster with namesake and quote		
	JWGS	Pictures of Elders Indigenous art work – by local artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials) Birchbark Canoe on display		
	AAS	Pictures of Elders Indigenous art work – by local artists and students Teepee Culturally relevant objects in classrooms (kindergarten kits, CBIP kits and materials)		

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.

Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.	The TCSA wishes to contribute to revitalization, maintenance and promotion of Tłįchǫ Culture and Language through authentic Tłįchǫ philosophy and worldview, and our vision statement "Strong Like Two People". Current TCSA schools and staff actively participate in regional and territorial training opportunities (N2NEC, August regional conference). In addition, TCSA schools plan events using the strengths of the educators, educational assistants, students, and community members to promote a positive relationship between community and school through on-site coaching and some in-servicing. As of 2019 all teachers have received Residential Schools Awareness training, all new teachers receive this training at both the N2N conference and the TCSA offers this training every other year for all new staff. In 2020-21, the TCSA is offering a half-day session on 'Steps to Reconciliation' via distance in response to the COVID-19 pandemic.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools holding Teacher Cultural Orientation Days.	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	All new staff participate in territorial training every year at N2N Regional training in		

		alternating years: 2020-21 Steps to Reconciliation		
% of Indigenous language staff participating in *Our Languages* in-servicing, when offered.		100%		
Areas of Strength for the region				
Areas for Development for the region				
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.				

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	MCS	100% staff; winter camp skill development		
	CJBS	100% staff; winter camp skill development		
	EMES	100% staff; winter camp skill development		
	JWGS	100% staff; winter camp skill development		
	AAS	100% staff; winter camp skill development		
	Regional	All staff participate in either 'Steps to Reconciliation' or a Tłįchǫ language lesson/activity		

Number of local resource people and type of involvement in Cultural Orientation activities.	MCS	Elders, camp helpers, youth, and leaders ~2-3		
	CJBS	Elders, camp helpers, youth, and leaders ~4-5		
	EMES	Elders, camp helpers, youth, and leaders ~4-5		
	JWGS	Elders, camp helpers, youth, and leaders ~2-4		
	AAS	Elders, camp helpers, youth, and leaders ~2-4		

F. *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. (Required in 2021)	To honour Tłı̨chǫ Yatı (language), DǫNàowo (Culture) and Gonàowok'e (Our Way of Lıfe) Tłı̨chǫ language wıll be promoted throughout the school every day. A whole school wıll be used to Tłı̨chǫ key phrases and words. The Tłı̨chǫ region has a long and rich history of offering innovative and unique language programming including the Tłı̨chǫ immersion, cultural programming, barren land hunts, Tłı̨chǫ family language supports, numerous resources (Tłı̨chǫ 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 Tłı̨chǫ culture and language through whole school approaches to Tłı̨chǫ Yati. This includes daily morning greetings, O' Canada and prayers in Tłı̨chǫ, songs, and Tłı̨chǫ words/phrases throughout school routines. This whole school approach to language supports reconciliation and honours the valuable gifts of language and culture. Tłı̨chǫ 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, Tłı̨chǫ History Project, and Dene Kede. The TCSA is committed to offering cultural programming including camps upon returning to school in the fall in line with the OCPHO's recommendations to provide on the land learning.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

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.	MCS	All staff participate in Tłı̨chǫ language lessons Immersion Camp Pictures of Elders Handmade crafts displayed Bilingual signage Use of regional developed Tłı̨chǫ language resources (books, songs, posters) to increase language in all classrooms. Elders are used to support whole school approach		
	CJBS	Use 'phrase of the month' to promote key greetings in Tłı̨chǫ at staff meetings and announcements		

		Pictures of Elders Handmade crafts displayed (ex: canoes, art) Bilingual signage Use of regional developed Tłįchǫ language resources (books, songs, posters) to increase language in all classrooms. Elders are used to support whole school approach		
	EMES	Use 'phrase of the month' to promote key greetings in Tłįchǫ at staff meetings and announcements Pictures of Elders Handmade crafts displayed Culturally responsive posters Bilingual signage Use of regional developed Tłįchǫ language resources (books, songs, posters) to increase language in all classrooms. Elders are used to support whole school approach		
	JWGS	100% of school participate in Tłįchǫ morning prayers and O'Canada Pictures of Elders Handmade crafts displayed (ex: wolverine, canoe) Bilingual signage Use of regional developed Tłįchǫ language resources (books, songs, posters) to increase language in all classrooms. Elders are used to support whole school approach		
	AAS	100% of school participate in Tłįchǫ		

		morning prayers and O'Canada Pictures of Elders Handmade crafts displayed Signage Use of regional developed Tłı̨chǫ language resources (books, songs, posters) to increase language in all classrooms. Elders are used to support whole school approach		

G. *Indigenizing Teaching & 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.

Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic. (required 2021)	The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłı̨chǫ Culture and Language through the Tłı̨chǫ History project, seasonal camps, language revitalization projects, Tłı̨chǫ dictionary, and TRC initiatives. These support Tłı̨chǫ world view, ways of knowing, doing, being, and believing. The Dene Kede remains the foundational document that teachers, and administrators use to plan for lessons, camps, and other events. On-going professional development for teachers to authentically implement cultural responsive programming will be continued by regional staff, principals, and PSTs. We pride ourselves in the Tłı̨chǫ region on delivering expert Indigenized education. We have a long history of supporting indigenized approaches that embrace the holistic, spiral, relational, and experiential nature of education. As the Indigenous approach asks us to embrace all of these practices we do not prioritize one over the other. We encourage every staff to build their own knowledge using developed resources, experts from the community, and collaborative approaches to develop their learning practices. The TCSA is committed to providing opportunities for educators to embrace Indigenous history at local, regional and national levels to explore the history and impact of colonization. TCSA schools embrace an authentic way of teaching and learning for both students and school staff. As such, there is no differentiation in the targets or expectations for each school. All staff are expected to provide to the best of their abilities: - Experiential opportunities that integrate the land, the people, the traditional knowledge and language;

-Holistic approaches founded in the Dene Kede teachings (relationship with the land, with others, the spiritual world and with one's self);
-spiral teaching and learning practices that give students the opportunity to revisit curriculum and material; and
-founded in relationships between all school staff, community members, elders, and students.

To support new staff collaboratively designed initiatives such as Culture Based Integrated Planning (CBIP), Camp Guidebook, Tłįchǫ History Project, Indigenous Health and Wellness Elders, and numerous resources dedicated to camps and Tłįchǫ language development offer a foundation on which to build their capacity to deliver Indigenized approaches to educations.

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	100%		
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*

Indicators				
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. *(e.g. holistic, relational, spiral and experiential)*	MCS	2 cultural orientation days Regular coaching from regional staff. Extensive locally developed resources. Indigenous Health and Wellness Elder.		
	CJBS	2 cultural orientation days Regular coaching from regional staff. Extensive locally developed resources. 2 Indigenous Health and Wellness Elder. Full time Culture Instructor to support camps/classrooms.		
	EMES	2 cultural orientation days Regular coaching from regional staff. Extensive locally developed resources. 2 Indigenous Health and Wellness Elder. Full time Culture Instructor to support camps/classrooms.		
	JWGS	2 cultural orientation days Regular coaching from regional staff. Extensive locally developed resources. Indigenous Health and Wellness Elder.		
	AAS	2 cultural orientation days Regular coaching from regional staff. Extensive locally developed resources.		

		Indigenous Health and Wellness Elder.		
Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.	MCS	CBIP Camp Guidebook Tłı̨chǫ History Project Numerous books, songs, posters, assessments. Speaking celebrations. Camps		
	CJBS	CBIP Camp Guidebook Tłı̨chǫ History Project Numerous books, songs, posters, assessments. Speaking celebrations. Camps		
	EMES	CBIP Camp Guidebook Tłı̨chǫ History Project Numerous books, songs, posters, assessments. Speaking celebrations. Camps		
	JWGS	CBIP Camp Guidebook Tłı̨chǫ History Project Numerous books, songs, posters, assessments. Speaking celebrations. Camps		
	AAS	CBIP Camp Guidebook Tłı̨chǫ History Project Numerous books, songs, posters, assessments. Speaking celebrations.		

		Camps		

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.

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. 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.	The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłı̨chǫ Culture and Language through "Strong Like Two People" as a way of life and vision statement for TCSA schools. The mission is integrated into all subjects and grades, including a graduation designation that honours students who demonstrate through course work a dedication to becoming "Strong Like Two People". This content is founded in the Dene Kede curriculum and the Our Languages Curriculum, and supported by regionally developed resources including CBIP, Tłı̨chǫ History, Traditional games, and numerous Tłı̨chǫ language books. As previously indicated the TCSA already takes an Indigenized approach to Indigenizing content for curricula and programming. There are no school level targets as all schools aim to work towards spiral, holistic, relational, and experiential approaches. While this looks different for new verses veteran teachers, high school verses elementary teachers, or Indigenous verses non-Indigenous teachers, we expect all teachers to actively Indigenize their practice.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference

% of schools focused on Indigenizing content for curricula and programming.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	MCS	Regional Conference Session Personalized coaching		
	CJBS	Regional Conference Session Personalized coaching		
	EMES	Regional Conference Session Personalized coaching		
	JWGS	Regional Conference Session Personalized coaching		
	AAS	Regional Conference Session Personalized coaching		
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.		100% teachers are expected to integrate DK into their lessons as a component of their long range plan, by including not just outcomes from DK but the Philosophy and Rationale, Tłįchǫ language, strong culture camp connections, and by working collaboratively with school and community. Grade K-9 are required to participate in heritage fair		

		project that often link to DK (and are spiral, holistic, experiential, and relational in nature).		
	CJBS	100% teachers are expected to integrate DK into their lessons as a component of their long range plan, by including not just outcomes from DK but the Philosophy and Rationale, Tłįchǫ language, strong culture camp connections, and by working collaboratively with school and community. Grade K-9 are required to participate in heritage fair project that often link to DK (and are spiral, holistic, experiential, and relational in nature).		
	EMES	100% teachers are expected to integrate DK into their lessons as a component of their long range plan, by including not just outcomes from DK but the Philosophy and Rationale, Tłįchǫ language, strong culture camp connections, and by working collaboratively with school and community. Grade K-9 are required to participate in heritage fair project that often link to DK (and are spiral, holistic, experiential, and relational in nature).		
	JWGS	100% teachers are expected to integrate DK into their lessons as a component of their long range plan, by including not just outcomes from DK but the Philosophy and Rationale, Tłįchǫ language, strong culture		

		camp connections, and by working collaboratively with school and community. Grade K-9 are required to participate in heritage fair project that often link to DK (and are spiral, holistic, experiential, and relational in nature).		
	AAS	100% teachers are expected to integrate DK into their lessons as a component of their long range plan, by including not just outcomes from DK but the Philosophy and Rationale, Tłı̨chǫ language, strong culture camp connections, and by working collaboratively with school and community. Grade K-9 are required to participate in heritage fair project that often link to DK (and are spiral, holistic, experiential, and relational in nature).		
Type of **classroom based** activities that infuse Indigenous content into the curriculum including Dene Kede / Inuuqatigiit and other resources as required.	**TCSA**	Regionally supported classroom materials: - Tlicho History Project - Culture Based Integrated Planning - Camp Guidebook - Circle of Life (books) - Locally developed posters, songs, books		

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.

Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.	The TCSA will continue to contribute to revitalization, maintenance and promotion of Tłı̨chǫ Culture and Language through authentic application of cultural and language values and traditions. Examples of key cultural experiences are feasts, feeding of the fire, traditional food preparation, puberty camps, and traditional arts and crafts. Each year the TCSA hosts a regional conference that orients all staff to the Tłı̨chǫ region. Past cultural orientation days have included authentic activities such as canoeing tours, traditional craft demonstrations, tours of sites of local importance, traditional food and medicine, Dene games, introduction to local artist and writers, and dancing. 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. 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 Ìmbe), and activities for culture based programming.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(If applicable)*
Type and frequency of relevant and authentic key cultural experiences occurring **on the land**, by grade level, and % of Indigenous language included in experience.	MCS	Camps – 2 times a year Outdoor education – weekly CBIP activities with on the land links – weekly 100% include Indigenous language		
	CJBS	Camps – 3 times a year Outdoor education – weekly CBIP activities with on the land links – weekly 100% include Indigenous language		
	EMES	Camps – 3 times a year		

		Outdoor education – weekly CBIP activities with on the land links – weekly 100% include Indigenous language		
	JWGS	Camps – 1 time a year Outdoor education – weekly CBIP activities with on the land links – weekly 100% include Indigenous language		
	AAS	Camps – 2 time a year Outdoor education – weekly CBIP activities with on the land links – weekly 100% include Indigenous language		
Type and frequency of relevant and authentic key cultural experiences occurring in the **classroom setting**	MCS	CBIP – daily Tłı̨chǫ History Project – daily 100%		

or school by grade level and % of Indigenous language included in experience.		include Indigenous language		
	CJBS	CBIP – daily Tłįchǫ History Project – daily 100% include Indigenous language		
	EMES	CBIP – daily Tłįchǫ History Project – daily 100% include Indigenous language		
	JWGS	CBIP – daily Tłįchǫ History Project – daily 100% include Indigenous language		
	AAS	CBIP – daily Tłįchǫ History Project – daily 100% include Indigenous language		
% of Key Cultural Experiences that involve community members who are not a part of regular	MCS	100% Duties are outlined in the Camp Guidebook		

school staff, including type of responsibilities or duties.	CJBS	100% Duties are outlined in the Camp Guidebook		
	EMES	100% Duties are outlined in the Camp Guidebook		
	JWGS	100% Duties are outlined in the Camp Guidebook		
	AAS	100% Duties are outlined in the Camp Guidebook		

J. Strengthening Indigenous Language Instruction

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.	As part of the TCSA strategic plan, the TCSA prioritizes our role in contributing to the revitalization, maintenance, and promotion of Tłı̨chǫ 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 Tłı̨chǫ language. 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. Regional coordinators, and school based 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 Tlicho immersion program continues to grow additional classroom resources are supported for those immersion programs. There is a strong need for qualified Tlicho speaking teachers to take over for existing immersion teachers who are nearing retirement.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(If applicable)*
% of schools offering core language programming using OLC	100%		
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	100%		
Type of Indigenous language resources being developed to support OLC.	Culture kits, songs, books, charts		
Number of staff receiving training and support for development of Indigenous language resources.	12		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. 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)
Whatì	$17,908					
Behchokǫ̀ (Edzo)	$23,620					
Behchokǫ̀ (Rae)	$17,399					
Gamètì	$14,600					
Wekweètì	$14,104					
TOTAL	$87,630	$49,439	Under budget to staff full time culture and language support staff. Approved based off 2019-20 budget – will update as required.			

L. Teaching and Learning Centres (TLCs)

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum through the TLC, 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 the Our Languages curriculum through the TLC.	As part of the TCSA strategic plan, the TCSA will contribute to revitalization, maintenance and promotion of Tłı̨chǫ Culture and Language through language instruction, heritage fairs, and culturally integrated classrooms. TLC houses extensive resources that support Tłı̨chǫ language instruction, heritage fairs, and culturally integrated classrooms. Other resources include books, posters, artifacts, Camp Guidebook, and culture kits created to support Dene Kede units. These resources are being digitized and moved into libraries for greater access.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	Culture kits, anchor charts, songs and books		
Number of staff receiving training and support for development of Indigenous language resources.	12		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			
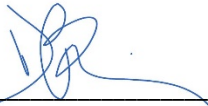
Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment
Council/District Approved
2020-2021 Budget

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

_____
Education Body Chair

_____
Superintendent

  September 28, 2020 _____
Date

  September 28, 2020 _____
Date

Annual Report

_____
Education Body Chair

_____
Superintendent

_____
Date

_____
Date

Education Accountability Framework

Yellowknife Catholic Schools

Operating Plan

For the 2020-21 School Year

Where Learning Lights the Spirit
Où l'apprentissage reflète l'Esprit
Yedàı Nezı̨ T'à Hoghàgoetǫ
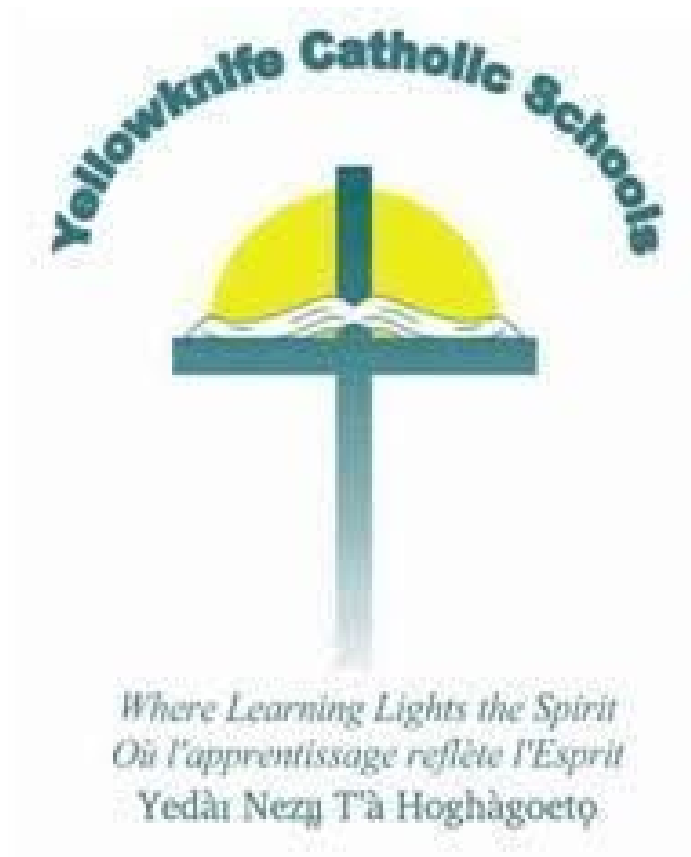
Cadre de responsabilisation en éducation

Écoles catholiques de Yellowknife

Plan de fonctionnement

Année scolaire 2020-2021

Operating Plan - Executive Summary

Yellowknife Catholic Schools' 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 Yellowknife Catholic Schools' priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year, including any specific information related to the COVID-19 pandemic:

Yellowknife Catholic Schools (YCS) Goals and Objectives for 2020-2021

Due to the impact of COVID19 on operational programming, Yellowknife Catholic Schools' Board of Trustees was unable to complete the scheduled strategic planning that was to take place in the spring of 2020. The Board of Trustees was able to hold a preliminary strategic planning session on June 13, 2020. The Board of Trustees plan to continue strategic planning in collaboration with their stakeholders in the fall of 2020. As such Yellowknife Catholic Schools will develop a four year strategic plan that aligns with the five shared priorities agreed to by Education Leaders and the Department of ECE, as well as specific regional goals and priorities. Understanding that strategic planning is a process, YCS plans to introduce and communicate the new strategic plan during the 2020/2021 school year, with implementation beginning in the fall of 2021.

As such, our goals for 2020/2021 will continue to be to:
- Foster inquiry and collaboration through the integration of technology and the development of 21st-century classrooms.
- Provide rich literacy and numeracy instruction through collaborative and supportive programming.
- Develop spiritually and culturally-rich global citizens with a sense of social justice and community awareness.
- Support staff and student health and wellness with a focus on both physical and mental health, mindfulness, and self-regulation, and personal awareness.

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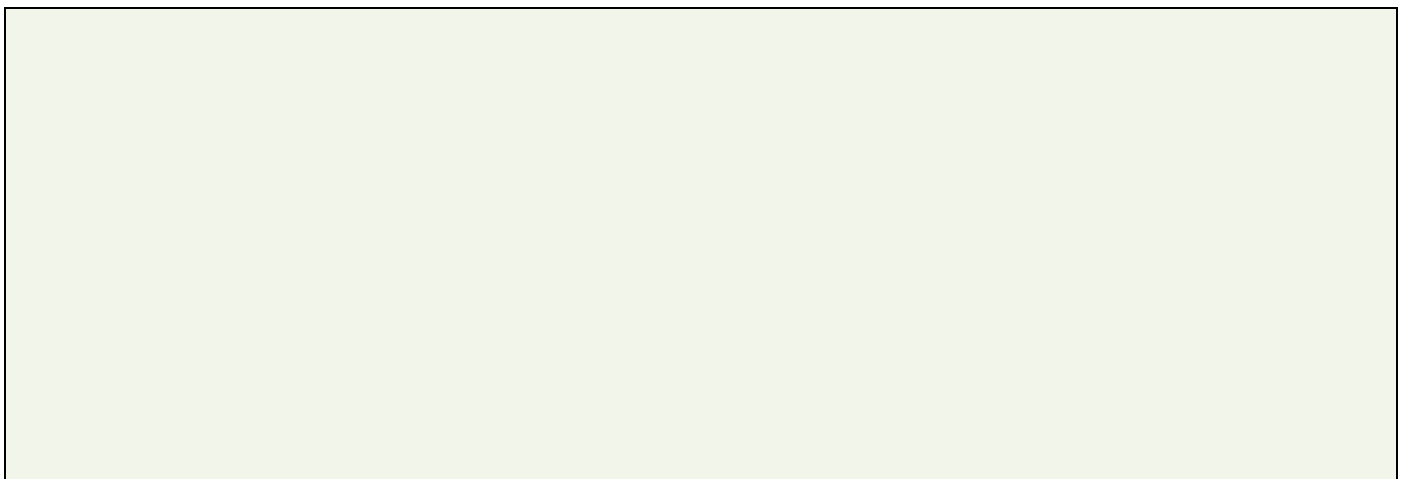
Targets:
- Increase the number of staff and students developing leadership capacity in the use of technology as a teaching and learning tool.
- Develop a comprehensive Literacy Plan and implement standard literacy and numeracy assessment tools.
- Support staff in development of literacy and numeracy strategies and instruction
- Continue to work with staff in the permeation of faith throughout curricular areas as appropriate
- Work towards full compliance of the new Indigenous language and culture directive.
- Provide Indigenous Language and Culture support to staff at all three schools.
- Ensure that teachers have the knowledge, skills, and tools, to provide quality remote learning from home if required.

Annual Report - Executive Summary

Yellowknife Catholic Schools' 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, including any specific information related to the COVID-19 pandemic:

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Plan de fonctionnement – Sommaire

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

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités des Écoles catholiques de Yellowknife pour la prochaine année scolaire.

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

Buts et objectifs des Écoles catholiques de Yellowknife (ECY) pour 2020-2021

En raison des répercussions de la COVID-19 sur la programmation opérationnelle, le conseil d'administration des Écoles catholiques de Yellowknife n'a pas été en mesure de boucler la planification stratégique comme prévu au printemps 2020. Le conseil a tout de même tenu une séance de planification stratégique préliminaire le 13 juin 2020, et a prévu de poursuivre la planification stratégique de concert avec les parties prenantes à l'automne 2020. À ce titre, les Écoles catholiques de Yellowknife élaboreront un plan stratégique de quatre ans arrimé aux cinq priorités communes des leaders en éducation et du ministère de l'Éducation, de la Culture et de la Formation (MÉCF), ainsi qu'aux priorités et aux objectifs régionaux spécifiques. Conscientes du travail que représente le processus de planification stratégique, les Écoles catholiques de Yellowknife prévoient de lancer et diffuser le nouveau plan stratégique au cours de l'année scolaire 2020-2021, à compter de l'automne 2021.

Ainsi, nos objectifs pour l'année 2020-2021 demeurent les suivants :

Favoriser le questionnement et la collaboration au moyen de l'intégration d'outils techniques et de la création de salles de classe du 21e 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

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 either 2023. YCS Trustees have been working closely with ECE in order to ensure the October election will be the most cost effective for our rate payers.

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B. Functional Organizational Chart

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

YCS Central Services
2020/2021 Organizational Chart

- Yellowknife Catholic Schools Trustees
  - Simone Gessler, Superintendent
    - Chris Cahoon, Assistant Superintendent of Business
      - Norm Lalonde, Maintenance Coordinator
      - Amy Curran, Pay & Benefits Officer
      - Wendy Karstad, Office Manager
    - Pat Sullivan, Assistant Superintendent of Learning
      - Debra McGee, Religious Ed Coordinator
      - Claudia Parker, Vanessa Pichette, French Coordinator
    - Kristin Nowak, RILE Coordinator
    - Liz Baile, Student Services Coordinator
    - Trent Hamm, Technology and Innovation Specialist
    - Cory Gillard, Information Technology Infrastructure Lead
    - Cathy Zenko, Executive Assistant

C. Governance Training

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

Planned Topic	Delivered by *(Superintendent, ECE, External Consultant, etc.)*	Audience Intended *(DEC/DEA)*	Planned Location & Date	Was the training held as planned? *(Yes/No)*	If No, why not?
Strategic Planning	DEA and Superintendent	DEA	YCS October 2020		
Alberta Catholic Schools Trustees Convention	Alberta Catholic Schools Trustee Association Board	DEA and Superintendent	AB or Virtually November 2020		
Alberta School Board Association Convention	Alberta School Board Association Board	DEA and Superintendent	AB or Virtually November 2020		
Board Orientation	External Consultant	DEA	YCS January (2021)		

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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 8 - Finance and Facilities Committee 9 - Committee of the Whole 16 - Regular board Meeting	Virtual Virtual Central Services		
October 13 - Finance and Facilities Committee 14 - Committee of the Whole 21 - Regular board Meeting	Virtual Virtual Central Services		
November 9- Finance and Facilities Committee 10 - Committee of the Whole 18 - Regular board Meeting	Virtual Virtual Central Services		
December 7 - Finance and Facilities Committee 9 - Committee of the Whole 16 - Regular board Meeting	Virtual Virtual Central Services		
January 11 - Finance and Facilities Committee 13 - Committee of the Whole 20 - Regular board Meeting	Virtual Virtual Central Services		
February 8 - Finance and Facilities Committee 10 - Committee of the Whole 17 - Regular board Meeting	Virtual Virtual Central Services		
March 10 - Regular Board Meeting	Central Services		

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Month			
April 12 - Finance and Facilities Committee 14 - Committee of the Whole 21 - Regular board Meeting	Virtual Virtual Central Services		
May 10 - Finance and Facilities Committee 12 - Committee of the Whole 14 - Regular board Meeting	Virtual Virtual Central Services		
June 7 - Finance and Facilities Committee 9 - Committee of the Whole 16 - Regular board Meeting	Virtual Virtual Central Services		

B. 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	Three	Total Anticipated Student Head Count	YCS - 1,434 ESJS - 563 WCS - 338 ESPHS - 533

School Name	Community	Grades Offered	Programming Highlights
Ecole St. Joseph (ESJS)	Yellowknife	JK-7 (Full Day Every Day)	Early French Immersion, Learning Through the Arts;, Bilingual JK (French/English), Options

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			MakerSpace will not be offered due to COVID19 restrictions
Weledeh Catholic (WCS)	Yellowknife	JK-7 (Full Day Every Day)	Late French Immersion, Early French Immersion, Bilingual JK(French/English), Willideh Yati language instruction, Genius Hour, Literacy Intervention, Wolves On The Land MakerSpace will not be offered due to COVID19 restrictions
Ecole St. Patrick (ESPHS)	Yellowknife	8-12 (8/9/12 - Full Day Every Day, 10/11 - .5 Day Every Day/Online Learning)	Trades, MakerSpace, Alternative Learning Centre, French Immersion, Willedeh Yahti, Coding, Music Production and Recording/String and Percussion Program is new programming to meet the restrictions on music programming, Flex Block will not be offered due to COVID19 restrictions

C. Student Profiles

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), 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.

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Our schools are all very multicultural, with families from all over the world. YCS will have an estimated Indigenous population of 34.05% next year.

Based on our present student profiles, our Indigenous population per school is predicted to be as follows:

Ecole St. Joseph School 20.90%
Ecole St. Patrick School 36.29%
Weledeh Catholic School 52.19%

Based on TieNet 2019/2020 data, student profiles are reporting 27 students on IEPs, 68 students on Modified Programs and 468 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. 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, IS processes and revisions of programming.
There is only one Stanton SLP for the entire Yellowknife region and its DEAs. 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.

With the implementation of CYCC we anticipate an increased response in 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, FASD, LD and emotional mood disorder regulation.
YCS has received 2 students who have significant "low incidence" disability. This will require specific training and support for staff at the JK level and southern expertise.

D. 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.

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. Six teachers resigned as a result of leaving Yellowknife, two teachers accepted positions with Education, Culture and Employment, two teachers accepted positions outside of the district, and

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one teacher who decided not to return to the North due to COVID19. We also had two retirees, and one teacher whose contract was not renewed.

We have sixteen new teachers joining Yellowknife Catholic Schools for the 2020/2021 school year. We were required to add one additional PY outside of our budgeted allocation due to COVID19 in order to meet the restrictions of the OCPHO but also have as many students receiving face-to-face full day instruction as possible. We have also had to provide additional funding to ensure coverage for Employees at Greater Risk who are working from home. We are concerned with our ability to maintain operations should we have cases of COVID19 due to at-risk employees and limited human resources to cover ill staff.

Our French Immersion numbers continue to increase and English numbers decrease. We have introduced a new early Immersion programing at Weledeh Catholic School in Kindergarten. Recruiting French Immersion teachers continues to be difficult. As well, recruitment for specialty areas in the advanced level courses at the 20 and 30 level continues to be challenging.

Number of New Teachers to the North	13
Number of First Year Teachers	6
Number of Teachers with Full Experience (11+ years)	64/106 = 60% 27 @ 6,11 25 @ 5,11 12 @ 4,11
Number of Teachers from NWT	3

1. 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;

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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, including any specific information related to the COVID-19 pandemic.	Goals: ● Foster inquiry and collaboration through the integration of technology and the development of 21ˢᵗ century classrooms. ● Provide rich literacy and numeracy instruction through collaborative and supportive programming. ● Develop spiritually and culturally rich global citizens with a sense of social justice and community awareness.

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- Support staff and student health and wellness with a focus on both physical and mental health, mindfulness, and self-regulation, and personal awareness.

COVID19 restrictions will impact the way we provide professional development and change the way we are operating our collaborative teams. Much of our professional development and our SSI projects will take place virtually with expert facilitators. We will continue to align our professional development, collaborative time, early dismissal work and SSI projects to ensure we provide support and learning in our priority areas. In addition we will dedicate specific learning to our new staff to ensure they are transitioned into our strategic plan and the regional priorities we have been focusing on for the past four years.

Yellowknife Catholic Schools integrates the five shared priorities agreed to by Education Leaders and the Department of ECE in the following ways:

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

Integration of Student achievement in Literacy and Numeracy

Our literacy initiatives this year will be based on a district - wide plan, that is being revised under the direction of Dr. Leyton Schnellert. This will be followed by one PD day dedicated solely to literacy development. Further, YCS is working with Dr. Donna Kozak to create a virtual manner in which to support staff with literacy strategies. Finally, select staff will work to provide suggestions on how to better incorporate an Indigenous perspective into literacy practices.

Similarly, YCS will continue to work with Cathy Coers, math consultant, Alberta Regional Professional Development Consortia. Cathy's work with YCS in 2019 - 2020 was cut short due to COVID, and significant

modifications will be made this year, because the original project was based on an in-class coaching model.

Cathy will also assist YCS in two math- focused SSI projects. This year, the Numeracy Essentials will focus on assessment tools for math, and the Daily 3 training will focus primarily on new staff to the district.

Finally, YCS has agreed to once again participate in the Canadian Achievement Test 5 (CAT 5) norming, which was cancelled in May due to COVID. These results will be used in the future as additional information to guide teaching in math.

Integration of Student & Educator Wellness

YCS's Student Wellness SSI project will serve as the foundation for all related initiatives. District led and school- based staff will have the opportunity to learn about a variety of topics and the impact on learning, including self- regulation, trauma, social emotional learning and restorative practices.

YCS administrators and select school reps will also participate in the research validated RULER (Yale Centre for Emotional Development). This train the trainer model will be used to create better staff awareness related to social/emotional development and is directly related to the key competencies.

Finally, YCS will continue with its district led Staff Wellness committee, who are tasked with raising awareness of the importance of being well in order to best serve students, and to create opportunities for staff to participate in non- work related activities. Again, this was cut short in 2019 - 2020 due to COVID and will have to align with current restrictions.

Integration of Language and Culture

The YCS Indigenous Language and Culture program continues to be a priority for our schools. Each school has an ILE team committed to finding ways to integrate a whole school approach to Indigenous

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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' priority of providing rich literacy and numeracy instruction through collaborative and supportive programming focuses on a strengths-based model that includes the needs of all learners. Personalized and inclusive education is promoted and fostered through student-centered learning which provides voice and choice while integrating universal design for learning strategies using a pyramid of support. Inclusive classrooms, programs, and specialized supports are an area of strength for YCS and continues to be considered in all areas of learning.

Integration of Key Competencies

YCS continues to focus on key competencies as part of our teaching and learning through curriculum compacting, essential learnings, 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 *(if applicable)*
% of regional priorities and goals that align with the 5 Shared Priorities.	100%		
% of teachers involved in professional development and collaboration in technology integration and 21st century learning models	100%		
% of all classroom teachers involved in professional development and collaboration in literacy and numeracy learning	100%		
% of teachers involved in spiritual and cultural experiences and opportunities for learning	100%		
% of teachers involved in Student Wellness professional development and collaboration	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

A. 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.

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

Regional approach to **School Improvement Planning** and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.	School Improvement Plans will be aligned with regional priorities and departmental priorities. The approach that will be used is as follows: ● Regional priorities will be set ● School leadership teams in conjunction with their School Instructional Leadership Teams will develop a draft SIP ● Draft will be shared with school staff for feedback ● Draft will be presented at a Parent Advisory Committee meeting for feedback ● Plan adjusted according to input from staff and parents ● Final plan submitted to Superintendent by November 1st SIP will be adjusted as needed due to COVID19 restrictions and/or potential impacts on school operations.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			

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

B. *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.

Regional approach to the completion of **Annual School Reviews**, including any specific information related to the COVID-19 pandemic.	YCS will establish a process for annual school reviews. One school will be reviewed each year. Areas of focus for the review will include both district and departmental mandates and learning outcome, as well as student, staff, and parent satisfaction with delivery of learning. Formal review will take place in early spring to collect stakeholder feedback. Analysis of learning outcomes ad data related to achievement will follow an ongoing process. Monthly individual sessions are held with each school administration team to discuss school initiatives, progress, and next steps. These meetings include discussions and feedback as focal points for school improvement goal meeting. School Improvement Plans and school review meetings will include COVID19 response concerns, including impact on curriculum delivery and additional time required to meet the recommendations throughout the day.

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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in the region for which Annual Reviews are completed.	33%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

C. Staff Evaluations

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

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

Regional approach to the completion of **Staff Evaluations**, including any specific information related to the COVID-19 pandemic.	Teaching and administrative staff are evaluated every five years, as per the collective agreement. Teachers are evaluated by school administration. A new performance tool has been implemented 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.

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	Completed performance tools are provided to the Superintendent for review and filing. YCS will be exploring a new evaluation tool for administration this school year.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	45		
Number of principals and assistant principals formally evaluated in the school year.	3		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	2		
Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

D. Regional Training and In-Service

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

The following tables detail the region's training and in-service plan, the relevance of the

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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.	One full-day on Return to School with COVID19; pandemic coverage plan, school closures, YCS Exposure Control Plan, remote learning, isolation rooms, screening, emergency response plans. Student Wellness and Student Agency will continue to be a focus for our collaborative time. We will be working with Holly Clark on Student Agency, Leyton Schnellert on literacy development, Jodi Carrington on Student Wellness, Cale Birk on leadership development and visible outcomes, and EdTechTeam for technology integration, on professional development days and through our SSI projects. This will be done virtually due to COVID19 restrictions which will require us to deliver it in a slightly different format and platform than usual. In addition we will be working with our ILE team as well as the ILES through ECE to continue to provide culture-based development and learning. In support of our faith-based learning priority all schools will provide a one-day staff retreat to support our faith-based and spiritual growth. Teachers will work collaboratively to plan, execute and participate in school and district liturgies. New staff will participate in Faith Formation sessions, either in-person or virtually as needed, and PD offered for new curriculum as well as ongoing support for integrating spiritual components into lessons will take place.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on shared priorities	100%		
Number of administration days dedicated to training and in-service.	2		

% of collaborative STIP time dedicated to regional priorities	100%		
Number of schools which implemented STIP as per the Ministerial Directive	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

E. 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 *(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	2.0 Literacy Support Teachers in the schools rather than Literacy Coordinator at Central Office		

* 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.

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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, including any specific information related to the COVID-19 pandemic.	Yellowknife Catholic Schools does not have a Literacy Coordinator. Our Assistant Superintendent of Learning is responsible for this area. At the school level we have put in place Literacy Support Teachers. The Literacy Coordinator funding is being used to support .5 of the two teaching positions. Two positions at ESJS (one English, one French), one position at WCS. The purpose of the Literacy Teacher is to work with small groups of students on literacy intervention strategies and to assist teachers in putting strategies in place in their classroom with the goal of increasing literacy development for all students. Our preparation work for our 2020 -2021 literacy plan was interrupted by COVID19. It will be completed virtually. Similarly, the PD that supports the literacy plan will be conducted virtually.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for variance** *(if applicable)*
Regional Literacy Action Plan in place for the school year. *(Yes or No)*	Yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

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F. Healthy Food for Learning

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

The following tables detail the 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.

Relevance of **the Healthy Foods for Learning program** to regional priorities and strategies for program implementation, including any specific information related to the COVID-19 pandemic.	YCS recognizes the literature that identifies the substantial negative behavioral, emotional/social and academic impacts of food insecurities. Further, YCS' focus on self- regulation for the last five years highlights the need to address the biological needs of all children for them to be successful in school. For these reasons all three schools have put provisions in place to ensure that no student goes hungry. In addition to breakfast, lunch and snack programs, which follow Canada's Food Guide, healthy food awareness campaigns are in place in each school. COVID19 placed a huge strain on our ability to meet our student food requirements and YCS had to access outside grants to meet these needs. On average, up to 50 families were supported each week with grocery cards, and others received hampers on an as needed basis. YCS also responded to numerous parent requests for food support.

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			

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

School Name	Type of food program(s) offered in each school *(Breakfast, Lunch, Snack, etc.)*	Days per week program is offered in each school *(Monday – Friday)*	Average number of children / youth served daily	Criteria for participation *(Low income, fee, Everyone welcome, etc.)*	Was the program delivered as planned? *(Yes/No)*	If No, why not?
ESJS	Breakfast, lunch, snack	5	78	Everyone welcome		
WCS	Breakfast, lunch, snack	5	60	Everyone welcome		
ESPHS	Breakfast, lunch, snack	5	200	Everyone Welcome		
TOTAL		5	338			

G. *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.

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	YCS' SSI projects are multi- year projects, with varying end dates. Although the main focus of the projects will continue to be the same, some revisions are necessary for 2020 - 2021. This is in part due to COVID related restrictions.
SSI Project Proposal Summary	SSI Projects for YCS will include a focus on: - Building Collaborative Student Agency Teams - Building Collaborative Student Wellness Teams - Numeracy Support - Literacy Support - Compacting the Curriculum for Essential Learning (High School) - Empowering Courageous Leadership (Administration, Teachers, Students)

SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of teaching staff from across the region that participate in SSI PD activities.	100%		
% of support staff from across the region that participate in SSI PD activities.	0%		
Areas of Strength			
Areas for Development			
Additional Comments			

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Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? *(Yes/No)*	If No, why not?
Student Agency	Year 2 - 2020 - 2021		
Student Wellness	Year 2 - 2020 - 2021		
Numeracy Support	Year 2 - 2020 -2021		
Literacy Support	Year 1 - 2020 -2021		
Compacting the Curriculum	Year 2 - 2020 - 2021		
Empowering Courageous Leadership (Admin; Students & Staff)	Year 3 - 2020 2021		

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:

2020-2021	2021-2022	2022-2023
BDEC SSDEC	CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	

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. 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.	Each of our schools are mandated to provide healthy relationship programming. This is done through our Religion program, Health program and other specific research based programs. In addition to staff training on restorative circles, self-regulation and Dr Jody Carrington's approach to the promotion of healthy relationships in schools, YCS is working with Panorama to identify student needs. Further YCS will be piloting the Ruler program in schools.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of schools with JK-3 students offering WITS.	50%		
% of schools with grade 4-6 students offering LEADS.	50%		
% of schools with grade 7-9 students offering the Fourth R.	100%		

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% of schools with grade 10-11 students offering HRPP.	100%			
Areas of Strength for the region				
Areas for Development for the region				
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.				

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance *(if applicable)*
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4thR, and HRPP, and the grades they are being used in (*if applicable*).	ESJS	WITS, LEADS, Second Step		
	WCS	Restorative Practices (Whole school), 4th R in Grade 7		
	ESPHS	4th R, HRPP, TAMI, Jack Chapter, L.I.F.E (Lived Inclusion for Everyone)		

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

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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 Tłıchǫ)*	Type of SL program *(core, immersion, intensive)*	Grades of SL program *(per program type)*	% of students enrolled *(per program type)*	Frequency of SL Program *(min/week)*	Actual Frequency of SL Program *(min/week)*	Explanation for difference *(if applicable)*
ESJS	French	Immersion	JK-7	56%	75-100% dependent on grade level		
	French	Core	1-7 No SL for JK	37%	120		
WCS	French	Immersion	JK,K, 6,7	17%	JK - 50% K - 100% 6/7- 80%		
	French	Core	1-7 No SL for JK	34%	120		
	Wiilideh Yati	Core	JK -7	45%	120		
ESPHS	French	Immersion	8-12	25%	50-80% dependent on grade level and student course selection		

	French	Core	8-12 (10-12 Choose SL)	40%	120	
	Willideh Yati	Core	8-12 (10-12 Choose SL)	19%	120	

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

2. Inclusive Schooling

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

A. *Regional Inclusive Schooling Coordinators*

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

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

Allocated *(PY)*	Budgeted *(PY)*	Explanation for Difference *(if applicable)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
1.0	1.0			

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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)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
ESJS	3.25	4	Based on size of school and dual track school (English and French)		
WCS	2.97	2	Based on student population and additional supports in place		
ESPHS	3.25	3.5	Rounded off to 3.5 - as .25 PST is not efficient.		
TOTAL	9.47	9.5	Rounded it to 9.5 positions		

C. *Support Assistants*

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

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

School Name	Allocated *(PY)*	Budgeted *(PY)*	Explanation for Difference *(if applicable)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
ESJS	22.86	11			

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WCS		7			
ESPHS		4			
TOTAL	22.86		Rounded off to 22 and maintained the .86 for in-take emergencies		

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	1.0	1.0			
Support Assistants	1.0	1.0			
TOTAL	2.0	2.0			

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)*
$16,000	$ 16,000			

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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)*
$84,271	$84,271			

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

Type of Training	Audience Intended *(PSTs / Educators / Support Assistants / Principals)*	Planned Topic	Planned Date & Location	Was the training held as planned? *(Yes/No)*	If No, why not?
Tier 1, 2, 3 Behaviour Supports	All Staff	Support for Students with Autism, District, School/Classwide Behaviour Supports YCS Pyramid of Supports Development	**ZOOM** (in person when possible) **Robyn Combres** September - June		
Self Regulation	All Staff	Foundations 1-4 SR Framework	Online TMC District		

		Book Study Topics by District YCS SR Facilitator	workshops Sept-June **Liz Baile**		
Understanding the needs of students with Visual Impairment CNIB	ESJ Staff	Awareness Relationship Strategies Instructional Strategies	**ZOOM** August-June **Sandy Summers Deb Bignell**		
Collaborative Planning in Inclusive Schooling	PSTs/ Grade 8&9 teachers and select teachers from K-7	Lesson Study on how to meet the Diverse Learners through IBL, UDL, Student Autonomy and Pedagogy	**ZOOM** Oct. 15 Nov. 26 Feb. 26 April 15 May 23 **Leyton Schnellert**		
IEP/SSP	PSTs Elementary Staff	Teacher Skill Development in UDL and IEP and Assessment	**ZOOM** Sept. 11 Oct 19 Feb 26 May 15 **Shelley Moore**		
RISC Training		SIVA/NVCI Toilet Training CA Orientations CA/Teacher SR Self Care Instructional Planning Behaviour Plans PST Role/Resp UDL	In Person YCS Schools By RISC various formats Contractors by Zoom **Liz Baile**		

FASD	ALL Staff	Consultation/PD Instructional Social Emotional Peer Strategies Life Skills	ZOOM In Person **Stacey Thurman** Sept-June		
Assistive Technology	All Staff	PD District Menu of AT	Online In Person October January May October		
	PSTs	Closing the GAP	**Trent Hamm TBA**		

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.	Staff will be provided a number of training opportunities. PST/Teacher Collaborative Teamwork **Year 3 with Dr. Schnellert Collaboration and Pedagogy as PSTS and Teachers.** Instructional design for diverse learners will be a continued focus for Dr. Schnellert virtually. The cohort will continue going deeper in designing and collaborating as a pairs, triads, school teams and a district CT. Lesson study format will continue as it has yielded very positive and observable results from and for classroom teachers growth mindset.

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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference *(if applicable)*
% of educators that have been trained on developing and implementing IEPs this year.	**100%**		
% of educators that have been trained on developing and implementing SSPs this year.	**100%**		
% of educators that have been trained on the use of flexible strategies this year.	**100%**		
% of educators that have been trained on the School-based Support Team process this year.	**100%**		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	**100%**		
% of Support Assistants who have been trained on Inclusive Schooling this year.	**100%**		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	**100%**		
% of educators that have been trained on Assistive Technology this year.	**100%**		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.			

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which

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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	Reason for the Service	School(s) impacted by Service	Length of Contract	Total *($)*
Robyn Combres	Autism Consultant	Student Programming Parent Support	All	Continuing	15,000
Renfrew Educational Services	Cerebral Palsy Low Incidence Disability	Student Programming	ESJ, WCS	Continuing	5, 000
CNIB	Visual Impairment	Student Programming	ESJ	Continuing	NA
PREPP	Downs Syndrome	Student Programming	ESJ	Beginning	NA
Merril Dean	Assessment	Student Programming	District	As required	NA
Shelley Moore	IEP/SSP Development Staff IS PD	Staff PD	District	Continuing	30,000
Dr. Leyton Schnellert	Instructional and Collaborative Mentorship Tier ⅔ Student Learning (Lit)	PST PD Teacher PD	District	Continuing	15,000
TBA pending	Oral Communication	JK-1	ESJ/WCS	TBA	10,000

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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	Total Over / Under Allocation *($)*
$83,630		IPads	
		FM Systems	
		COVID Wind Shields	

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)*	Actual *($)*	Explanation for Difference *(if applicable)*
ESJS					
WCS	$79,624	$79,624	Allocate total across the district to be spent according to need		
ESPHS					
TOTAL	$79,624	$79, 624			

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, including any specific information related to the COVID-19 pandemic.	Relationships are strengthened between staff and PSTs by having instructional mentors and guided work time to plan, design effective IEPs, SSPs and UDL support in person and online.
	YCS continues its work with teachers and families to focus on strengths and competencies rather than a clinical approach. The RISC , Elementary School PSTs and teachers have identified IEP/SSP as a continued priority in redesigning them to reflect a richer instructional classroom community learning lens in each part of the school. What does this competency based goal look like in this part of the school environment in teacher language? This is a continuation of our work with Shelley Moore. The RISC will continue to lead PSTs on working on the revised NT Pilot IEP and focus of this component.
	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. YCS will continue to make a concerted effort for ZOOM/teleconference from all necessary participants. Meetings on a range of issues to assist their families during COVID will ensure support alignment. Multidisciplinary ZOOM meetings will continue to ensure all supports are aligned or advocated for families in the new year.
	District PSTs/RISC continually work on improving and creating effective tools to ensure a coordinated approach with health professionals and experts to ensure alignment of resources. Due to COVID meetings will increase in frequency.
	Teacher skill development on IS will be reviewed and an increased planning will be activated this year for specific IEP students with Shelley Moore.
	PSTs use effective IS processes with teachers that assists students in accessing curriculum. (RWG, UDL, Self Regulation and competencies learning - I CAN

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	statements with multiple means of access points to curriculum) YCS will continue to gather evidence of learning. COVID has changed some types of evidence of learning and expectations. This will be reviewed at PSTs meeting to ensure alignment and adjust goals if need be and for authentic reporting. Specialists are coordinated throughout the year to support staff with instructional strategies and special need techniques for effective IEP/SSP programming and UDL planning. We will be monitoring the effectiveness and benefits of online support. The following practices are in place to review and align resource allocation for students: ● Class reviews ● SBST meetings ● PST/RISC meetings ● RISC and Admin meetings ● Feedback and assessment reviews

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	100%		
Number of students not able to participate in the Common Learning Environment in their home community.	0% Due to COVID19 we are unable to determine		

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	this at this time		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%		
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	0% Due to COVID19 we are unable to determine this at this time		
Number of times per month that the RISC meets with PSTs via video/phone conference?	As needed		
Number of times per year that the RISC meet with the PSTs in person	1/month as needed		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

I. Flexible Instructional Strategies

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

The following table details the region's approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, and includes regional performance

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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.	School staff have an understanding of UDL by participating in PD opportunities and guided planning time: Literacy Daily 5, Math Daily 3, RWG, IBL. Principals lead schools with an IS lens and are supported by accessing IS resources, PD opportunities for staff and allocated IS funds. Principals will be working closer with PSTs on IEP and SSP on how to understand and ensure a revised accountability this year under the conditions of COVID and remote learning. Principals will also be involved in discussions of what UDL strategies and how it relates to SSP, IEPs and under COVID environment conditions and remote learning. Assistive technology in the classrooms is understood but not realized for all learners. PSTs and other staff will continue to work in this area. PSTs will have access to online training this year.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers who receive support through equitable scheduled time with PST.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100%		
% of classroom teachers who will meet with the PST at least once a month.	100%		
% of support assistants who will meet with PST at least once a month.	100%		

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% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%		
% of schools that have a fair process for equitable access to extracurricular activities.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

J. School-based Support Team

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

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

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.	● Principals set up specific team times in the school timetables. ● Ensure staff refers students to the team. ● Principals meet with PSTs on a regular basis to move programming forward.

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	• Superintendent ensures Principals are committed to SBST time • Principals work with PSTs to ensure team referrals, minutes and follow through are completed in a timely fashion. • RISC provides support to SBST 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 • ZOOM Meeting/Emails and Conference calls with parents take place to information share team meeting actions plans.	

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%		
% of teachers accessing the SBST	100%		
% of schools that are using referral forms to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
% of SBST meetings that focus on developing strategies to support classroom teachers (can this or the ones below be planned for or have targets set?)	100%		
% of SBST meetings that focus on solving specific problems	100%		
% of SBST meetings that address systemic issues in the school	100%		
Areas of Strength for the region			

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

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	45 mins per 6 day cycle		
	ESPHS	Once a week 1 period		
	WCS	3/month (70 min)		

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.	● YCS IEP/SSP processes are standardized across the district. ● RISC and new PSTs will work together on skill development and mentorship. ● PSTs/RISC are in constant dialogue and refining processes over the year to ensure SSPs, IEP reflect what is essential and transferable to the classroom, so teachers can activate them accordingly.

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	● Specific transitional years and protocols are established and ensure smooth transitions. ● Parents experience support and input when they are included in assessment meetings, IEP/SSP program planning, review periods and decision-making. ● Comprehensive Person Centered Planning, transition mapping will happen 4-5 times over the course of schooling with SBST members, RISC and other caregivers. (COVID dependent) ● Priority is piloting a new IEP process that parents, teachers feel is easier to understand. ● COVID accommodations are in place for all students on IEPs. ● Parents who have students on IEPs/SPP are provided ZOOM/Google Meet access for a range of programming discussion needs according to reg. school year parent reporting timelines and when needed. ● Staff are providing revised programming during Remote Learning/COVID based on each students' context and accessibility. ● RISC has increased participation in IEP/SSP and Parent planning during COVID19 conditions. ● PSTs will be training on blending learning/IEPs with Shelley Moore.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers completing SSPs for student requiring them in consultation with parents.	100%		
% of teachers completing IEPs for student requiring them in consultation with parents.	100%		
% of parents participating in developing SSPs for those students requiring them.	100%		
% of parents participating in developing IEPs for those students requiring them.	100%		

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% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:
- a minimum of 60% of the PST's time should be devoted to **teacher support activities**
- no more than 25% of the PST's time should be spend working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.	● The RISC and PSTs meet regularly to review time management, design ways to problem solve and work with principals to ensure effectiveness. ● RISC has a goal for each PST in their skill development ● RISC mentors each new PST on the standards of practice ● RISC has developed a PD/mentorship plan with the admin where 3 new PSTs will be working in the new year. ● New PSTs will experience PST Mentorship from PSTs and RISC

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	● The RISC assists PSTs to design checklists and tools that will streamline and align the different duties and expectations. ● The PSTs share their experiences as a collaborative team of how to best use their ability to maintain the priority use targets. ● PSTs are required to do a joint book study with the RISC to move the role forward and evolve. ● PSTS set yearly priorities with the RISC on where they need further development. ● Elem administrators will be required to join 3 half days with PSTs and RISC ● Highschool admin will attend all Zoom meetings with PSTs ● Tools are digital, updates and specific to the PST role. They are created, shared, reviewed and refined to help PSTs be efficient and confident in their time use. Tool creation is a collaborative process and is accessible to not only the PSTs but to the District Leadership Team.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

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1. 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)*
1.0	1.0		1.0	

B. Indigenous Language Instructors

Indigenous Language Instructors 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 Indigenous Language Instructors (PY funding) in place to provide classroom based Indigenous language instruction, and the explanation for any difference between each.

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School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
ESJS		1.6			
WCS	4.83	1.7			
ESPHS		1.53			
TOTAL	4.83	4.83			

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 Indigenous language Instructor positions.	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	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.
What plans do you have to recruit and train language teachers in the future?	We are looking to hire additional Language staff to replace our ILE Support staff member. We will also be looking at supporting staff who wish to participate in language courses.
What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?	We will feel the loss of Elders in the school to support our language program. The COVID-19 pandemic also influenced the decision of one of the ILE staff members to not return to YCS for the fall but rather return home to be close to and care for an elderly grandmother. We are also concerned with running our on-the-land camps and exposing our elder resource people to numerous students and teachers, despite it being outdoors.

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

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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)
ESJS		$27, 208				
WCS	$97,389	$35,856				
ESPHS		$34,324				
TOTAL	$97,389	$97,389				

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

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achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.	To build relationships with our Indigenous families and community we hope to organize many cultural activities at the school level for families to attend. 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. Although large assemblies will not be part of the return to schools in the fall, we will be encouraging our schools to include land acknowledgement as part of our virtual gatherings. We will be looking at ways to video Elders and teachings to share with our schools in a virtual format.

We will be planning our Indigenous Language and Culture camps with on the land activities with our YKDFN resource staff this year, keeping social distancing protocols in mind. The newsletters from the camps will be sent home, and shared on our website to connect our families with the learning and the experience of our students.

Should restrictions on large gatherings be lifted, we hope to resume our community building cultural experiences including the YCS Hand Games tournament, family sewing workshops, the tea and bannock family events following the culture camps, the Weledeh community feast and WCS jigging performances. |

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with an ILE Committee	100%		
% of schools with Elders hired for regular school programming, scheduled on a daily basis	100%		
% of schools hosting community gatherings rooted in local cultures	100%		

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency *(part-time or full-time)*	ESJS	Part-time, Event Specific		
	WCS	Part-time		
	ESPHS	Part-time, event specific		
Types of events/ projects involving cultural resource people per grade level	ESJS	● Culture Camp has four-five resource persons per grade per camp day ● Tent Frame programs as needed basis ● Options when regularly programmed matches one resource person to a Grade 6/7 group		

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	WCS	• Culture Camp has four-five resource persons per grade per camp day • Indigenous Language classes, has Elder support Jk-7 three days per week during regular programming • Genius Hour has one resource person with a small group of Grade 4-6 student • Tent Frame program one resource person as needed	
	ESPHS	• Culture Camp has four-five resource persons per grade for grade 8 and 9, plus Northern Studies classes per camp day	

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		● Tent frame activities as needed		
Type and frequency of school-community gatherings(family fun nights, feasts etc.) offered to build school-community relationships	ESJS	Website/Virtual Assemblies with Land Acknowledgement Fine Arts Night in May for families

Weekly Sewing workshop for parents and children held for six weeks held in Spring.

YCS Hand Games and Traditional Sport tournament scheduled for Feb. 2021 | | |
| | WCS | Website/Virtual Assemblies with Land Acknowledgement

Weekly Sewing workshop for parents and children held for six weeks held in Spring.

YCS Hand Games and Traditional Sport Tournament | | |

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		Scheduled for Feb 2021 Community Feast and Drum Dance		
	ESPHS	Website/Virtual Assemblies with Land Acknowledgement YCS Hand Games and Traditional Sport tournament Scheduled for February 2021		
# of ILE Plan goals met, not yet met or still in progress	ESJS	100%		
	WCS	100%		
	ESPHS	100%		
Type of Indigenous content visible within school within school and % of school used to display content. *(e.g. artifacts, Indigenous role models, Elders' wall, etc.)*	ESJS	100% of school content is visible in display cases, seasons board, Dene Law posters		
	WCS	100% of school has content visible in wall displays, glass etching, display cabinets, dene law posters, classroom displays,etc		

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	ESPHS	100% of the school Content visible in Display cases, seasons board, Dene Law posters		

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.

Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.	It is our goal to enhance educators' knowledge of Indigenous people and history on local, regional and national level. This includes exploring the history and impact of colonization, with an intention to bring an informed and critical perspective to our educational practices. To provide this training, we will be promoting appropriate Indigenous Education resources, updating our website, and communicating best practices for Indigenizing classrooms throughout the year. We are planning different PD Sessions for Educators to attend to promote learning. This will either be done through our Learning Together Tuesdays, or through a Google Meet, virtual format. We also hope to continue to have teachers attend small group/grade level training that is specific to their classroom programming, rather than a district-wide approach. We have found this to be more effective in regards to the teacher learning being transferred to the students in the classroom and through on the land activities.

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	Other training opportunities include the information on the Residential School system which is offered as part of the New 2 the North conference, held virtually this year. We will be promoting resources and supporting school activities for Orange shirt day this year as well.		

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools offering Indigenous language training and support to all staff members.	100%		
% of schools holding Teacher Cultural Orientation Days.	100%		
Type of Residential School Awareness Training provided and # of teachers/staff participating.	-Learning Together Tuesday session -Orange Shirt Day activities -Blanket Training exercise		
% of Indigenous language staff participating in *Our Languages* in-servicing, when offered.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	ESJS	100%		
	WCS	100%		
	ESPHS	100%		
Number of local resource people and type of involvement in Cultural Orientation activities.	ESJS	4 Resource People/Camp Specific PD Day, Additional Presenters when allowed		
	WCS	4 Resource People/Camp Specific PD Day Additional Presenters when allowed		
	ESPHS	4 Resource People/Camp Specific PD Day Additional Presenters when allowed		

F. *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

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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. (Required in 2021)	Our goals continue to be to: ● Infuse language throughout the whole school, thereby, increasing exposure ● Ensure all school staff have a role in the revitalization of language as well as becoming champions of the language In order to achieve our goals, the three schools in the district are committed to the learning and usage of the greetings in Wiliideh Yati. Staff practice their language at morning posts, in classrooms and on announcements. Additional work is being done in the translation of school prayers and signage, including the COVID rules. Additional language opportunities are provided in a variety of ways: through staff meetings, co-planning sessions with ILE Staff, PD opportunities for camp specific vocabulary, a combined effort with our Tech specialist to create videos, and building classroom resources.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		

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% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

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.	ESJS	● Signage ● Greeting/Phrases ● Morning Announcements ● Assemblies ● Liturgies ● Project/event specific		
	WCS	● Signage ● Greeting/Phrases - Staff ● Morning Announcements daily /Assemblies ● Project/event specific		
	ESPHS	● Signage		

		● Morning Announcements ● Assemblies ● Liturgies ● Greetings/phrases		

G. *Indigenizing Teaching & 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.

Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic. (required 2021)	Staff are exposed to a variety of learning opportunities to provide them the tools to engage in meaningful experiences with elders and respect traditional knowledge and to incorporate ways to Indigenize our schools and classrooms. This year, there will be a strong focus on Dene Kede in our classrooms. Due to limits on visitors and gatherings due to COVID, we must increase teacher confidence to use teaching materials and share with their classes with ILE Coordinator support. Co-teaching and collaborative opportunities will be increased to support teachers with their Dene Kede use. Schools are using 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. Focussing on the

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	individual in relationship to community is aligned with traditional teachings. To support our students in their spirituality and in finding a way of being, both Catholicism and Indigenous spirituality are honoured and respected in our schools. Liturgical celebrations, when they are permitted, include youth drummers leading prayers and students learning prayers in Wiliideh yati. At culture camps, students are taught by elders about the importance of feeding the fire and offering thanks to ancestors and Creator. We will encourage schools to Indigenize their prayer tables, as has been done by Ecole St. Patrick High School. As assemblies have moved to a virtual format, schools strive to include prayers in Wiliideh Yati, and visual representations of Indigenous spirituality.

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	100%		
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. *(e.g. holistic, relational, spiral and experiential)*	ESJS	• Land based spiral learning to build on prior understanding each year to increase skills • Collaborative Teaching using Dene Kede and elders teachings, with culture support staff, to incorporate in classroom culture and other curriculum areas		
	WCS	• Restorative Practices • Land based spiral learning to build on prior understanding each year to increase skills • Collaborative Teaching using Dene Kede and		

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		elders teachings, with culture support staff, to incorporate in classroom culture and other curriculum areas	
	ESPHS	• Land based spiral learning to build on prior understanding each year to increase skills • Collaborative Teaching using Dene Kede and elders teachings, with culture support staff, to incorporate in classroom culture and other curriculum areas	

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Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.	ESJS	• Unit activities to increase learning associated with on-the-land camps • Promote use of Indigenous experts in classrooms (eg. authors, traditional knowledge holders, etc) • Incorporating Wiliideh language or drumming into liturgies and prayer • Indigenizing displays, prayer tables, in our classrooms.		
	WCS	• Unit activities to increase learning associated with on-the-land camps • Promote use of Indigenous experts in classrooms (eg. authors, traditional		

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		knowledge holders, etc) ● Incorporating Wiliideh language or drumming into liturgies and prayer ● Indigenizing displays, prayer tables, in our classrooms.		
	ESPHS	● Unit activities to increase learning associated with on-the-land camps ● Promote use of Indigenous experts in classrooms (eg. authors, traditional knowledge holders, etc) ● Incorporating Wiliideh language or drumming into liturgies and prayer ● Indigenizing displays, prayer tables, in our classrooms.		

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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.

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. 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.	We work to Indigenize all curriculum through cultural enhancing activities. In order to support programming, a website has been created for teachers and families which includes suggestions for families to try at home,VR experiences, legends, and public resource documents are included. This year, there will be a strong focus on Dene Kede in our classrooms and due to limits on visitors and gatherings due to COVID, we must increase teacher confidence to use teaching materials and share with their classes with ILE Coordinator support. Co-teaching and collaborative opportunities will be increased to support teachers with their Dene Kede use. Each of our schools will have access to a cultural support staff member provided to work with teachers at strengthening curriculum connections and Indigenous language and culture. This will focus on using the Dene Kede as a guide and blending into all curricular areas. They will be part of a "push-in model" or "Co-teaching", where they can suggest, help develop resources and work with teachers and students to guide the permeation of Indigenous culture in all aspects of the curriculum and school culture.

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	Project based and Inquiry learning also provides an avenue for Indigenizing curriculum. Our elementary schools will continue to offer the Options program at ESJS and the Genius Hour project at Weledeh Catholic School. These individual passion projects allow students to explore authentic learning about passion projects, including culturally relevant topics.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	ESJS	Monthly PD offered in a variety of ways including: shared resources, teachers sharing promising practices, website, planning meetings, videos, PD		

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		Sessions, Camp experiences		
	WCS	Monthly PD offered in a variety of ways including: shared resources, teachers sharing promising practices,website, planning meetings, videos, PD Sessions, Camp experiences		
	ESPHS	Monthly PD offered in a variety of ways including: shared resources, teachers sharing promising practices, website, planning meetings, videos, PD Sessions		
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	ESJS	100%		
	WCS	100%		
	ESPHS	100%		
Type of **classroom based** activities that infuse Indigenous content into the curriculum including Dene Kede / Inuuqatigiit and other resources as required.	ESJS	-Use of resources including videos of Wiliideh language activities, Indigenous books, Wiliideh Language presentations connected to science units, legend stories, post camp activities, JK bin activities and the NWT Our Languages website -Use of the tent frame by classes as an alternate and		

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		Indigenous learning space -Encourage use of Project based learning to include learning experiences with Indigenous themes	
	WCS	-Prayers in Wiliideh Yati -Including Months, seasons, and days of the week in Wiliideh Yati in classrooms and posting as a visual in classrooms -When possible, inviting Elder Verna in classes to share legends and teachings -Best practices using Dene Kede to be shared during Common Planning or Early Thursday -Wolves on the land programming provided to classes -Encourage use of Project based learning to include learning experiences with Indigenous themes	
	ESPHS	-When possible, include resource people into classes to share traditional knowledge -Orange shirt day activities to teach all students about residential schools -Dene Law posters displayed in all classrooms	

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		-Tent frame used by Wildlife and Experiential Science -Creating a bank of activities to share Dene Kede activities and best practices for classes and making these practices more visible throughout the whole school		

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.

Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.	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. Students are taken on the land each year to learn new skills based on Dene Kede themes. These themes have been worked on with local elders on how they are age appropriate. At each cultural camp they are given challenges but also work on building on prior experiences and knowledge. Students are given opportunities to find their gifts in many ways on the land and then build on these. Due to Covid, our camps may look different this year and target different audiences. Each school has a cultural space on site that incorporates being in the city with land-based education. Wall tents were completed September 2019 and were implemented for all classes to access. Teachers are

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	supported in the use of the wall tents so that traditional teaching, and land-based education is combined into regular everyday teaching practices. When camp programs and on-the-land opportunities happen, videos and VR experiences will be created so that the knowledge and teachings can be shared with others virtually.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(If applicable)*
Type and frequency of relevant and authentic key cultural experiences occurring **on the land**, by grade level, and % of	ESJS	A camp day is planned for each class from JK-7 to have an on the land experience with		

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Indigenous language included in experience.		seasonally appropriate events. Language use is taught and encouraged throughout the day. (100%)		
	WCS	A camp day is planned for each class from JK-7 to have an on the land experience with seasonally appropriate events. Language use is taught and encouraged throughout the day. (100%)		
	ESPHS	Each class of Grade 8 and 9 students will participate in a one day of Waterways camp offered in Spring 2021. Language use is taught and encouraged throughout the day. (100%)		

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Type and frequency of relevant and authentic key cultural experiences occurring in the **classroom setting or school** by grade level and % of Indigenous language included in experience.	ESJS	Frequency: K-7 Weekly Types: ● Options Program (grade 6/7)offers students opportunity to select Indigenous activities based on their interests ● Culture Camps ● Guest speakers (virtual if not allowed in person) ● Use of on site Culture space using land based teachings ● JK Drumming presentation ● Legends used in classes	
	WCS	Frequency: JK-7 Weekly Types: ● Genius Hour Program offers students	

		opportunity to select Indigenous activities based on their interests ● Culture Camps ● Guest speakers (virtual if not allowed in person) ● Use of on site Culture space using land-based teachings ● JK Drumming presentations		
	ESPHS	Frequency: Weekly 8 -12 Types of Events: ● Culture Camps ● Guest speakers (virtual if not allowed in person) ● Use of on site Culture space using land based teachings		

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		• Use of legends and traditional knowledge in classes		
% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.	ESJS	100%		
	WCS	100%		
	ESPHS	100%		

J. Strengthening Indigenous Language Instruction

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	To extend Wiliideh Yati language programming as it is a central part of culture and identity, through resource and professional development to deliver the Our Languages curriculum.

any specific information related to the COVID-19 pandemic.	We will continue to work on translating resources to make books and activities for our district and region in Wiliideh Yati as well as to promote the GNWT OLC resources that are available. Teachers will be supported with a push-in model to incorporate Indigenous language in the classroom. We work to value and infuse meaningful experiences and teaching of elders into school programming. When we can return to regular programming, we will have had an elder in the class at our core language schools, 3 times a week to encourage students hearing language between adults in a conversational manner, and to provide students the opportunity to interact in language with another Wiliideh speaker. Due to COVID restrictions, we will be working with our Elder to capture more language on videos to help with teaching Indigenous language. The staff of WCS and ESJS worked on some language teaching videos last spring which will be finished this year to support lessons in Indigenous classrooms. We will be supporting our Indigenous Language instructor to access any training that will be offered this year to support her professional development.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(If applicable)*
% of schools offering core language programming using OLC	100%		
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	100% ● Push in model, collaborative teaching of language		

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	● Mentorship opportunities		
Type of Indigenous language resources being developed to support OLC.	● Books/Graphic Novels ● Language games ● Songs ● Translations ● Prayers ● Website resources		
Number of staff receiving training and support for development of Indigenous language resources.	3.5		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. 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	$43,870	43,870				

L. Teaching and Learning Centres (TLCs)

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum through the TLC, 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 the Our Languages curriculum through the TLC.	Wiliideh Yati programming at YCS continues to be a priority for our region. We are hiring an additional Indigenous Language Instructor to increase the availability of language instruction. All three schools in our district will have access to an Indigneous Language Instructor for support with their programs. Additionally, all teachers are encouraged to use the resources created to support the Our Languages curriculum including the Our Languages website. Lessons are being created and shared to encourage language learning in a Google Slide presentation at Weledeh School with whole classes, and not just the students enrolled in Wiliideh Yati. The Indigenous Language Instructors will be supported to attend the sessions offered by ECE and given opportunities to work collaboratively to develop lessons and units aligned with the OLC curriculum. Unfortunately, due to COVID safety requirements, our Elder will not be in the schools. We have included our Elders as part of our Camp experience and are collaborating with our Technology Specialist to record the Wiliideh Yati language sessions to create video and VR lessons to extend the learning beyond the camp experience.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference

Type of Indigenous language resources being developed to support OLC.	-Recordings of Elders and Language Instructors so that Wiliideh Language can be used in all classrooms -Google slide lessons created at Weledeh for language instruction -Translation of signage for COVID safety rules -Translation of our school prayers		
Number of staff receiving training and support for development of Indigenous language resources.	4		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment
Council/District Approved 2020-2021 Budget

	2020-2021 Budget	2019-2020 Approved Budget	2019-2020 Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	20,163,605	19,293,309	19,624,178
Indigenous Languages Contributions	0	0	0
French Language Contributions	280,500	282,500	303,500
ECE Other Contributions	151,650	0	147,260
Sub-Total ECE	**20,595,755**	**19,575,809**	**20,074,938**
GNWT Other Contributions	0	0	100,442
Total GNWT	**20,595,755**	**19,575,809**	**20,175,380**
Federal Government Jordan's Principle	**2,291,251**	**1,458,000**	**1,607,452**
Federal Government Other	**0**	**0**	**0**
Property Tax Requisitioned	**4,494,000**	**4,444,000**	**4,472,210**
Other Education Bodies	**75,000**	**75,000**	**130,650**
Education Body Generated Funds			
Rentals	180,000	180,000	174,319
School Fees	0	0	150,282
Investment Income	60,000	60,000	133,678
Donations	0	0	44,420
Other	151,000	296,000	502,220
Total Generated Funds	**391,000**	**536,000**	**1,004,919**
TOTAL REVENUES	27,847,006	26,088,809	27,390,611
EXPENSES			
Administration (see Schedule 2)	**1,910,740**	**1,795,694**	**1,405,451**
School Programs (see Schedule 2)	**16,520,768**	**16,207,506**	**15,492,749**
Operations and maintenance (see Schedule 2)	**2,345,575**	**2,323,266**	**2,343,283**
Inclusive Schooling (see Schedules 2&3)	**4,019,793**	**4,292,449**	**4,215,675**
Indigenous Languages and Education (see Schedules 2 & 4)	**750,879**	**735,845**	**769,754**
Jordan's Principle	**2,299,251**	**1,458,000**	**1,607,452**
Student/Staff Accomodations (see Schedule 2)	**0**	**0**	**0**
Debt Service	**15,000**	**6,843**	**10,884**
Other	**0**	**0**	**0**
Sub-Total Expenses Before Amortization	**27,862,006**	**26,819,603**	**25,845,248**
Amortization	**1,600,000**	**1,600,000**	**1,659,314**
TOTAL EXPENSES	**29,462,006**	**28,419,603**	**27,504,562**
ANNUAL OPERATING SURPLUS (DEFICIT)	**-1,615,000**	**-2,330,794**	**-113,951**
ACCUMULATED SURPLUS (DEFICIT) OPEN *	**41,554,910**	**40,980,131**	**41,668,861**
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	**39,939,910**	**38,649,337**	**41,554,910**
Accumulated Surplus (Deficit) Close consists of:			
Operating Fund Surplus	2,128,391	601,045	3,743,391
Investment in Tangible Capital Assets	37,811,519	38,048,292	37,811,519

Department of Education, Culture & Employment
Council Approved 2020-2021 Budget

Yellowknife Catholic Schools
Consolidated Expenses - (Schedule 2)
Annual Budget

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/ Cultural Programs	Student/Staff Accommodation	Total
SALARIES							
Teachers' Salaries		10,300,174					**10,300,174**
Regional Coordinators (RISC/RILE)				236,234	219,261		**455,495**
Program Support Teachers				1,179,871			**1,179,871**
Wellness Counsellors							**0**
Support Assistants		359,490		1,427,696			**1,787,186**
Indigenous Language Instruction					133,295		**133,295**
Cultural Resource Staff					155,126		**155,126**
Elders in Schools					30,000		**30,000**
Non Instructional Staff	860,238	639,074	294,220				**1,793,532**
Board/Trustee Honoraria	70,500						**70,500**
EMPLOYEE BENEFITS							
Employee Benefits/Allowances	230,302	3,521,975	79,905	970,108	156,614		**4,958,904**
Leave And Termination Benefits	450,000						**450,000**
STAFF DEVELOPMENT (Including Travel)	15,100	136,037	1,950	6,000			**159,087**
SERVICES PURCHASED/CONTRACTED							
Professional/Technical Services	85,500	9,000	730,000	168,712	6,883		**1,000,095**
Postage/Communication	20,100	7,000	7,000				**34,100**
Utilities							**0**
Heating			325,000				**325,000**
Electricity			435,000				**435,000**
Water/Sewage			114,500				**114,500**
Travel	29,500	5,000					**34,500**
Student Transportation (Busing)		430,000		5,000	13,000		**448,000**
Advertising/Printing/Publishing	49,500	5,500			7,500		**62,500**
Maintenance/Repair	1,000		335,000				**336,000**
Rentals/Leases	4,000	2,000					**6,000**
Other Contracted Services	62,000	485,500	15,000				**562,500**
MATERIALS/SUPPLIES/FREIGHT							
Assistive Technology				10,000			**10,000**
Materials	33,000	620,018	8,000	16,172	29,200		**706,390**
Freight							**0**
DEBT EERVICE							**0**
OTHER							**0**
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,910,740	16,520,768	2,345,575	4,019,793	750,879	0	**25,547,755**
AMORTIZATION							**0**
TOTAL	**1,910,740**	**16,520,768**	**2,345,575**	**4,019,793**	**750,879**	**0**	**25,547,755**

Department of Education, Culture & Employment
Council Approved 2020-2021 Budget

Yellowknife Catholic Schools
Inclusive Schooling - (Schedule 3)
Annual Budget

	General Inclusive Schooling	Magnet Facilities	Total
SALARIES			
Regional Coordinators	126,717	109,517	**236,234**
Program Support Teachers	1,179,871		**1,179,871**
Wellness Counsellors			**0**
Support Assistants	1,342,767	84,929	**1,427,696**
EMPLOYEE BENEFITS			
Employee Benefits/Allowances	916,073	54,035	**970,108**
STAFF DEVELOPMENT (Including Travel)	6,000		**6,000**
SERVICES PURCHASED/CONTRACTED			
Professional/Technical Services	168,712		**168,712**
Student Transportation (Busing)*	5,000		**5,000**
Other Contracted Services			**0**
MATERIALS/SUPPLIES/FREIGHT			
Assistive Technology	10,000		**10,000**
Materials	12,000	4,172	**16,172**
Freight			**0**
TOTAL	**3,767,140**	**252,653**	**4,019,793**

*See guidelines related to Inclusive Schooling student transportation

Department of Education, Culture & Employment
Council Approved 2020-2021 Budget

Yellowknife Catholic Schools
Indigenous Languages and Education - (Schedule 4)
Annual Budget

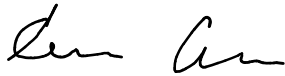|	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional ILE Coordinators	219,261			**219,261**
Indigenous Language Instruction	107,017	26,278		**133,295**
Cultural Resource Staff	125,630		29,496	**155,126**
Elders in Schools	30,000			**30,000**
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	142,671	6,569	7,374	**156,614**
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services	5,882	1,001		**6,883**
Travel				**0**
Student Transportation (Busing)*	13,000			**13,000**
Advertising/Printing/Publishing		7,500		**7,500**
Rentals/Leases				**0**
Other Contracted Services				**0**
MATERIALS/SUPPLIES/FREIGHT				
Materials	18,100	4,100	7,000	**29,200**
Freight				**0**
TOTAL	**661,561**	**45,448**	**43,870**	**750,879**

Department of Education, Culture & Employment
Council Approved 2020-2021 Budget

Yellowknife Catholic Schools
Approved Person Years - (Schedule 5)
Annual Budget

	Person Years
Administration Staff	7.00
Territorial Schools:	
Teachers	84.20
Consultants	2.50
Classroom Assistants	0.00
Secretaries	5.75
Custodians	3.00
School Community Counsellors	
Other - Specify	
Junior Kindergarten	10.00
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	9.50
Wellness Counsellors	0.00
Support Assistants	23.00
Other - Specify	
TTC Staff	2.00
Support Assistants - Jordan's Principle	25.00
Teachers - Jordan's Principle	1.00
Indigenous Languages and Education:	
Regional Coordinator	2.00
Indigenous Languages Instruction Staff	1.50
Other - Specify	
Total Person Years	177.45

Approvals

Operating Plan

_____
Education Body Chair

10/9/2020
_____
Date

_____
Superintendent

October 9, 2020
_____
Date

Annual Report

_____
Education Body Chair

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Date

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Superintendent

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Date

Government of   Gouvernement des
Northwest Territories   Territoires du Nord-Ouest

Education Accountability Framework

Yellowknife Education District No. 1

Operating Plan

For the 2020-21 School Year

Cadre de responsabilisation en éducation

Administration scolaire de district nᵒ 1 de Yellowknife

Plan de fonctionnement

Année scolaire 2020-2021

Operating Plan - Executive Summary

Yellowknife Education District No. 1'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 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, including any specific information related to the COVID-19 pandemic:

As a continuation of the previous year's planning, Yellowknife Education District No. 1 (YK1) has set educational priorities and goals for 2012-2021 based on three pillars that incorporate Education, Culture and Employment policies and directives, including Inclusive Schooling and Indigenous Languages and Education, as well as YK1 strategic priorities. Also, included in our planned goals and targets are the five priorities articulated by ECE; Student achievement in Literacy and Numeracy, Language and Culture, Student & Educator Wellness, Personalized and Inclusive Education, and Key Competencies.

YK1 strategic priorities are as follows:
1. To ensure all students reach their highest level of learning
2. To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner
3. To ensure all students and staff are engaged in Indigenous Languages, perspectives, and culture-based education
4. To ensure students engage in healthy lifestyles and respectful, caring relationships

The three pillars are as follows:
Inclusive Pedagogies, Indigenizing our Practices, and **Social Emotional Learning (SEL), Wellness, and Key Competencies**

The following chart highlights planned goals and foci for 2020-2021. All professional development will align with the identified pillars.

NOTE: It should be noted that given the interruption of the past school year due to the COVID-19 pandemic, and the nature of goals that are developed to span years, the plans for YK1 in 2020-2021 are not changing significantly. Some new initiatives are being added and others tweaked but many are ongoing.
*indicates a new initiative for 2020-2021 Educational Goals

YK1 2020-2021 EDUCATIONAL GOALS

Inclusive Pedagogies		Indigenizing Our Practices		Social Emotional Learning (SEL), Wellness & Key Competencies	
Strategic Priority #1	**Strategic Priority #2**	**Strategic Priority #1**	**Strategic Priority #3**	**Strategic Priority #2**	**Strategic Priority #4**
Math/Science/ *Early Literacy Foci EN/FR	Teaching to Diversity using flexible instructional practices	Literacy Action Plan EN/FR -resources -integration	ILE classes	Safe School Plans	Responding to MDI results at district and school levels
Responding to EDI results at district/school levels	Collaborative writing of responsive SSPs/IEPs	Cross-curricular planning and integration of *Dene Kede*	Indigenizing environments	Behaviour Plans	Continue updating YK1 Procedures
Research-based instructional practices in EN/FR programs	Supporting teacher practices (60%)	*Changing Results for Northern Learners	Elders and Knowledge Keepers	Use of outside professionals to support SEL and Self-Regulation	Programs e.g. 4th R, Skillstreaming
Technology Integration to support teaching and learning	Supporting complex needs in the classroom setting		Cultural Experiences		Supporting diversity e.g. Gay Straight Alliance (GSA)
Assessment to Instruction	Assistive technology		ILE Committees at each school		Programming e.g. Physical activity/Arts
Literacy Action Plan to include: EN/FR -literacy in all the disciplines including Math/Science -research-based practices that					Relationship focused classrooms

support all learners					
					*Growth as a Learner documentation Grades 1-8

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

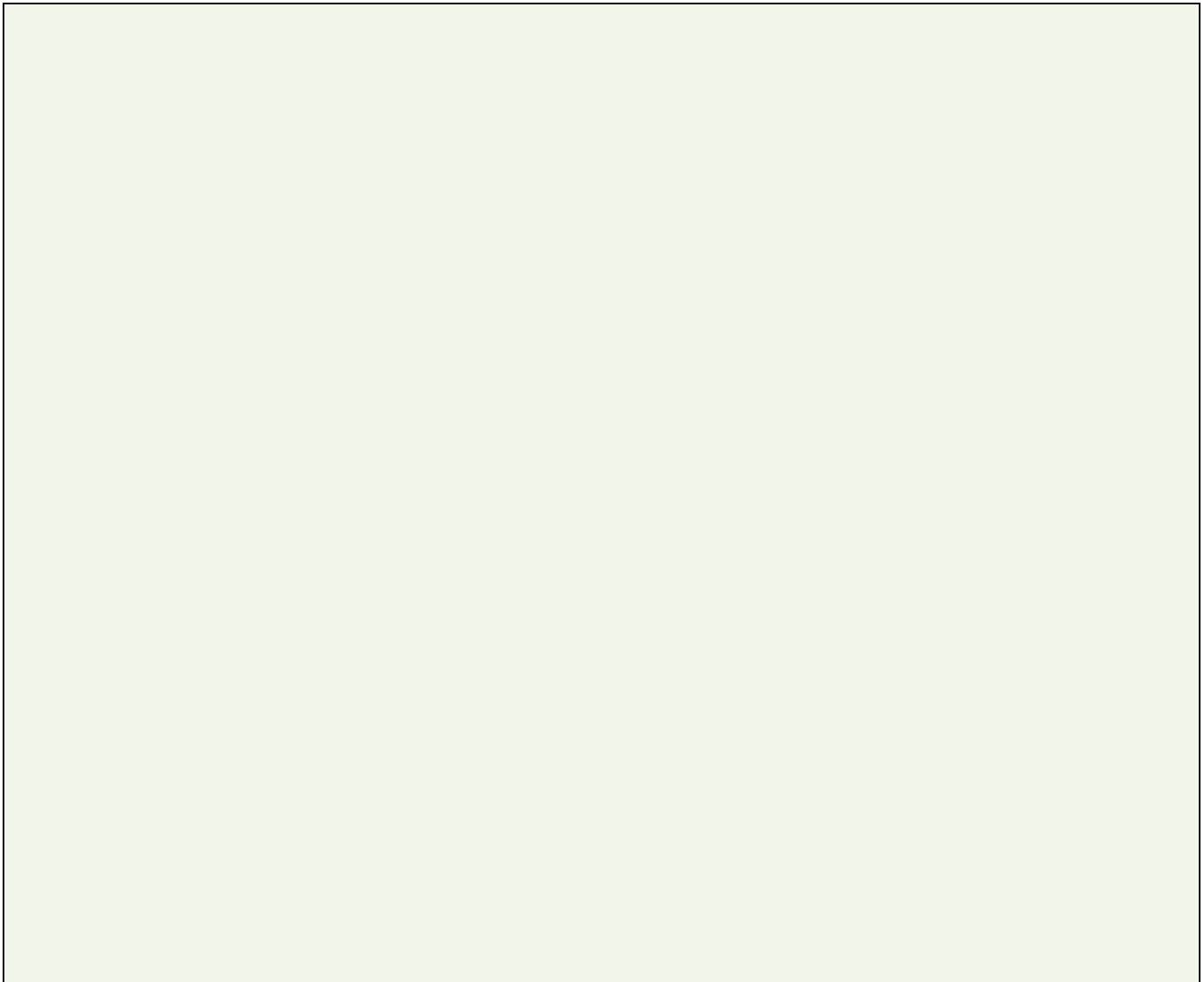| OBJECTIFS ÉDUCATIFS DE YK1 POUR 2019-2010					
Pédagogies inclusives		**Adaptation de nos pratiques aux cultures autochtones**		**Apprentissage socioaffectif et bien-être & compétences clés**	
Priorité stratégique nº 1	**Priorité stratégique nº 2**	**Priorité stratégique nº 1**	**Priorité stratégique nº 3**	**Priorité stratégique nº 2**	**Priorité stratégique nº 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 pluri disciplinaires pour l'intégration du programme *Dene Kede*	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

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					Classes axées sur les relations
					* Documentation pour le développement des apprenants, de la 1re à la 8e année

Annual Report - Executive Summary

Yellowknife Education District No. 1'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, including any specific information related to the COVID-19 pandemic:

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 2,211 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, followed by one year and four years. Confirmed 4 years to align with the city of Yellowknife elections

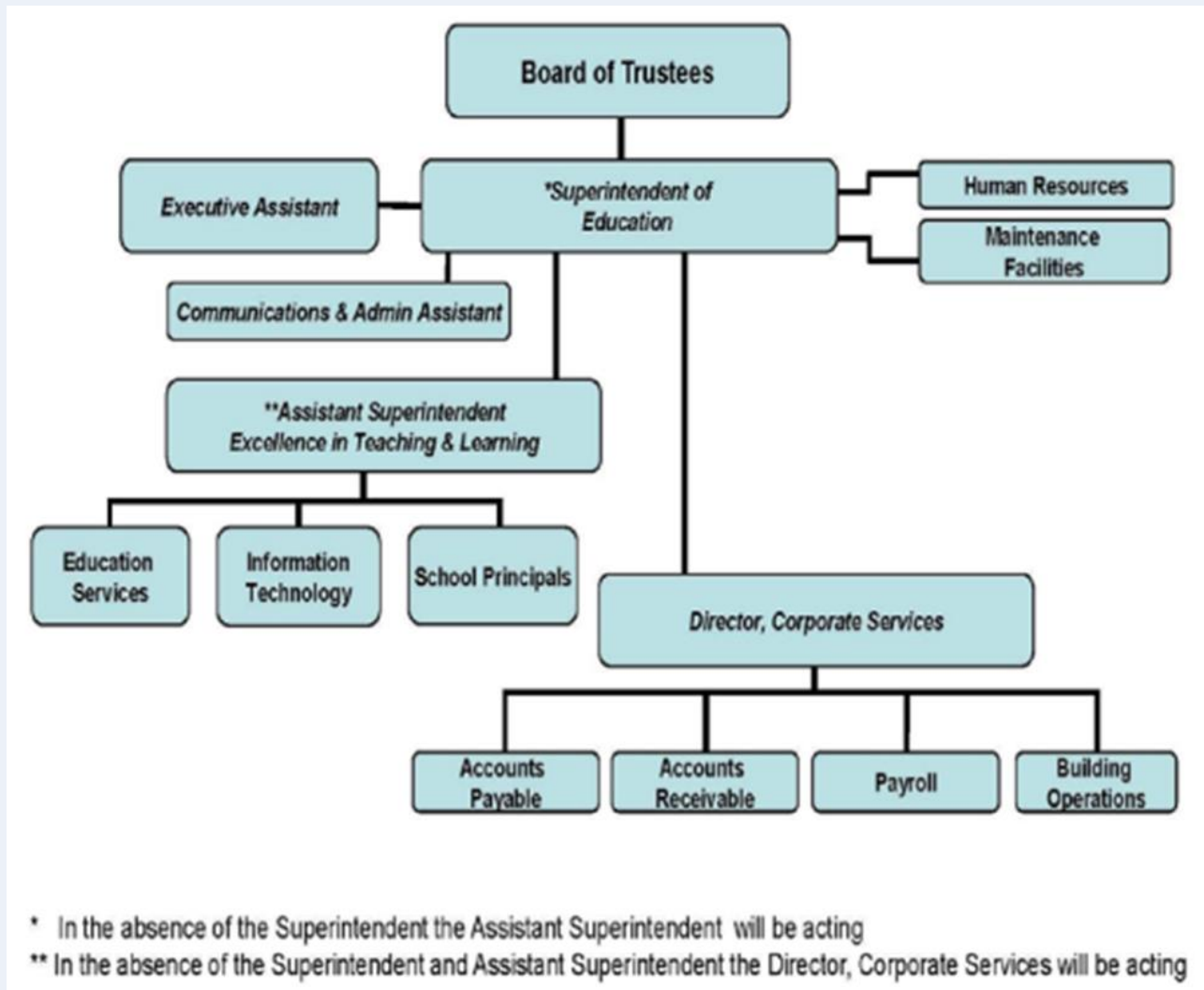|	
Chairperson:	Tina Drew
Vice Chairperson:	Satish Garikaparthi
Trustees:	Terry Brookes
	Jay Butler
	Rajiv Rawat
	Al McDonald
	John Stephenson

Administration

Superintendent of Education:	Ed Lippert
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 are elected every three 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:

* In the absence of the Superintendent the Assistant Superintendent will be acting
** In the absence of the Superintendent and Assistant Superintendent the Director, Corporate Services will be acting

C. Governance Training

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

Planned Topic	**Delivered by** *(Superintendent, ECE, External Consultant, etc.)*	**Audience Intended** *(DEC/DEA)*	**Planned Location & Date**	**Was the training held as planned?** *(Yes/No)*	**If No, why not?**
Strategic Planning	Cindi Vasalenek Terry Gunderson	Board Trustees	October/November Date TBD		

**Due to COVID restrictions, plans are not yet confirmed for 2020-2021

D. Education Body Meetings

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

Planned Date	**Planned Location**	**Was the meeting held as planned?** *(Yes/No)*	**If No, why not?**
September 8, 2020	District DEA Office Meetings dependent on approved re-opening plan		
October 13, 2020	District DEA Office		
November 10, 2020	District DEA Office		
December 18, 2020	District DEA Office		
January 12, 2021	District DEA Office		
February 9, 2021	District DEA Office		
March 9, 2021	District DEA Office		
April 13, 2021	District DEA Office		

May 11, 2021	District DEA Office		
June 8, 2021	District DEA Office		

E. School Profiles

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

Total Number of Schools in District	6	Total Anticipated Student Head Count	**2211 students** *based on end of June 2020 enrollment

School Name	Community	Grades Offered	Programming Highlights
École J.H. Sissons School (EJHS)	Yellowknife	JK-5	• École J.H. Sissons (EJHS) offers French Immersion programming • Special programs include choir, musical theatre, afterschool athletics and a speed skating academy. Afterschool activities include judo, soccer, improvisation, painting, chess and choir • Students and staff participate in a 7-day annual French language and culture camp - 'Camp de neige' - at the Yellowknife Ski Club
Mildred Hall School (MHS)	Yellowknife	JK-8	• Mildred Hall School (MHS) is an English school which also offers Core French and Wıìlıìdeh language courses • The Birchbark Discovery Centre is a community-based alternative education program for children in Grades 1 to 4 based out of Mildred Hall School. • The school offers many extracurricular activities such as team sports, fine arts, guitar, fiddling and

			- various band instruments; alternative sports such as mountain biking and roller blading; alternative options such as jigging, LEGO® and crochet clubs - An "On the Land Mentorship" program was established where students are paired with Indigenous experts and Elders to learn important skills like snaring, tanning moose hide and setting nets - MHS provides a breakfast and hot lunch program. The school has a large garden where students grow vegetables used in the foods program 'Peacemakers', a peer leadership group in the school, promotes education surrounding bullying and bullying prevention
N.J. Macpherson School (NJM)	Yellowknife	JK-5	- N.J. Macpherson School (NJM) is an English school which offers Core French - Special programs at NJM include Montessori, Visual Arts, Music, Drama, Gymnastics and a strong recycling program. Several extracurricular sports, clubs and after-school programs are also offered - Indigenous language and culture is integrated into classroom sessions and students attend culture camps throughout the year - NJM has an active Parent Advisory Council
Range Lake North School (RLN)	Yellowknife	JK-8	- Intensive French is offered in Grade 6, Post-Intensive French in Grades 7 and 8 and Core French is offered in Grades 6 to 8 - Indigenous Language and Culture is integrated into classroom sessions

			• and students attend culture camps throughout the year • Special programs at Range Lake North (RLN) include music, band, fine arts, choir and drama • RLN offers advanced technology and robotics programs in a Makerspace environment • An Athletic Excellence program is offered encompassing many extracurricular sports such as snowboarding, hiking and nature walks • An active and involved Parent Advisory Committee organizes a large annual fundraising event, "Family Fun Night". Proceeds support RLN student activities
École Sir John Franklin High School (ESJF)	Yellowknife	8-12 *grade 8s from EWMS until Fall 2022 due to EJHS accommodation planning	• École Sir John Franklin High School (ESJF) offers programming from Grades 8 to 12 in both English and French Immersion • Core French and Post-Intensive French are offered from Grades 8 to 12 • ESJF has a dynamic Fine Arts program which includes music, band, choir, drama and visual arts • The school offers an extensive trades curriculum and work experience program which includes industrial arts, automotive class, culinary arts and esthetics • ESJF offers Indigenous culture programming and camps including Wíílídeh language instruction • The school has a successful Sports Academy and extra-curricular sports and clubs are offered • ESJF has an At-Risk Student program, which provides support and

			resources for students struggling in school, socially, or at home. • International travel opportunities for students include volunteering, scuba club, and cultural experience • Night classes are also available
École William McDonald School (EWMS)	Yellowknife	6-7 *grade 8s moving to ESJF until Fall 2022 due to EJHS accommodation planning	• École William McDonald Middle School (EWMS) offers programming for Grades 6 and 7 in both English and French Immersion • Other French options include: Intensive French - Grade 6, Post-Intensive French - Grade 7, and Core French – Grades 6 and 7 • EWMS offers exploratory programs such as Industrial Arts, Home Economics and Outdoor Education • The school offers a Sports Academy program which includes hockey, soccer, dance, fitness and cross training. Recently updating the fitness room allowed the school to expand its sports programming

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 with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), 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 home schooled.

The YK1 student population reflects the demographics of the City of Yellowknife.   34% of our student body is Indigenous, with a considerable variation in numbers of Indigenous students between schools. A growing numbers 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, 69.3% of YK1 students are on regular program, while 24.6% are on SSPs of which 5.1% are on Modified Plans. There are a remaining 1.3% of students on IEPs.

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.

YK1 has teachers with a wide range of experience, from zero to 31 years. Our largest demographic are teachers of five years or less experience (approximately 47%) while our smallest demographic are teachers over 15 but less than 20 years (approximately 9%). Approximately 14% of our teachers have more than 20 years of service with the District. 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.

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, including any specific information related to the COVID-19 pandemic.	District targets and performance indicators fall under the following pillars that reflect the five shared ECE priorities and directives, and YK1 Strategic Priorities: 1. **Inclusive Pedagogies** (ECE Priorities 1 and 4, YK1 Priorities 1 and 2) 2. **Indigenizing Our Practices** (ECE Priority 2, YK1 Priorities 1 and 3) 3. **Social Emotional Learning, Wellness, and Key Competencies** (ECE Priorities 3 and 5, YK1 Priorities 2 and 4)

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%		
Educational staff will participate in Professional Development focusing on the three identified pillars.	100% of staff will participate in some or all of the PD		
YK1 schools will utilize a mentorship approach in Science and Literacy to support colleagues.	100% of YK1 schools (N=6) will identify teacher leaders in Science (FR/EN) and/or		

	Literacy (EN)		
YK1 schools will continue to utilize the PLC model to support teacher collaboration and improve student achievement "Ultimately we envision collaborative inquiry as an alternative to short-term, top-down, formulaic approaches to professional learning that do not hold enough rigor to realize self-sustaining cycles of improvement in schools. In order for education to remain relevant and responsive to the current and future learning needs of students, teachers and other educational leaders must have mechanisms and processes in place to collaboratively identify how schools should improve and how to meaningfully refine and sustain those changes. Collaborative inquiry holds the potential to do that by calling each individual in education to raise within themselves a truer sense of leader and learner." (Donohoo & Velasco, 2016)	100% of YK1 schools will provide PLC time within the school day		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

B. *School Improvement Planning*

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff. The School Improvement Plan is a public document that provides a direction-setting, strategic overview for the school. School plans are expected to be succinct but must include clear objectives, priorities, 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, including any specific information related to the COVID-19 pandemic.	School Improvement Plans will align with the YK1 identified pillars that incorporate District strategic priorities and ECE directives and priorities: • Inclusive Pedagogies • Indigenizing Our Practices • Social Emotional Learning (SEL), Wellness, and Key Competencies In addition, site-based data will inform school plans, to ensure student and school community needs are considered.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%		
% of schools in the region for which School Improvement Plans are submitted.	100%		
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

C. Annual School Reviews

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

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

Regional approach to the completion of **Annual School Reviews**, including any specific information related to the COVID-19 pandemic.	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.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of schools in the region for which Annual Reviews are completed.	100%		
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

D. *Staff Evaluations*

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

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

Regional approach to the completion of **Staff Evaluations**, including any specific information related to the COVID-19 pandemic.	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. Any possible school closures due to the COVID-19 pandemic may impact the completion of staff evaluations.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	100% of: 135 staff, including admin, PSTs & teachers on term contract, or on the 5th etc., year of review		
Number of principals and assistant principals formally evaluated in the school year.	6		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	1		
Number of Superintendents formally evaluated in the school year.	1		
Areas of Strength for the region			
Areas for Development for the region			

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

E. *Regional Training and In-Service*

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers' Instructional Practices (STIP). (This <u>does not</u> 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.	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 2020-2021. Consultants will provide PD in the following areas:
	• Inclusive Pedagogies
	    o School residencies with outside Math consultants (EN/FR)
	    o Science Mentors with outside consultant (EN/FR)
	    o Early Literacy Initiative (EN)
	    o Neurolinguistic approach with outside consultant (FR/Wıìlıìdeh)
	    o School specific STIP time
	• Indigenizing Our Practices
	    o Two District days on the theme of Indigenizing Education
	School specific SIP/STIP time
	
	Arrangements have been made for delivery of PD from outside consultants to be delivered virtually due to COVID-19 restrictions.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on shared priorities	100%		
Number of administration days dedicated to training and in-service.	1		
% of collaborative STIP time dedicated to regional priorities	100%		

Number of schools which implemented STIP as per the Ministerial Directive	6		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

F. Literacy Coordinators

Literacy 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 *(PY)*	Education Body Contributed *(PY)*	Total Budgeted *(Allocated + Contributed = PY)*	Explanation if not 1.0 or 0.5 *(if applicable)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
0.50	2.0	2.5			

* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body.

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, including any specific information related to the COVID-19 pandemic.	The District Instructional Coordinators will establish targets for the Literacy Action Plan developed in 2019-2020. They will continue to work with the outside consultant to further refine and implement the plan.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
Regional Literacy Action Plan in place for the school year. *(Yes or No)*	Yes		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

G. *Healthy Food for Learning*

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

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

Relevance of **the Healthy Foods for Learning program** to regional priorities and strategies for program implementation, including any specific information related to the COVID-19 pandemic.	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 academics and healthy lifestyles. 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). 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. Should the COVID-19 pandemic cause school closures, some schools may make alternate arrangements to provide for students and families if needed e.g. gift cards.

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

School Name	Type of food program(s) offered in each school *(Breakfast, Lunch, Snack, etc.)*	Days per week program is offered in each school *(Monday – Friday)*	Average number of children / youth served daily	Criteria for participation *(Low income, fee, Everyone welcome, etc.)*	Was the program delivered as planned? *(Yes/No)*	If No, why not?
EJHS	Breakfast, lunch and snacks are available in the office for students as needed	Monday - Friday	Snacks - 35 students	No fee; everyone welcome		
MHS	Breakfast, Lunch and two snack breaks	Monday - Friday	120 students access some/all food offerings	No fee; everyone welcome		
NJM	Breakfast, Lunch, and Snacks are available in the office for students as needed	Monday - Friday	Breakfast - 4 students Lunch -2 students	No fee; everyone welcome		
RLN	Lunches are available in the office for students as needed; Snack bowls are available at all times in the classrooms and the office	Monday - Friday	Lunch - 15 students	No fee; everyone welcome		
ESJF	Breakfast is available from 8:00-8:25 AM for all students on self-serve basis; Lunch available in Student Services area for all students on self-serve basis; Snacks available throughout the	Monday - Friday	Breakfast - 50+ students Lunch - 25 students	No fee; everyone welcome		

	school in strategic areas; all grades, all hours				
EWMS	Breakfast program Fruit and snacks Lunch program *Breakfast/Lunch programs will feature hot lunches 2 days/week	Monday - Friday	50-60 students access some/all food offerings	No fee; everyone welcome	
TOTAL	Breakfast, Lunch, and Snack programs offered at schools as needed	All school days / all year	Approximately 310 students access some/all food programs daily	No fee; everyone welcome	

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	NOTE: The SSI project will continue as planned from 2019-2020 with some minor changes as indicated below (*). The YK1 SSI proposal will focus on the pillar of Inclusive Pedagogies and Social Emotional Learning (SEL), Wellness, and Key Competencies by: Utilizing outside facilitators in the English and French Immersion streams to focus on inclusive practices in Math and Science in a site-based residency approach, multiple times over the school year, Utilizing our outside consultants to support the Early Literacy/ILE initiative, Changing Results of Northern Learners, Review and revise the Growth as a Learner document *Outside consultants and facilitators will work with staff virtually due to the COVID-19 pandemic.* The approach for PD through the SSI initiative is ongoing from previous years. Teachers will participate in collaborative inquiry professional development using the Spiral of Inquiry process (Kaser & Halbert, 2017). This process is one that supports teachers working collaboratively to investigate their practice around shared questions, involving research and implementation and testing of new ideas, followed by reflection on results. It is our belief that the inquiry-learning model is applicable to our teachers and our learners and hence used as the basis for ongoing professional development (PD) in Math, Science, Inquiry Learning and Inclusionary Practices. Reference: Kaser, L. & Halbert, J. (2017). *The Spiral Playbook: Leading with an Inquiring Mindset in School Systems and Schools*. C21 Canada

SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of teaching staff from across the region that participate in SSI PD activities.	90%		

% of support staff from across the region that participate in SSI PD activities.	100% PSTs		
Areas of Strength			
Areas for Development			
Additional Comments			

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? *(Yes/No)*	If No, why not?
Practices that Support All Learners	2018-2019 to 2020-2021		

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:

2020-2021	2021-2022	2022-2023
BDEC SSDEC	CSFTNO DDEC SDEC	TCSA YK1 YCS DDEA NDEA

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
% of schools in which Safe Schools Plans are completed for the school year.	100%		
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

J. Healthy Relationship Programming

Safe Schools Regulations require Education Bodies to include education strategies that integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities. 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. Some programs are used on the recommendation of outside professionals to meet the diverse needs in our classrooms e.g. Skillstreaming (http://www.skillstreaming.com/)

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of schools with JK-3 students offering WITS.	50%		
% of schools with grade 4-6 students offering LEADS.	25%		
% of schools with grade 7-9 students offering the Fourth R.	100%		
% of schools with grade 10-11 students offering HRPP.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance *(if applicable)*
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4thR, and HRPP, and the grades they are being used in (*if applicable*).	EJHS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ LEADS https://witsprogram.ca/school/wits-leads-program/ WITS https://witsprogram.ca/ Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation		
	MHS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ Skillstreaming http://www.skillstreaming.com/ Mind-up https://mindup.org/ Talking About Mental Illness (TAMI) http://cbpp-pcpe.phac-aspc.gc.ca/ppractice/talking-about-mental-illness-tami/ The Fourth R - Health Physical Education (HPE) Program https://youthrelationships.org/ FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/ Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation		
	NJM	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ WITS https://witsprogram.ca/ Mind-up https://mindup.org/ Skillstreaming http://www.skillstreaming.com/		

		We Thinkers https://www.socialthinking.com/Products/we-thinkers-volume-1-deluxe-package		
	RLN	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ Mind-up https://mindup.org/ The Fourth R - Health Physical Education (HPE) Program https://youthrelationships.org/ Zones of Regulation https://www.socialthinking.com/Products/Zones%20of%20Regulation FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/ Peace of Mind https://teachpeaceofmind.org/the-peace-of-mind-program/		
	ESJF	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ The Fourth R - Health Physical Education (HPE) Program The Fourth R - Healthy Relationships Plus Program (HRPP) https://youthrelationships.org/ FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/		
	EWMS	Positive Behaviour Interventions (PBIS) – Soutien au comportement positif (SCP) https://pbisscpcanada.wordpress.com/ Skillstreaming http://www.skillstreaming.com/ The Fourth R - Health Physical Education (HPE) Program https://youthrelationships.org/ FOXY https://arcticfoxy.com/ SMASH https://arcticsmash.ca/ Me to WE https://www.we.org/we-schools/ Talking About Mental Illness (TAMI) http://cbpp-pcpe.phac-aspc.gc.ca/ppractice/talking-about-mental-illness-tami/		

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.

**Note: Due to the varying structures of French and Wıìlıìdeh instruction, frequency is given in minutes, hours or percentages

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)*
EJHS	French	Immersion	JK-2	100%	100%		
	French	Immersion	3-5	100%	80-85%		
MHS	French	Core	1-4	10%	90 min/week		
	French	Core	5-8	10%	150 min/week		
	Wıìlıìdeh	Core	K-8	90%	90 min/week		
NJM	French	Core	1-4	100%	90 min/week		
	French	Core	5	100%	60 h (2 blocks of 2 weeks in Fall/Spring)		
RLN	French	Core	1-4	100%	80 min/week and 10 hrs French Activities		
	French	Core	5/6	Grade 5 – 100%	60 h (2 blocks of 2		

				Grade 6 – 51%	weeks in Fall/Spring)		
	French	Core	7, 8	39%	160 min/week		
	French	Intensive	6	49%	70% (Sep-Feb), 30% (Feb-Jun)		
	French	Post-Intensive	7, 8	61%	80 min/day		
ESJF	French	Immersion	8	38%	70%		
	French	Immersion	9-12	10%	40-60% over two semesters		
	French	Post-Intensive	8	25%	80 min/day		
	French	Post-Intensive	9-12	12%	125 hr/year (one semester)		
	French	Core	8	37%	160 min/week		
	French	Core	9	24%	94 hr/year		
	French	Core	10-12	8%	125 hr/year		
	Wıìlıìdeh	Core	9-12	10%	125 hr/year		
EWMS	French	Immersion	6, 7	6 – 41% 7 – 46%	70%		
	French	Intensive	6	27%	70% (Sep-Feb), 30% (Feb-Jun)		
	French	Post-Intensive	7	32%	80 min/day		
	French	Core	6, 7	6 – 33% 7 – 22%	160 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)*
1.0	1.0			

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)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
EJHS	2.69	2.0			
MHS	2.41	3.0			
NJM	3.22	3.0			
RLN	2.18	3.0			
ESJF	3.25	3.0			
EWMS	2.06	2.0			
TOTAL	15.81	16.0	Rounded to full positions		

C. Support Assistants

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

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

School Name	Allocated *(PY)*	Budgeted *(PY)*	Explanation for Difference *(if applicable)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
EJHS		2.0			
MHS		9.0			
NJM	33.35	4.0			
RLN		6.5			
ESJF		8.5			
EWMS		4.0			
TOTAL	33.35	34.0			

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	More teachers needed		
Support Assistants	2.0	1.0	Allocated to teachers		
TOTAL	5.0	5.0			

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			

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)
$127,942	$127,942			

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

Type of Training	Audience Intended (PSTs /	Planned Topic	Planned Date & Location	Was the training held as	If No, why not?

	Educators / Support Assistants / Principals)			**planned?** *(Yes/No)*	
Non-violent Crisis Intervention Training *Recertification of trainers **New trainer certification	All school staff	De-escalating behaviour in a safe, respectful manner	*dates and format are dependent on COVID-19 restrictions		
Dean Consulting	EAs	Supporting complex needs in a common learning environment	*dates and format are dependent on COVID-19 restrictions		
Wendy Wile (Educational Psychologist)	PSTs Classroom teachers	Roles and Responsibilities Supporting classroom teachers in behavioural goals Support in Gifted Programming Staff wellness	*dates and format are dependent on COVID-19 restrictions		
Robyn Combres (Educational Psychologist)	PSTs Classroom teachers	Supporting classroom teachers in behavioural goals in the common learning environment	*dates and format are dependent on COVID-19 restrictions		
Child Autism Services Edmonton (CASE)	PSTs	Supporting Administrators, PSTs, classroom	*dates and format are dependent on COVID-		

		teachers, EAs in understanding and working with students with ASD	19 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.

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.	In 2020-2021, YK1 will continue school-based professional development that supports planning for and teaching to diversity in our classrooms. Our outside consultant will work with PSTs and school/teacher teams to implement best practices in inclusion strategies, including thoughtful writing and implementation of SSPs and IEPs. Additionally, professional development will focus on social-emotional learning, wellness, and self-regulation. Ongoing academic PD strengthens inclusive pedagogies that support all learners in our classrooms. *Dates and format subject to COVID-19 restrictions.*

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for Difference** *(if applicable)*
% of educators that have been trained on developing and implementing IEPs this year.	100% of teachers with students on IEPs, as well as PSTs, Admin & Educational Assistants working with these students		
% of educators that have been trained on developing and implementing SSPs this year.	100%		
% of educators that have been trained on the use of flexible strategies this year.	100% K-9 teachers, plus identified secondary school staff		

% of educators that have been trained on the School-based Support Team process this year.	100%		
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%		
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%		
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%		
% of educators that have been trained on Assistive Technology this year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.			

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

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total *($)*

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	Total Over / Under Allocation *($)*
$118,366			

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)*	Actual ($)	Explanation for Difference *(if applicable)*
EJHS					
MHS					
NJM	$113,230				
RLN		$114,192	0.75 position		
ESJF		$153,256	1 position		
EWMS					
TOTAL	$113,230		1.75 positions		

H. Alignment of Student Supports

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

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

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.	Regular Program Support Teacher meetings, where guidelines and strategies are to be shared and/or collaboratively developed with the RISC and PSTs, will ensure that SSP/IEP plans are written with fidelity. The PSTs and school teams (administrators, PSTs, teachers, EAs) will work collaboratively to ensure thoughtful and intentional supports align with students' SSP and IEP goals.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%		
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%		
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%		
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	25%		
Number of students not able to participate in the Common Learning Environment in their home community.	0		
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%		
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%		
Number of students in temporary residency situations or homebound for whom education programs are provided.	0		
Number of times per month that the RISC meets with PSTs via video/phone conference?	0		

Number of times per year that the RISC meet with the PSTs in person	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

I. *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.	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 across a variety of subject areas, based on inclusive models of support. Opportunities are provided for principals to participate in district provided PD and plan with outside facilitators to create conditions for the successful implementation of these strategies. During monthly meetings, PST teams will present and share ideas and effective strategies based on application of learning gathered at professional development. PSTs with specific strengths, skills and knowledge will share to the group to support learning across schools. In the event of school closures, meetings will continue to be held virtually.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers who receive support through equitable scheduled time with PST.	100%		
% of support assistants who receive support through adequate scheduled time with PST.	100%		
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100%		
% of classroom teachers who will meet with the PST at least once a month.	100%		
% of support assistants who will meet with PST at least once a month.	100%		
% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.	100%		
% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.	100%		
% of schools that have a fair process for equitable access to extra-curricular activities.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

J. School-based Support Team

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

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

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 2020-2021, all schools will utilize the existing referral process and format to ensure the continued efficiency and effectiveness of SBST in our schools. *In the event of school closures, meetings will continue but will be held virtually.*

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%		
% of teachers accessing the SBST	100%		
% of schools that are using referral forms to notify SBST about specific student needs.	100%		
% of schools that keep written records of SBST meetings.	100%		
% of SBST meetings that focus on developing strategies to support classroom teachers (can this or the ones below be planned for or have targets set?)	100%		
% of SBST meetings that focus on solving specific problems	Unknown		
% of SBST meetings that address systemic issues in the school	Unknown		
Areas of Strength for the region			
Areas for Development for the region			

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance *(if applicable)*
Please list the frequency and duration of planned SBST meetings by school. *(month/minutes)*	EJHS	Bi-weekly/90 minutes		
	MHS	Weekly/60 minutes		
	NJM	Weekly/60 minutes		
	RLN	Weekly/90 minutes		
	ESJF	Weekly/60 minutes		
	EWMS	Weekly/60 minutes		

K. Review of SSPs and IEPs

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

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

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 have developed processes that include criteria and timelines for the development and review of SSPs and IEPs, that align with the Inclusive Schooling Directive. The RISC is a resource for support in this process. In 2020 – 2021, a continuing effort will be made to work with parents and students in the development and finalization of IEPs.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of teachers completing SSPs for student requiring them in consultation with parents.	100%		
% of teachers completing IEPs for student requiring them in consultation with parents.	100%		
% of parents participating in developing SSPs for those students requiring them.	100%		
% of parents participating in developing IEPs for those students requiring them.	100%		
% of students participating in developing their own SSPs, when required and appropriate.	100%		
% of students participating in developing their own IEP, when required and appropriate.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

L. *PST Activities*

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

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

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.	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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance *(if applicable)*
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%		
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%		
% of PSTs spending no more than 15% of their time on planning and organizational duties.	100%		
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 *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference** *(if applicable)*
1.0	1.0			

B. *Indigenous Language Instructors*

Indigenous Language Instructors 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 Indigenous Language Instructors (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					
MHS		4.75			
NJM	6.73				
RLN					
ESJF		2.25			
EWMS					
TOTAL	6.73	7.0	Rounded to full position		

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 Indigenous Language Instructor positions.	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	YK1 has made the following accommodations to support Indigenous language instruction: • In-servicing of Our Languages curriculum at each school. • District-wide PD sessions on Indigenous education and the renewed emphasis on the whole-school approach.
What plans do you have to recruit and train language teachers in the future?	YK1 plans to lobby ECE for the reimplementation of language teacher training programs such as the Certificate of Aboriginal Language Revitalization (CALR).
What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?	The mobility of language instructors from communities is impacted by COVID-19 restrictions. Under the current circumstances, it is not prudent to invite local language speakers and elders into the schools.

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 ($)	Explanation for difference *(if applicable)*	3rd Party Funding *($)* & Source *(If applicable)*
EJHS		$28,604				
MHS		$28,604				
NJM		$28,604				
RLN	$171,623	$28,604				
ESJF		$28,604				
EWMS		$28,604				
TOTAL	$171,623	$171,624				

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.

Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.	In 2020-2021, 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. 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 *Dene Kede*. All of these camps are coordinated through B. Dene Adventures in Dettah. Each school at YK1 is allocated "Elders in School" funding 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.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with an ILE Committee	100%		
% of schools with Elders hired for regular school programming, scheduled on a daily basis	100%, dependent upon		

	COVID-19 restrictions			
% of schools hosting community gatherings rooted in local cultures	100%, dependent upon COVID-19 restrictions			
Areas of Strength for the region				
Areas for Development for the region	Creation of a succession plan for RILE coordinator, Dene Kede facilitator and ILIs			
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 difference *(if applicable)*
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency *(part-time or full-time)*	EJHS	Part time/event specific		
	MHS	Full time		
	NJM	Part time/event specific		
	RLN	Part time/event specific		
	ESJF	Part time/event specific		
	EWMS	Part time/event specific		
Types of events/ projects involving cultural resource people per grade level	EJHS	Dependent upon COVID-19 restrictions the following may occur: • K-5 Indigenous Cultural Experience camps according to themes		

		outlined in *Dene Kede* • Elders work with facilitator in classes to integrate *Dene Kede* e.g. Feed the Fire Ceremony, traditional stories and skills		
	MHS	Dependent upon COVID-19 restrictions the following may occur: • Two certified Indigenous Language instructors teaching *Wıìlıìdeh* Language K-8 • Two Cultural Support Workers create language resources, as well as, support the language program • Elders support school cultural programming e.g. jigging, drumming, traditional games		
	NJM	Dependent upon COVID-19		

		restrictions the following may occur: • K-5 Indigenous Cultural Experience camps according to themes outlined in *Dene Kede* • Elders work with facilitator in classes to integrate *Dene Kede* e.g. Feed the Fire Ceremony, traditional stories and skills		
	RLN	Dependent upon COVID-19 restrictions the following may occur: • K-8 Indigenous Cultural Experience camps according to themes outlined in *Dene Kede* • Elders work with facilitator in classes to integrate *Dene Kede* e.g. Feed the Fire Ceremony,		

		traditional stories and skills		
	ESJF	Dependent upon COVID-19 restrictions the following may occur: • Grade 9 Indigenous Cultural Experience camps according to themes outlined in *Dene Kede* • Authentic language speaking Elders work with the Indigenous language class on a daily basis • Elders and Knowledge Holders work with the Northern Studies classes for a 25 hour practicum		
	EWMS	• Grades 6-8 Indigenous Cultural Experience camps according to themes outlined in *Dene Kede* • Elders work with		

		facilitator in classes to integrate *Dene Kede* e.g. Feed the Fire Ceremony, traditional stories and skills		
Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	EJHS	Dependent upon COVID-19 restrictions the following may occur: • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament • Annual Grade 5 Canoe Trip		
	MHS	Dependent upon COVID-19 restrictions the following may occur: • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament • Annual Grade 8 Canoe		

		Trip • Annual Christmas Feast		
	NJM	Dependent upon COVID-19 restrictions the following may occur: • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament		
	RLN	Dependent upon COVID-19 restrictions the following may occur: • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament • Annual Grade 8 Canoe Trip		
	ESJF	Dependent upon COVID-19 restrictions the following may occur: • Two Feed the Fire Ceremonies		

		• Attend traditional games and Yellowknife Community Hand Games Tournament • Annual Grade 8 Canoe Trip • Annual Grade 12 Canoe Trip • Annual Indigenous Honour Ceremony		
	EWMS	Dependent upon COVID-19 restrictions the following may occur: • Two Feed the Fire Ceremonies • Attend traditional games and Yellowknife Community Hand Games Tournament • Annual *Akaitcho* Camp		
# of ILE Plan goals met, not yet met or still in progress	EJHS	Still in progress		
	MHS	Still in progress		
	NJM	Still in progress		
	RLN	Still in progress		

	ESJF	Still in progress		
	EWMS	Still in progress		
Type of Indigenous content visible within school and % of school used to display content. *(e.g. artifacts, Indigenous role models, Elders' wall, etc.)*	EJHS	YK1's approach to Indigenizing content and visibility is rooted in worldview and not measurable by quantitative numbers		
	MHS	YK1's approach to Indigenizing content and visibility is rooted in worldview and not measurable by quantitative numbers		
	NJM	YK1's approach to Indigenizing content and visibility is rooted in worldview and not measurable by quantitative numbers		
	RLN	YK1's approach to Indigenizing content and visibility is rooted in worldview and not measurable by quantitative numbers		
	ESJF	YK1's approach to Indigenizing content and visibility is rooted in worldview and not measurable		

		by quantitative numbers		
	EWMS	YK1's approach to Indigenizing content and visibility is rooted in worldview and not measurable by quantitative numbers		

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.

Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.	Plans from last year in this area will remain the same for the upcoming school year, 2020-2021. Changes to delivery and participation in all events may be altered by COVID-19 restrictions. It is crucial 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. YK1 offers two cultural orientation days to the entire district to explore topics such as Residential School legacy, reconciliation and Indigenizing education. Several conferences are available to staff throughout the year such as Indspire and the Alberta FNMI regional gathering. Courses available as well to staff that offer insight into cultural orientation and language revitalization such as Dechinta. YK1 continues to work closely with ECE to in-service the staff on the new *Our Languages* curriculum implementation.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools offering Indigenous language training and support to all staff members.	100%, but maybe offered virtually due COVID-19 restrictions		
% of schools holding Teacher Cultural Orientation Days.	100%, but maybe offered virtually due COVID-19 restrictions		

Type of Residential School Awareness Training provided and # of teachers/staff participating.	Dr. Nigaan Sinclair will facilitate a virtual presentation to all staff		
% of Indigenous language staff participating in *Our Languages* in-servicing, when offered.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.	EJHS	• All school staff participate in District coordinated Cultural Orientation Days • EJHS ILE committee will Plan school-based activities • All staff will participate in the ILE committee planned cultural activities		

		and events		
	MHS	• All school staff participate in District coordinated Cultural Orientation Days • MHS ILE committee will Plan school-based activities • All staff will participate in the ILE committee planned cultural activities and events		
	NJM	• All school staff participate in District coordinated Cultural Orientation Days • NJM ILE committee will Plan school-based activities • All staff will participate in the ILE committee planned		

		cultural activities and events		
	RLN	• All school staff participate in District coordinated Cultural Orientation Days • RLN ILE committee will Plan school-based activities • All staff will participate in the ILE committee planned cultural activities and events		
	ESJF	• All school staff participate in District coordinated Cultural Orientation Days • ESJF ILE committee will Plan school-based activities • All staff will participate in the ILE		

		committee planned cultural activities and events		
	EWMS	• All school staff participate in District coordinated Cultural Orientation Days • EWMS ILE committee will Plan school-based activities • All staff will participate in the ILE committee planned cultural activities and events		
Number of local resource people and type of involvement in Cultural Orientation activities.	EJHS	Depending on COVID-19 restrictions the following plans will proceed: 50 local resource people will be involved in the District coordinated Cultural Orientation Days		
	MHS	Depending on COVID-19 restrictions the following plans will proceed:		

		50 local resource people will be involved in the District coordinated Cultural Orientation Days		
	NJM	Depending on COVID-19 restrictions the following plans will proceed: 50 local resource people will be involved in the District coordinated Cultural Orientation Days		
	RLN	Depending on COVID-19 restrictions the following plans will proceed: 50 local resource people will be involved in the District coordinated Cultural Orientation Days		
	ESJF	Depending on COVID-19 restrictions the following plans will proceed: 50 local resource people will be involved in the District coordinated		

		Cultural Orientation Days		
	EWMS	Depending on COVID-19 restrictions the following plans will proceed: 50 local resource people will be involved in the District coordinated Cultural Orientation Days		

F. *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. (Required in 2021)	Plans from last year in this area will remain the same for the upcoming school year, 2020-2021. Employing a whole school approach to language takes steps to bridge a gap created by colonization. Whole school use of the language of the community sets educators along a pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture. The whole school approach is a relatively new and challenging practice for many YK1 Schools. Schools teaching *Wıìlıìdeh* use the language in signage, announcements and assemblies. *Wıìlıìdeh* language is incorporated into other aspects of the curriculum. The schools that do not offer *Wıìlıìdeh* language yet are in the infancy of a whole school approach.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for difference** *(if applicable)*
% of schools with Indigenous language signage throughout the school.	100%		
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%		
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%		
Areas of Strength for the region			

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Initiatives in place to promote a Whole School Approach to Language Use.	EJHS	Continuing for 2020-2021: • Indigenous Language integration into Kindergarten Curriculum • Language integration into Indigenous Cultural Experience camps		
	MHS	Continuing for 2020-2021: • Indigenous Language integration into Kindergarten Curriculum • Language integration into Indigenous Cultural Experience camps		
	NJM	Continuing for 2020-2021: • Indigenous Language integration into		

		Kindergarten Curriculum • Language integration into Indigenous Cultural Experience camps	
	RLN	Continuing for 2020-2021: • Indigenous Language integration into Kindergarten Curriculum • Language integration into Indigenous Cultural Experience camps	
	ESJF	Continuing for 2020-2021: • Language integration into Indigenous Cultural Experience camps	
	EWMS	Continuing for 2020-2021: • Language integration into Indigenous Cultural Experience camps	

G. *Indigenizing Teaching & 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.

Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic. (required 2021)	Plans from last year in this area will remain the same for the upcoming school year, 2020-2021. Participation in cultural experiences may be altered to meet COVID-19 restrictions. 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: *Dene Kede*. 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 can 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.

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	100%		
% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)	100%		
Areas of Strength for the region			

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(if applicable)*
Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school. *(e.g. holistic, relational, spiral and experiential)*	EJHS	Indigenous School Committee will work with the RILE, *Dene Kede* facilitator, community and teachers to develop an Indigenizing implementation plan		
	MHS	Indigenous School Committee will work with the RILE, *Dene Kede* facilitator, community and teachers to develop an Indigenizing implementation plan		
	NJM	Indigenous School Committee will work with the RILE, *Dene Kede* facilitator, community and		

		teachers to develop an Indigenizing implementation plan		
	RLN	Indigenous School Committee will work with the RILE, *Dene Kede* facilitator, community and teachers to develop an Indigenizing implementation plan		
	ESJF	Indigenous School Committee will work with the RILE, *Dene Kede* facilitator, community and teachers to develop an Indigenizing implementation plan		
	EWMS	Indigenous School Committee will work with the RILE, *Dene Kede* facilitator, community and teachers to develop an Indigenizing implementation plan		
Types of activities emphasizing Indigenizing teaching	EJHS	ILE Committee will identify and lead		

and learning practices implemented in each school.		activities as outlined in the ILE handbook as appropriate to EJHS		
	MHS	ILE Committee will identify and lead activities as outlined in the Our Languages handbook as appropriate to MHS		
	NJM	ILE Committee will identify and lead activities as outlined in the Our Languages Handbook as appropriate to NJM		
	RLN	ILE Committee will identify and lead activities as outlined in the Our Languages handbook as appropriate to RLN		
	ESJF	ILE Committee will identify and lead activities as outlined in the Our Languages handbook as appropriate to ESJF.		
	EWMS	ILE Committee will identify and lead activities as outlined in the Our Languages		

		handbook as appropriate to EWMS		

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.

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. 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.	Plans from last year in this area will remain the same for the upcoming school year, 2020-2021. Indigenizing content for curricula and programming 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 content. *Dene Kede* provides educators with the direction required to develop long range plans, unit and lesson plans in culturally appropriate and relevant ways. The main approach to achieve this goal at YK1 will be through the ECE in-service of the NWT JK-12 Indigenous Languages and Education Handbook and the creation of Indigenous Language and Education (ILE) committee in each school. The ILE committees will work collaboratively to create school specific goals with the intention of Indigenizing the content in all subject areas.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools focused on Indigenizing content for curricula and programming.	100%		
Areas of Strength for the region			
Areas for Development for the region			

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

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.	EJHS	PD and in-servicing will be coordinated at the district level. The ILE committee will lead the planning for Indigenizing content of curriculum		
	MHS	PD and in-servicing will be coordinated at the district level. The ILE committee will lead the planning for Indigenizing content of curriculum		
	NJM	PD and in-servicing will be coordinated at the district level. The ILE committee will lead the planning for Indigenizing content of curriculum		
	RLN	PD and in-servicing will		

		be coordinated at the district level The ILE committee will lead the planning for Indigenizing content of curriculum		
	ESJF	PD and in-servicing will be coordinated at the district level. The ILE committee will lead the planning for Indigenizing content of curriculum		
	EWMS	PD and in-servicing will be coordinated at the district level. The ILE committee will lead the planning for Indigenizing content of curriculum		
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	EJHS	100%		
	MHS	100%		
	NJM	100%		
	RLN	100%		
	ESJF	100%		
	EWMS	100%		
Type of **classroom based** activities that infuse Indigenous content into the	EJHS	Each teacher will refer to the Promising practices and		

curriculum including Dene Kede / Inuuqatigiit and other resources as required.		Taking Action of the Indigenous Languages and Education Handbook in order to design lessons that infuse Indigenous content. For example, Promoting Awareness of the History and Legacy of Residential Schools		
	MHS	Each teacher will refer to the Promising practices and Taking Action of the Indigenous Languages and Education Handbook in order to design lessons that infuse Indigenous content. For example, Including Indigenous Language Instructors in School-Wide Planning		
	NJM	Each teacher will refer to the Promising practices and Taking Action of the Indigenous Languages and		

		Education Handbook in order to design lessons that infuse Indigenous content. For example, incorporating Resource People into the school culture		
	RLN	Each teacher will refer to the Promising practices and Taking Action of the Indigenous Languages and Education Handbook in order to design lessons that infuse Indigenous content. For example, Culturally Relevant Extracurricular Activities		
	ESJF	Each teacher will refer to the Promising practices and Taking Action of the Indigenous Languages and Education Handbook in order to design lessons that infuse Indigenous content.		

		For example, Indigenizing Teaching Practices		
	EWMS	Each teacher will refer to the Promising practices and Taking Action of the Indigenous Languages and Education Handbook in order to design lessons that infuse Indigenous content. For example, Offering Key Cultural Experiences such as Heritage Fair		

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.

Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.	Plans from last year in this area will remain the same for the upcoming school year, 2020-2021. Restrictions due to the COVID-19 pandemic may impact and alter delivery of cultural experiences. The most effective cultural experiences are planned and delivered collaboratively with community members. Enriching the cultural learning experience by providing relevant and engaging activities serves to strengthen the relationship between students, educators, and community members. These experiences not only improve educational outcomes, they also increase a sense of belonging and overall wellbeing. Through participation in cultural experiences, educators learn new ways to Indigenize their practices and further develop a lived understanding of the community's worldview. At YK1, every student participates in an Indigenous Cultural Experience camp organized by the district according to the themes outlined in *Dene Kede*. The majority of these camps take place at B. Dene Adventures in Dettah.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(if applicable)*
% of schools with Key Cultural Experiences for students on the land or within the school.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference *(If applicable)*
Type and frequency of relevant and authentic key cultural experiences occurring **on the land**, by grade level, and % of Indigenous language included in experience.	EJHS	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous language and culture		
	MHS	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous language and culture		
	NJM	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous language and culture		

	RLN	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous language and culture		
	ESJF	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous language and culture		
	EWMS	100% of cultural experiences occur on the land for all grades. It is fundamentally inappropriate to fix a numerical scale to the use of Indigenous language and culture		
Type and frequency of relevant and authentic	EJHS	Cultural experiences offered by the		

key cultural experiences occurring in the **classroom setting or school** by grade level and % of Indigenous language included in experience.		Dene Kede facilitator and Elders are available for all grade levels		
	MHS	Cultural experiences offered by the Dene Kede facilitator and Elders are available for all grade levels		
	NJM	Cultural experiences offered by the Dene Kede facilitator and Elders are available for all grade levels		
	RLN	Cultural experiences offered by the Dene Kede facilitator and Elders are available for all grade levels		
	ESJF	Cultural experiences offered by the Dene Kede facilitator and Elders are available for all grade levels		
	EWMS	Cultural experiences offered by the Dene Kede facilitator and Elders are available for all grade levels		
% of Key Cultural Experiences that involve community members who are not a part of regular school staff,	EJHS	100% of all on-the-land experiences include community members or Elders		

including type of responsibilities or duties.	MHS	100% of all on-the-land experiences include community members or Elders		
	NJM	100% of all on-the-land experiences include community members or Elders		
	RLN	100% of all on-the-land experiences include community members or Elders		
	ESJF	100% of all on-the-land experiences include community members or Elders		
	EWMS	100% of all on-the-land experiences include community members or Elders		

J. Strengthening Indigenous Language Instruction

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.	YK1's approach to supporting the delivery of OLC includes: • Strategic allocation of funds to promote Indigenous Language and Culture • Integration of the Dene *Kede* facilitator and Elder into the regular programming in schools • Inviting local Elders into special cultural events and into classrooms whenever possible • Planning student visits into our local Indigenous community • Offering formal *Wìliìdeh* language classes at Mildred Hall School and Ecole Sir John Franklin High School.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference *(If applicable)*
% of schools offering core language programming using OLC	30%		
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	100% of instructors receive PD and in-servicing.		
Type of Indigenous language resources being developed to support OLC.	• On the land cultural language based activities • Technology (use of language Apps) • Legends in a traditional		

	language • Use of games, music, puppets etc.		
Number of staff receiving training and support for development of Indigenous language resources.	8		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			

K. 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	$60,701	$198,761	Carry-over from 2019/20 events cancelled as a result of COVID-19			

L. Teaching and Learning Centres (TLCs)

TLCs provide support to Indigenous language instruction including the development and production of Indigenous language resources that support the delivery of the *Our Languages* curriculum, and training and development for Indigenous language instructors.

The following table details the region's approach to support the delivery of the *Our Languages* curriculum through the TLC, 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 the Our Languages curriculum through the TLC.	Yk1 has allocated a full time position to work with the Our Languages Curriculum and develop resources for each specific grade taught. As there is a limited number of people who are fluent in their language and are certified instructors, this person also spends part of each day teaching the Language class at the high school.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	The resources are being created in accordance with the Our Languages Curriculum i.e. games, flash cards, translations, out door activities		
Number of staff receiving training and support for development of Indigenous language resources.	There are four Indigenous Language Instructors at YK1. All four will have received training in the development of resources.		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment
Council/District Approved 2020-2021 Budget

Yellowknife Education District No.1
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated

	2020-2021 *Budget	2019-2020 *Budget	2019-2020 Actual as of June 2020
OPERATING FUND			
REVENUES			
Government of the NWT			
Regular Contribution	29,687,184	29,055,450	29,219,831
French Language Contribution	457,000	422,000	484,850
Indigenous Language Contribution			0
SSI Contribution	123,000	123,000	123,000
Other Contribution			109,305
Total GNWT	30,267,184	29,600,450	29,936,986
Federal Government			
Property Tax Requisitioned	6,793,000	6,769,000	6,795,185
Other School Authorities:			
South Slave (French)	15,000	50,000	30,000
Dettah/Ndilo Superintendent Fees	57,500	57,500	57,500
Dettah Enrolment Transfer	135,000	60,000	102,520
Education Body Generated Funds	207,500	167,500	190,020
Rentals	380,000	380,000	383,440
School Fees			
Jordan Principal			1,723,483
Investment Income	160,000	160,000	223,352
Other	20,000	20,000	79,643
Total Generated Funds	560,000	560,000	2,409,918
Transfers			
Transfers from Capital Fund			
Total Transfers			
TOTAL REVENUES	37,827,684	37,096,950	39,332,109
EXPENSES			
Administration	1,605,000	1,536,770	1,560,199
School Programs	24,570,185	24,345,034	23,189,831
Inclusive Schooling	6,630,000	6,622,062	8,273,598
Indigenous Languages and Education	1,255,000	1,219,761	1,104,372
Operations & Maintenance	3,851,000	3,175,823	3,885,122
Accommodations (Nordic Arms)	216,500	197,500	947,014
Transfers to Capital			(218,090)
Debt Services			
Subtotal Expenses Before Amortization	38,127,685	37,096,950	38,742,046
SURPLUS (DEFICIT) Before Amortization	(300,001)	(0)	590,063
Amortization	915,000	914,776	944,729
ANNUAL OPERATING SURPLUS (DEFICIT)	(1,215,001)	(914,776)	(354,666)
Accumulated Surplus (Opening)	1,988,504	1,802,239	1,714,459
Accumulated Surplus (Closing)	773,503	887,463	1,988,504

Department of Education, Culture & Employment
Council Approved 2020-2021 Budget

Yellowknife Education District No. 1
Consolidated Expenses - (Schedule 2)
Annual Budget

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/ Cultural Programs	Student/Staff Accommodation	Total
SALARIES							
Teachers' Salaries		14,662,369					14,662,369
Regional Coordinators (RISC/RILE)				150,443	122,700		273,143
Program Support Teachers				2,385,245			2,385,245
Wellness Counsellors				353,958			353,958
Support Assistants		1,347,732		2,203,817			3,551,549
Indigenous Language Instruction					310,344		310,344
Cultural Resource Staff					269,552		269,552
Elders in Schools					123,828		123,828
Non Instructional Staff	1,021,866	2,262,531	544,853				3,829,250
Board/Trustee Honoraria	84,520						84,520
EMPLOYEE BENEFITS							
Employee Benefits/Allowances	189,134	3,560,122	98,124	1,114,370	151,764		5,113,514
Leave And Termination Benefits							0
STAFF DEVELOPMENT (Including Travel)		120,000		228,629			348,629
SERVICES PURCHASED/CONTRACTED							
Professional/Technical Services	40,000	383,100	5,000	5,000	15,000		448,100
Postage/Communication	36,000	61,600					97,600
Utilities							0
Heating			807,571			40,000	847,571
Electricity			937,000			50,000	987,000
Water/Sewage			164,000			21,000	185,000
Travel		0					0
Student Transportation (Busing)		460,000		20,000	10,000		490,000
Advertising/Printing/Publishing	35,480	10,000			11,500		56,980
Maintenance/Repair	5,000	74,105	465,249			86,000	630,354
Rentals/Leases	5,000	164,200					169,200
Other Contracted Services	95,000	524,700	824,203	108,538	205,205		1,757,646
MATERIALS/SUPPLIES/FREIGHT							
Assistive Technology				10,000			10,000
Materials	92,000	922,571		50,000	35,107	19,500	1,119,178
Freight	1,000	17,155	5,000				23,155
DEBT EERVICE							0
OTHER							0
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,605,000	24,570,185	3,851,000	6,630,000	1,255,000	216,500	38,127,685
AMORTIZATION							0
TOTAL	1,605,000	24,570,185	3,851,000	6,630,000	1,255,000	216,500	38,127,685

Department of Education, Culture & Employment
Council Approved 2020-2021 Budget

Yellowknife Education District No.1
Inclusive Schooling - (Schedule 3)
Annual Budget

	General Inclusive Schooling	Magnet Facilities	Total
SALARIES			
Regional Coordinators	150,443		150,443
Program Support Teachers	2,015,010	370,235	2,385,245
Wellness Counsellors	225,246	128,712	353,958
Support Assistants	2,147,186	56,631	2,203,817
EMPLOYEE BENEFITS			
Employee Benefits/Allowances	1,005,565	108,805	1,114,370
STAFF DEVELOPMENT (Including Travel)	228,629		228,629
SERVICES PURCHASED/CONTRACTED			
Professional/Technical Services	5,000		5,000
Student Transportation (Busing)*	20,000		20,000
Other Contracted Services	108,538		108,538
MATERIALS/SUPPLIES/FREIGHT			
Assistive Technology	10,000		10,000
Materials	20,000	30,000	50,000
Freight			0
TOTAL	5,935,617	694,383	6,630,000

*See guidelines related to Inclusive Schooling student transportation

Department of Education, Culture & Employment
Council Approved 2020-2021 Budget

Yellowknife Education District No.1
Indigenous Languages and Education - (Schedule 4)
Annual Budget

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional ILE Coordinators	122,700			122,700
Indigenous Language Instruction	179,759	73,954	56,631	310,344
Cultural Resource Staff	269,552			269,552
Elders in Schools	123,828			123,828
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	118,747	16,965	16,052	151,764
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services	15,000			15,000
Travel				0
Student Transportation (Busing)*			10,000	10,000
Advertising/Printing/Publishing	11,500			11,500
Rentals/Leases				0
Other Contracted Services	41,500	47,627	116,078	205,205
MATERIALS/SUPPLIES/FREIGHT				
Materials	35,107			35,107
Freight				0
				276,812
TOTAL	917,693	138,546	198,761	1,255,000

*See guidelines related to Indigenous Languages and Education student transportation

Department of Education, Culture & Employment
Council Approved 2020-2021 Budget

Yellowknife Education District No.1
Approved Person Years - (Schedule 5)
Annual Budget

	Person Years
Administration Staff	7.50
Territorial Schools:	
Teachers	118.00
Consultants	1.50
Librarians	3.50
Secretaries	7.50
Custodians	16.90
Junior Kindergarten Early Childhood Instructors	14.00
Other - Technology	3.00
Other -French Teachers & Eas	4.50
	-
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	17.00
Support Assistants	34.00
Counsellors	1.75
Other - Magnet Positions	5.00
Other - Education Psychologist	-
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	7.00
Other -Maintenance	5.00
Total Person Years	248.15

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

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Education Body Chair

October 9, 2020
_____
Date

_____
Superintendent

October 9, 2020
_____
Date

Annual Report

_____
Education Body Chair

_____
Date

_____
Superintendent

_____
Date